

## Standards and Quality Report 2017-18

School Name: Beckford Primary



### 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 175 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 three 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 and through the strong relationships throughout the school.

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 learning, teaching and assessment in numeracy and maths. 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

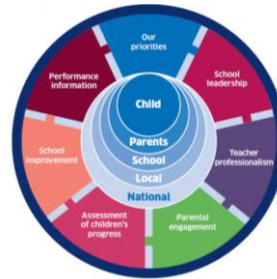
The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed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



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.

What follows is our school's data about achievement of these levels for session 15/16 through to session 17/18.

## Review of SIP progress session 2017/2018

**Priority 1:** To increase attainment and achievement in Literacy and English by creating a literacy rich learning environment, where all learners are increasingly engaged and motivated in their learning. There will be a particular focus on Writing and Talking and Listening.

### 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:** 1.2 Leadership for learning, 2.2 Curriculum, 2.3 Learning teaching and assessment, 2.4 Personalised support, 3.2 Raising attainment and achievement/securing children's progress

### Progress and Impact:

- The 'Active Literacy' approach to spelling, phonics, reading and writing is evident across all classes within the school. Coherence and progression across the school has been ensured through peer visits, SMT monitoring and regular professional dialogue about planning, teaching approaches and targeted support.
- Teachers continue to report increased confidence in implementing the approach and speak positively about the modelling aspects of the programme. The use of interim benchmarks guidance has helped in making judgements of the progress of pupils.
- Staff appear to be more confident in planning for writing using progression lines for grammar and genres of writing.
- Staff were able to confidently share their understanding of the AL approach with colleagues in one of our partner schools as part of the phase 1 AL programme.
- The Talking, Listening, Questioning Programme has been implemented with a targeted group in Primary 1 and the Social Use of Language Programme implemented in Primary 2 and 3.
- Pupils involved in Catch Up Literacy have made significant gains in reading confidence bands.

- Learners are having daily opportunities to read for pleasure within the school and have been encouraged to take part in the First Minister's Reading Challenge.
- Parental engagement with active literacy programme has been high. At the request of parents Active Literacy workshops were extended to Primary 5 this year. Resources sent home to support phonics and spelling work in stages 1-3 have also been met with positive responses

### Next Steps:

- Active Literacy will continue to be implemented and adapted as necessary for targeted children/groups.
- The improvement focus on Talking and Listening will form part of the improvement plan for 2018/19. Evaluations have been completed with regards the implementation of Talking and Listening (including to gather a baseline of teacher confidence in planning for this area of learning) and resources have been purchased to enhance creative play opportunities in Primary 1-3, however we have been unable to develop a progressive programme for Talking and Listening to date. An improvement working party has already been formed, which will be led by the Literacy Coach.
- The successmaker programme will no longer be accessible from August 2018 and therefore the school has sourced an additional online tool to support reading and spelling development called IDL. We are currently setting up the programme to ensure implementation from August 2018.
- Continue to provide additional, targeted support within classes with attainment below SLC/national average. For example, reading within the Primary 2 stage and writing within the Primary 5 stage.

**Priority 2:** To raise standards, expectations and attainment levels in Maths through excellence in learning and teaching 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:** 1.2 Leadership for learning, 2.2 Curriculum, 2.3 Learning teaching and assessment, 2.4 Personalised support, 3.2 Raising attainment and achievement/securing children's progress

