

Hunter Primary School

Standards and Quality Report 2022-23

Context of the school:

Hunter Primary is a non-denominational school which serves part of the Calderwood area of East Kilbride. The original school opened in 1962 and our new school building officially opened in 2013. The new building provides an excellent, bright, modern learning environment in which our children can learn and achieve.

A new Acting Head Teacher took up post in August 2022. Following a successful recruitment and selection process, they were appointed as the substantive Head Teacher in June 2023. The Head Teacher is supported by the Principal Teacher. Our current role is 171 pupils over 7 classes.

All SIMD deciles are represented within Hunter PS with the following breakdown:

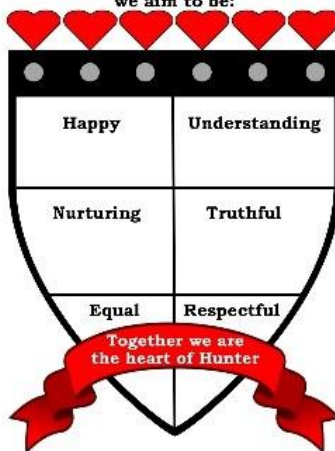
SIMD	1	2	3	4	5	6	7	8	9	10
%	0	2.9	6.4	11.7	25.1	10.5	39.2	1.8	2.3	0
	(0)	(5)	(11)	(20)	(43)	(18)	(67)	(3)	(4)	(0)

23% (40) of our children are in receipt of a free school meals (FME), this is slightly above the SLC average.

Hunter Primary is a welcoming, nurturing, and inclusive environment where the staff team strives to provide a learning environment that will challenge and celebrate the achievements of our young people. We actively promote positive attitudes, self-esteem and self-confidence in all our children.

Our School Vision and Values:

Here at Hunter Primary School
we aim to be:



Happy, Understanding, Nurturing, Truthful, Equal and Respectful



At the heart of Hunter's vision and values, we aim to support all our children in reaching their full potential, show care and compassion towards others and to develop as responsible citizens. We empower the children of Hunter to continue to carry the 'Heart of Hunter' throughout their school, home community and adult life.

Our **school values** of **Happy, Understanding, Nurturing, Truthful, Equal** and **Respectful** are embedded in everything we do.

School Motto:

“Together, we are the Heart of Hunter”

We have an active and engaged Parent Council who play an integral role in school life and an interested parent forum who support the school in many ways including fundraising, attending events and providing feedback.

Hunter Primary is part of the Calderglen Learning Community and we hold strong links with local schools. We work very well with our partnership nursery, The Wombles and Calderglen High School to ensure that smooth transitions for pupils from Nursery - Primary 1 and Primary 7 – Secondary are in place.

We continue to develop local community links, particularly strong partnerships with local sporting clubs and with our local library being fostered for the benefit of our children.

This session, the school received £37,975 Pupil Equity Funding (PEF) which has paid for an additional PEF Teacher 0.5 (2.5 days per week). Alongside 0.4 management time (2 days per week) this allowed for the Principal Teacher to be non-class committed and co-ordinate the support of our PEF and Equity priorities, including directing interventions in both Literacy and Numeracy for identified children to support raising attainment. We also secured 0.4FTE additionality funded by the Scottish Government to support early intervention in Primary 1 and 2 as well as Nurture provision within the school.

This session we also had £3,038 to be spent as our 'Participatory Budget' – this equated to 8% of our total PEF budget. Mrs. McLaughlin, our PB staff lead, organised a pupil focus group that helped decide what the money should be spent on. Parents/carers within the Hunter community then had the opportunity to vote for their preferred option. This year, PB money was put towards reducing the costs of school trips/excursions for all pupils in the school.

Key Successes and Achievements for session 2022-23

We have had a very busy and successful session in Hunter Primary. Every year we further develop as a school community. Our staff are committed to ensuring pupils have the opportunity to learn and develop in an environment that is supportive, nurturing and driven by high standards.

- All pupils and the wider community took part in **'Beat the Street East Kilbride'** during the months of October and November. This was hugely popular with everyone, and we came 9th overall within the East Kilbride area.



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- Senior pupils competed in Sportshall Athletics, Cross Country and outdoor Track and Field competitions run and organised by South Lanarkshire Leisure competed across the session. Miss Mooney led in extra-curricular training throughout the session and achievements were recognised and celebrated in school.

- Continuing the theme of raising the profile of sport and physical activity, Miss Mooney our P.E. lead organised many 'taster' sessions for pupils across the year making positive sport community links. This included cricket, kickboxing, handball, rugby, tennis, gymnastics and Tae kwon do.

- Davy our janitor continued to develop football across the school by holding weekly training sessions for P.7 boys and girls and pupils across Primary 5-7 taking part in Boys and Girls football competitions. Our Boys football team won the annual 'Calderwood Cup' event in April.