**Progress and Impact:**

- Some level of increased confidence reported at tracking meetings by staff on making judgements within a level.
- Teachers have engaged with the benchmarks to form judgements of attainment within a level.
- A group of Primary 7 pupils learning and teaching has been based on the experiences and outcomes at Third Level this term.
- Staff feel there are more resources available to access to enhance learning and teaching across the stages, although this will still be developed next session.
- Baseline qualitative evidence has been gathered of our current position for numeracy through consultation of practitioners and pupils from Primary 2-7 to identify key priorities for improvement in numeracy.
- Most staff have participated in two twilight sessions on teaching numeracy with a specific focus on mental agility and some are implementing this approach within the classroom.
- Pupils have all engaged in sessions with visiting maths specialist, demonstrating a positive mindset to engaging with maths during the sessions.
- All staff have participated in training with a maths specialist in school focusing on place value and the four basic calculations. Some staff have worked with the maths specialist to begin to draw up a new position statement and pathway for maths to ensure a consistent approach to learning and teaching. This will continue next session.
- All staff have engaged in 3 sessions of moderation activities within the learning community.
- A member of our staff has represented the learning community at the QUAMSO sessions and plans to support staff next session with the development of holistic assessments.
- 5 members of staff (1 teacher and 4 support staff) have been trained in catch up numeracy. Assessments of targeted children have begun and will be implementation of this intervention will be timetabled next year for targeted pupils.

## Next Steps:

- Although there is evidence of increased staff confidence, however this is still a large focus for improvement next session. An improvement working party has been identified to support the further development of our numeracy pathways and position statement for full implementation next session.
- Following the input from QUAMSO sessions, holistic assessments to form focus of inhouse moderation activities, to ensure children are provided with learning opportunities that provide breadth, challenge and application of learning.
- To provide additional targeted support within classes with attainment below SLC/national average. For example, the Primary 2 and Primary 5 classes.
- Ensure a targeted approach to closing gap for children in receipt of FME.

**Priority 3:** 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:** 1.2 Leadership for learning, 2.2 Curriculum, 2.3 Learning teaching and assessment, 2.4 Personalised support, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement/securing children's progress

**Progress and Impact:**

- It is evident from discussions with practitioners at planning and target meetings that they are aware of the needs of our children and can identify how these impact on our children's readiness to learn. All staff work diligently to improve outcomes for our children.
- Five 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.
- A recent visit from Pivotal Education highlighted the positive practice in removing emotional barriers to learning across the school.
- Due to the design of the school there is a lack of break out areas for children to access when experiencing emotional challenges – the sensory room allows for some space.
- The P2B Time to Talk sessions are being accessed across all stages and the project manager has worked with all classes during our recent health week. Over the last 6 weeks for example, there have been on average:
  - 7.5 time to talk sessions per week.
  - 16 children per week accessing time to talk sessions
  - 5 of which are boys per week
  - 11 of which are girls
- Feedback from pupils is that working with active schools gave them increased opportunities in school to access different sports and increase fitness.

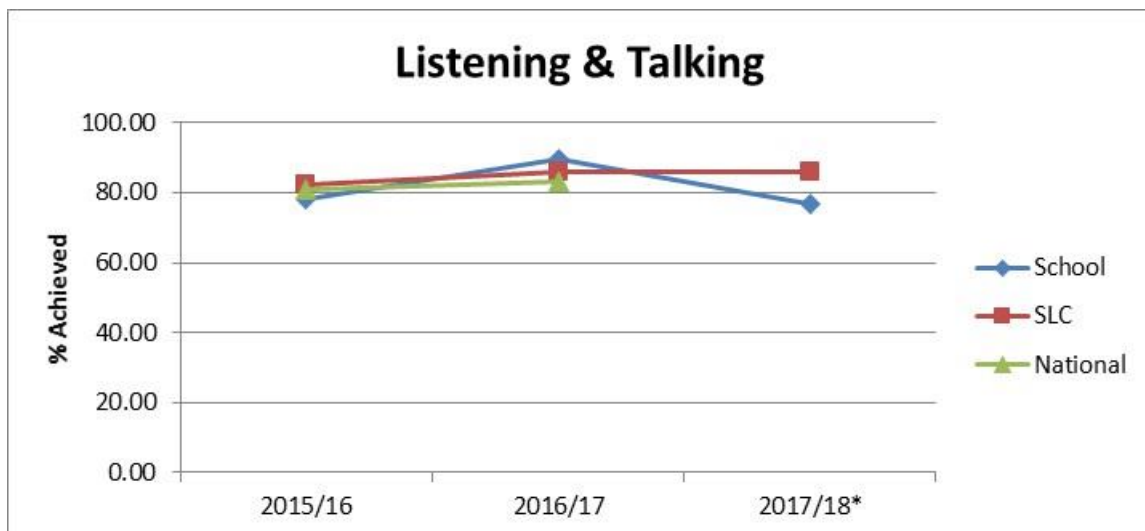
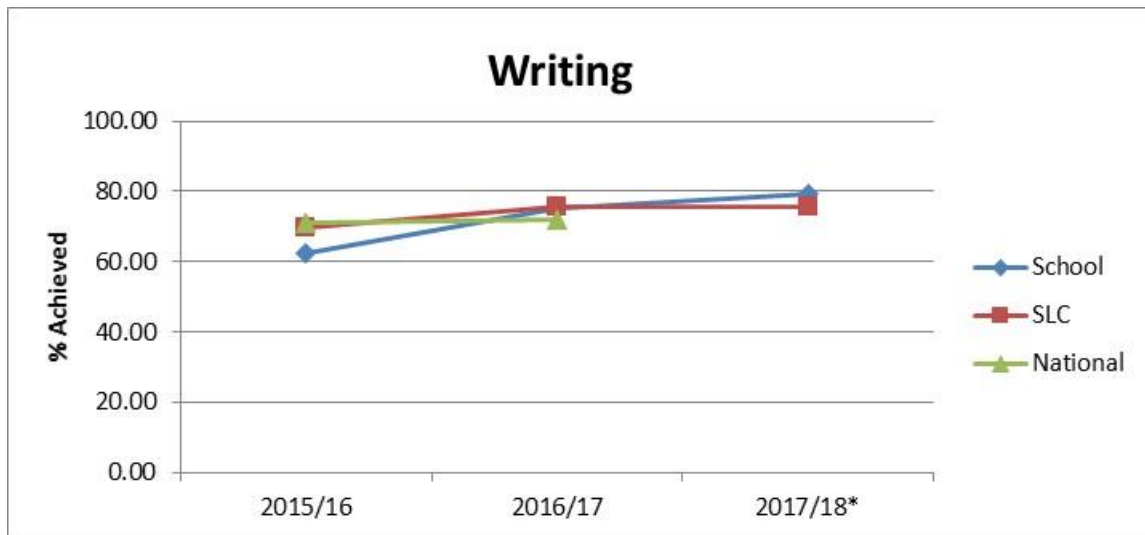
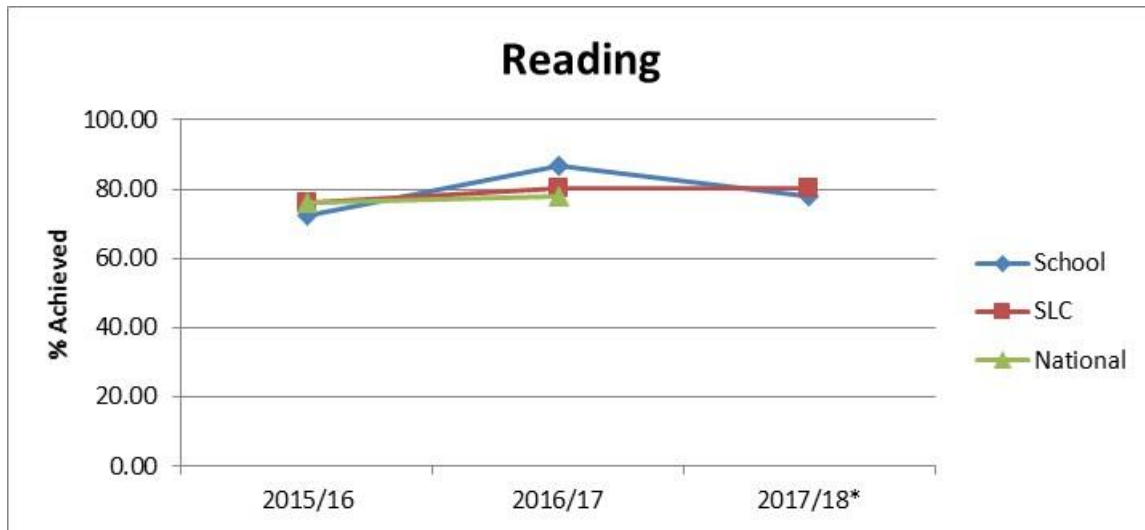


- A progressive programme based on the wellbeing indicators and the HWB experiences and outcomes has been implemented throughout the school this session.
- Extra-curricular visits like Ratho have been well received – feedback from pupils has included that they had:
  - New experiences
  - Pushed children to try experiences they lacked confidence in to do previously
  - Development of self-belief for the future

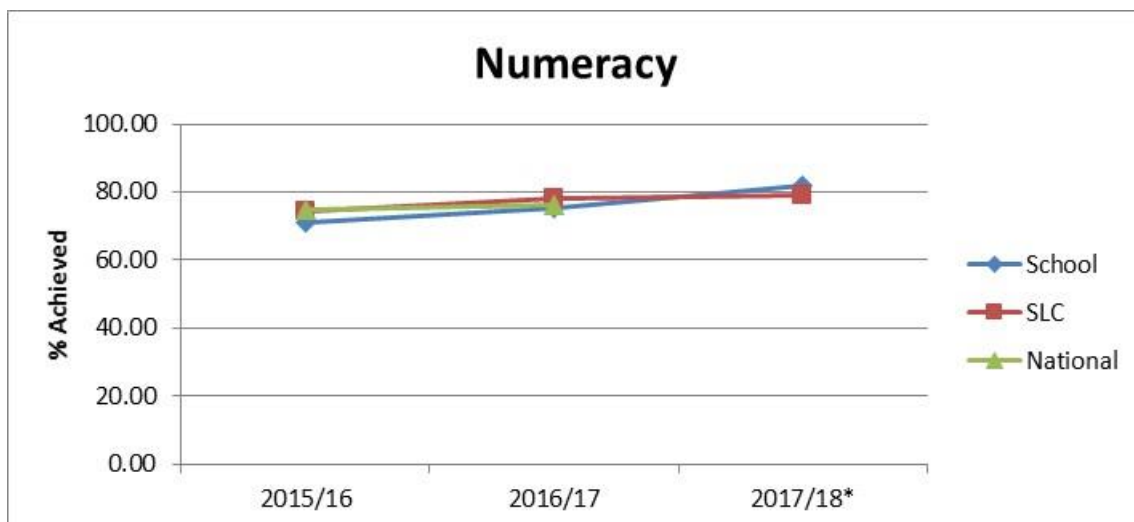
### Next Steps:

- We will continue with our journey with P2B with the implementation of 1:1 sessions beginning in September and a parent counsellor will also be in place once a week from August.
- Our improvement work on our approach to seismic shifts in approach to behaviour management with Pivotal Education will form a large part of our HWB programme.
- Additional nurture groups will be led by the staff members trained this session.
- To continue to build on progressive HWB programme based on Wellbeing Indicators and HWB experiences and outcomes. A position statement incorporating all improvement aspects from 2017/18 and 2018/19 into it.

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



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



## 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

- 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 continues to be positive, particularly in the infant department (e.g. Primary 2 & 3 in all three areas of literacy).
- Although the overall percentage of attainment in Primary 1 is slightly lower than last session, the primary 1 intake is a larger cohort this year with an increase of 6 pupils this year. During term 1 there was a high number of children within the targeted group (36% of the class). This has reduced over the year to 24% with targeted interventions e.g. 5 minute box and TLQ. We will continue to build on that through support next session from the PEF funded teacher.
- We have 4 years of data available to track trends in stages 3-7.

#### Next steps

- Attainment in all three areas of literacy for the Primary 4, 5 and 6 stages has been identified as requiring additional input through support of the SAC teacher implementing targeted interventions for literacy.
- 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

- This year's predicted attainment has continued to show improvement within Primary 3, 4 and 7.
- We have 4 years of data available to track trends for stages 3-7.

#### Next Steps

- Data for Primary 1 has reduced this session and therefore targeted support will be delivered through the support of the PEF funded teacher next session.
- Primary 1, 2 and 5 show the largest gap in attainment between children who live within SIMD 1 & 2 areas or are in receipt of free meal entitlement. Targeted interventions including supporting parents will be implemented next session.

#### Health and Wellbeing

Progress	satisfactory	good	very good	excellent
			X	

#### Strengths

- Introduction of the Place2Be service and opportunities for Time2Talk sessions.
- Progressive HWB programme, linked to the wellbeing indicators and UNCRC.
- Targeted work with pupils through the Nurture Room, Rowan Cottage.

- Engagement with Active Schools Worker, providing a range of opportunities to engage with different sports.
- Health week – focusing on physical and mental health learning for pupils.
- Increased opportunities for lunch time and after school extra-curricular opportunities including running club, British sign-language club, multi-sports for younger pupils at lunchtime.

#### Next steps

- To review approach to managing behavior within the school.
- To engage in the Making Rights Real programme.
- 1:1 sessions with Place2Be counsellors to be facilitated.

#### **Employability Skills/Positive Destinations**

satisfactory	good	very good	excellent
X			

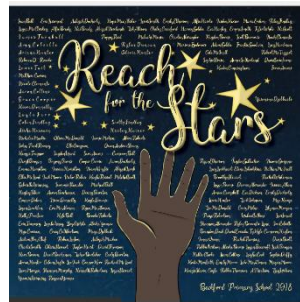
#### Strengths

- Pupil leadership opportunities have been built on this year through the introduction of sports leaders, primary 1 buddy role development, Sports Council, Pupil Council and Learning Consultative Groups.
- Pupils have had opportunities to explore the skills required for life, learning and work through whole school focus weeks e.g. Science/STEM, Maths Week Scotland, visiting authors and publishers.

#### 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 2017-18



There have been many highlights during the 2017-18 session. As a school community we are very proud of our learners and the commitment and enthusiasm they have displayed throughout the year.

All classes have had access to a wide range of extra-curricular activities, including Netball (Primary 6 & 7) and Football (Primary 5, 6 & 7), Running (Primary 6 & 7), Mini Football (Primary 1 – 4), Fit Kids (Primary 1 - 3), Dance (Primary 2 & 3 and Primary 6-7) and Multi-Sports (Primary 3-5) Drama Club (Primary 4-7) and British Sign Language (Primary 5-7). Active Schools have also supported a lunch time games club for pupils in Primary 1-3 and a lunch time football club for Primary 5-7.

Feedback from learners has highlighted that they have felt inspired and motivated by the various successes of other learners during the school year including the football team winning the James Nisbett Memorial Tournament and the Girls' Football Team winning the Hamilton District 5-a-side Football Team. Another highlight was when a group of learners performed in the Hamilton Active Schools Dance Festival, who presented their dance interpretation to the song 'The Circle of Life'. These achievements have helped to boost school ethos and morale.

Children at all stages continue to receive a broad, balanced and well-planned curriculum in line with Curriculum for Excellence 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 focuses including themes based on Maths Week Scotland, Science/STEM, Scotland (with a focus on Burns and Scots language), Book Week and Health. Primary 6 and 7 have been involved in a Global Citizenship transition project with other Hamilton Learning Community learners called Starchild. Learners took part in a 2 day creative based project which they themselves had opted for. The 2 day experience took part at St John's Primary, Woodside Primary and Chatelherault Primary. The available projects included art, fashion design, technology, dance, games, music and drama. The projects gave the learners the opportunity to learn about the life of children in Uganda and make comparisons with their own. Learners showcased their projects to parents and representatives from the Starchild Charity at Hamilton Grammar. Feedback from learners is overall that they feel more confident about meeting new friends when moving on to secondary education.

Raising the profile of writing has been an important aspect of the School Improvement Plan this year. Using our Scottish Attainment Challenge Funding we have worked alongside a publishing company to write and publish a book called 'Reach for the Stars'. The children were given the opportunity to engage in workshops to create stories that focused on characterisation, use of language and storyline development. For the book the children were asked to consider our school values; Friendly, Caring, Respectful and Responsible, as a basis for their own writing. Learners created powerful pieces of writing that represented our different values. Some worked independently and some with partners or groups. All learners participated in the book launch at Hamilton Academical Stadium. This was a wonderful showcase of how learners exemplify our school values and how proud the learners were of their published pieces of 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, 'Shine, Star, Shine' and a range of traditional and modern Christmas songs performed by Primary 4-7. Our school choir have presented at different

events this year and have also presented to members of the local community who reside in sheltered accommodation. Primary 5 to 7 learners have learned Mandarin with the support of the Confucius Hub. Primary 6 then went on to represent the school at the Mandarin Showcase Event, where they enthusiastically performed a song in Mandarin to the audience. At our Scottish Assembly pupils from Primary 1 to 7 performed a range of Scots poems, Primary 1 also sang a Scots song they had written with their class teacher. A final highlight of the year was the Summer Show 'Robin and the Sherwood Hoodies'. The show involved all learners and showcased the confidence and dedication of our learners and staff.



**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.**



Staff, Learners and Parents are involved in improving the life and work of the school. Self-evaluation is central to how we work as a school community and all stakeholders are encouraged to be actively involved in our approach to review practice to continue to improve. Areas of strength recognised by learners were that there are lots of resources and people in school to support your wellbeing (Place2Be, Sensory Room and staff to talk to when things are 'bothering' you). Staff identified a variety of strengths that included that they know the children very well and are able to provide support in learning and emotional development.

Year 2 of a 3-year cycle of self-evaluation using the Quality Indicators from How Good is Our School 4 has been completed this session. Staff have engaged collectively with core QIs identified by HMIE from HGIOS 4 and have also reflected on 1.1, 2.1 and 2.5. Staff have engaged in professional dialogue, sharing and hearing about good practice in a number of ways this session:

- Inwards – peer observations and feedback have been conducted inhouse focusing on both learning and teaching of writing as well as mental maths.
- Outwards – staff have worked with colleagues on the moderation of maths within the Learning Community as well as sharing good practice with colleagues who are also part of the Phase 1 Active Literacy programme within the authority.

This process has supported us to look forwards to the 2018/19 session where staff have highlighted that they would like further inhouse opportunities to moderate and engage in professional dialogue, with the specific focus being on maths and building holistic assessments.

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:

- 'We learn new things every day!' (Maths) Primary 3 Pupil
- 'I like playing games and working with a partner.' (Maths) Primary 2 Pupil
- '(Reach for the Stars) helped me learn to be a good author.' Primary 4 Pupil
- 'I feel proud because I like showing people what I have been doing.' (Reach for the Stars Book Launch) Primary 4 Pupil

When consulted about opportunities for Reading for Pleasure qualitative data gathered in primary 6, recognised that 94% of the class enjoyed reading and recognised that they had regular opportunities to read in school. In the upper classes qualitative data showed that an overall majority of children enjoyed learning about maths, however there are a group of children who only enjoy it at times. For example in Primary 7, 64% of the children said that they did enjoy maths, however 25% said that they enjoyed it some of the time and 11% said that they did not enjoy it at all. A range of reasons for these answers were given:

- 'I enjoy it because I like to solve puzzles.' Primary 7 Pupil.
- 'I don't enjoy because I feel like I am doing the same think over and over.' Primary 7 Pupil.

This evidence highlighted that many of the children have positive experiences within the school through maths, however the final comment from the Primary 7 pupil highlights the need to continue to build on the review of planning and resources as identified through teacher self-evaluation also. This will form part of the school improvement plan next session.

Families have received high-quality universal and targeted support that enables them to access learning activities which meet their needs. It was recognised through self-evaluation that it was important to work with parents from our new Primary 1 cohort early on in the school session. Therefore a Primary 1 Family Literacy Event took place early in the school session, where the focus was on supporting the parents to develop an understanding of the approaches to learning through Active Literacy. 50% of our parents in Primary 1 attended this event (91% of those parents being within SIMD 1 & 2). Feedback included:

- 'This is a great experience to see how your child is learning in school.'
- 'Had lots of fun doing tasks with my son and love the idea of using the letter boards at home, this will be a massive help to boost learning.'

Primary 1 - 5 staff ran successful Active Literacy workshops for parents and carers in January. The teachers invited the parents into the classroom to observe approaches to Active Literacy and participate in a range of learning activities alongside their children. This was extended from Primary 3 to Primary 5 this session following feedback from parents at the Meet the Teacher event in September 2017. Resources to support learning at home 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 Home School 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. As part of the science project, parents/carers were invited to attend a visit to the Science Centre in March 2018. Again, this experience was well received. Along with colleagues at Hamilton Grammar, our Primary 7 pupils and parents were invited to an additional enhanced transition event at Hamilton Grammar. Along with the support of our Home School Partnership Worker and the Beckford Management Team, learners and their parents took part in two cooking sessions in the Home Economics Department in November. Feedback from parents and learners is that this has helped them feel more at ease about the transition process to secondary school.



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 the improvement work of the school. Parents recognised that initiatives like the Reach for the Stars book project, active schools input and extended opportunities e.g. running club, football and netball have all contributed positively to school ethos. The newly established Place2Be service was commented on positively by many of our parents/carers in a recent questionnaire.

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 2018-19. Most staff are taking lead roles in aspects of school improvement and this is noted on our school improvement plan for 2018-19.</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 will continue to work with children, parents during the self-evaluation process.</p> <p>Our children require further opportunities to engage in reviewing their own learning.</p> <p>We need to involve partners in our self-evaluation processes.</p>	<p>Good -&gt; very 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 at weekly assemblies and whole school events. 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 &amp; Quality Report. The pace of change is well managed. Staff have engaged with QIs from HGIOS 4 and other self-</p>	<p>We will continue to expand on leadership opportunities at all levels, particularly at middle leadership stage. 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 -&gt; very good</p>

	<p>evaluation tools to aid effective self-evaluation.</p> <p>Professional learning is having an impact on learners' experiences, particularly in literacy, numeracy and health and wellbeing.</p> <p>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 is 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 many feel they are suitably challenged. Staff training in active literacy and maths (with a specific focus on place value and mental agility) 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>Pupils benefit from a variety of wider achievement opportunities</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.</p> <p>We will provide increased opportunities for staff to engage in moderation activities across the school and Learning Community during the 2018/19 session.</p> <p>We will continue to work on "achieving a level" across all curricular areas, using the benchmarks for reference.</p> <p>Further enhance teachers' engagement with educational policy and ideas in a wider sense e.g. Pivotal Education, Place2Be.</p> <p>We will continue to use the refreshed school tracking system from South Lanarkshire Council taking account of pupil attainment and achievement.</p>	<p>Good</p>

	<p>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. 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. 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 &amp; numeracy. We use data to ensure appropriate interventions for those children who face additional challenges.</p> <p>Assessment data, both formative and summative, is increasingly used to support next steps in learning.</p> <p>All Primary 1, 4 and 7 pupils took part in the SNSA programme in May 2018.</p>		
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<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<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.</p> <p>The school pathway for HWB from P1 to P7 has been reviewed this session and experiences and outcomes have been linked with the wellbeing indicators to support planning for learning and teaching.</p> <p>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.</p> <p>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</p>	<p>Continue to build on the Place2Be service with 1:1 sessions to be introduced in September 2018.</p> <p>Continue to build on staff development in Nurture and Mental Health to further extend approaches and opportunities to continue to support mental, social and emotional wellbeing.</p> <p>Continue to build on the school's approach to Rights Respecting Schools Learning through the Making Rights Real strategy.</p> <p>We plan to implement relaxation programme for targeted pupils in the sensory room.</p>	<p>Very good</p>
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	<p>consultation with pupils and parents. We value diversity and challenge discrimination. Our Nurturing ethos supports at attainment of our most vulnerable pupils.</p> <p>This session the school has become a Place2Be partner school (January 2018). The project is still in the early phases of development, however already to date our learners are regularly engaging with the service and the emotional needs of our learners is being supported. We are the first school in SLC to become a P2B partner school.</p> <p>Our newly established sensory room is beginning to be accessed by pupils to support emotional challenges they face within the classroom.</p>		
<p>3.2 Raising attainment and achievement</p>	<p>Attainment in literacy and numeracy is generally good. Pupils are making progress across stages. Most pupils have attained at an appropriate level and some have exceeded these. We now have 4 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</p>	<p>We will continue to track pupil progress across literacy and numeracy and begin to engage in benchmarks for other curricular areas.</p> <p>We will formally track pupil progress in HWB through the use of PASS assessments. The school will work towards further ways in which children's achievements can be recognised.</p> <p>We will review Promoting Positive Behaviour and Relationships policy, working in partnership with Pivotal Education.</p>	<p>Good</p>

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

**Amount allocated: £58,800**

How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?
<p>A significant amount of our PEF funding has been used to employ an additional teacher within the school therefore the remainder of the funding has been used to supplement initiatives developed through our SAC improvement plan.</p>		
<p>Active Literacy is now well embedded across the school and having a positive impact on learners' engagement and in some stages attainment. 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. There are signs of positive attainment in different stages, e.g. CfE achievement of a level for reading has increased by 5% in Primary 4. Active Literacy will continue to be implemented and adapted as necessary for targeted children/groups. Talking and Listening will form part of the improvement plan for 2018/19. As noted above an improvement working party has already been formed, which will be led by the Literacy Coach.</p>		
<p>In Maths and Numeracy baseline evaluations identified a lack of staff confidence in planning from current school pathways, assessing through benchmarks and differences in pupil engagement and motivation in this area are identified as areas for improvement from this consultation. Following input through moderation and team teaching opportunities with a visiting Maths specialist there is increased confidence, however this is still a large focus for improvement next session. An improvement working party has been identified to support the further development of our numeracy pathways and position statement for full implementation next session.</p>		
<p>Our HWB interventions have been successful and most outcomes achieved. The Sulp programme has been implemented with a targeted group in Primary 3 and the Whole Primary 2 Class. The Sensory Room has been developed and is being accessed by targeted children with the support of nurture staff, SAC teacher and support staff. The Place2Be project manager came into post at the end of January 2018. All staff have had training from P2B Project Manager, the time to talk service has been established and is open to all children to access, a parent counsellor has been allocated to the school also and will begin 1:1 support with targeted parents in August 2018. All children have had access to active schools tuition, Primary 6 &amp; 7 have had enhanced transition opportunities and all children have had extra-curricular activities e.g. ratho climbing centre, dynamic earth, Glasgow Science Centre. This will continue to be built on as we continue with our journey with P2B with the implementation of 1:1 sessions beginning in September and our improvement work on our approach to seismic shifts in approach to behaviour management with Pivotal Education next session.</p>		
<p>The additional teacher worked predominately in the Primary 1 classroom. It was decided that after reviewing the range of needs presented within the class and as the class was at full capacity, it was felt it would be beneficial for the children to have the support of an additional class teacher. From the attainment data throughout the year, it is evident that without the additional input from the PEF teacher, the gap that was identified initially, would not have been reduced. We will continue to assess the needs of the school to decide where the additional member of staff could provide the most impact.</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.

The action plan developed following our inspection to ensure these areas of improvement are taken forward, have begun to be addressed through the School Improvement Plan during 2017-18 and will continue to be built on next session. Our Acting Head Teacher of 18 months was appointed as permanent HT in December 2017, therefore we believe that this puts our school in a strong position for continuous improvement. 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:



Date: 25.06.18