- Primary 6 and 7 pupils completed Sports Leaders training which was delivered by our Active Schools coordinator Craig Allardyce. They then put their skills into practice to run a lunchtime multi-sport club for Primary 1 and 2 pupils.

- Primary 5 (Room 6) took part in the 'Green Stewardship' programme alongside other primary schools across South Lanarkshire which aimed at raising the awareness of sustainability and climate change.

- Our parents/carers alongside those in Blacklaw PS, Mount Cameron PS, Maxwelton PS and Heathery Knowe PS took part in 'Love Autism' workshops across the year which supported parents with strategies, conversations and guides to support children who have a diagnosis of autism.

- All classes took part in the national 'Maths Week' in November.



- All classes took part in 'Anti-bullying week' in December.

- Our Parent Council alongside PB money supported the payment and return of Hunter Primary annual visit to the King's Theatre to see the pantomime performance of 'Beauty and the Beast'.

- Our Primary 1 children, supported by all other classes put on a fantastic Nativity performance, 'Fireside Nativity'.



- We had a very successful and highly positive response to our 'How Nurture looks at Hunter' open afternoon in December where parents/carers visited the school to gain an understanding on how we provide Nurture across the school, including a visit to the Nurture room.



- Our Primary 7 cohort attended their P.7 Residential to Robinwood in January.

- We supported local and national charities including BBC Children in Need, Kilbride Hospice and 'Wear it Pink' for Breast Cancer UK.

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- All classes invited parents/carers in to see their 'Learning Showcase' across the session – celebrating pupil learning and achievement.
- All classes attended 1 educational excursion with no additional costs – destinations included Stirling Castle, The Scottish Parliament, David Livingstone Centre, The Museum of Rural Life and The Science Centre. All 7 classes also visited St. Leonards Library, where children were introduced to the library and encouraged to purchase a library card beginning our Reading for pleasure journey that will continue into the next session.
- Selected Primary 6 pupil attended the annual 'Euroquiz' at Newton Farm Primary School where they performed highly.



- Our annual 'Easter Egg/Bonnet' design competition was another huge success.
- Primary 1 pupils welcomed some new temporary pupils to Hunter when they looked after baby ducklings which formed their Health and Wellbeing/Science curriculum – Lifecycles.



- Primary 7 pupils attended various P7-S1 transition events across the year in Calderglen High School, to prepare them for secondary school – these included P.E. event, visit to the Science department, French Café and their two day visit in June.



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Review of progress for session Aug 2022- June 2023

School priority 1: Continuity of learning: Improving attainment in Writing

NIF Priority (select from drop down menus)	HGIOS?4 QIs (select from drop down menus)
Improvement in attainment, particularly in literacy and numeracy. NIF Driver Curriculum and assessment School Improvement	1.1 Self-evaluation for self-improvement 2.2 Curriculum 1.3 3.2 Raising attainment and achievement

Continuity of learning: Improving attainment in Writing

Rational for improvement: Hunter PS identified inconsistent patterns of attainment and differing views of teacher professional judgement when assessing children's writing. Reviewing the Writing curriculum and pedagogy revealed that there were further inconsistencies surrounding adopted pedagogy across the school. Teachers sought a consistent approach that would consist of a progressive Writing pedagogy and assessment framework where consistency and progression across the school would be visible and raise overall standards in Writing attainment.

Strategy During session 2022-23, the school undertook the following:

- All classes undertook 3 assessed pieces of writing across the academic session using a new assessment framework.
- The new assessment framework uses CfE interim benchmarks across Early, First and Second levels, taking into consideration individual pupil learning pathways for achievement of a level.
- From term 2 onwards, all class teachers reported greater success and confidence in assessing writing and agreed their professional judgement was previously inconsistent and inaccurate.
- Moderation Writing activities further supported teacher professional judgement.
- From term 2, all classes increased the amount of taught writing experiences per week.
- A robust tracking and monitoring system looking specifically at attainment in Literacy and Numeracy was significantly enhanced across the school. It is anticipated to see attainment fall this session as a result of clearer in-depth analysis and greater accuracy of pupil assessment data.
- Quality Assurance procedures in place – Senior Leaders visited all classes to observe writing lessons across all classes. Feedback was shared with class teachers and staff discussed the positive impact of this at a CAT session.
- Following the introduction of a school Assessment calendar, Hunter Primary will now have a clearer understanding of individual pupil learning pathways and levels of attainment moving forward.
- Literacy Writing SIP working group was continued. Considering an appropriate pedagogy, the school has adopted the North Lanarkshire Writing Programme.

Progress and Impact for session 2021-22 was measured as:

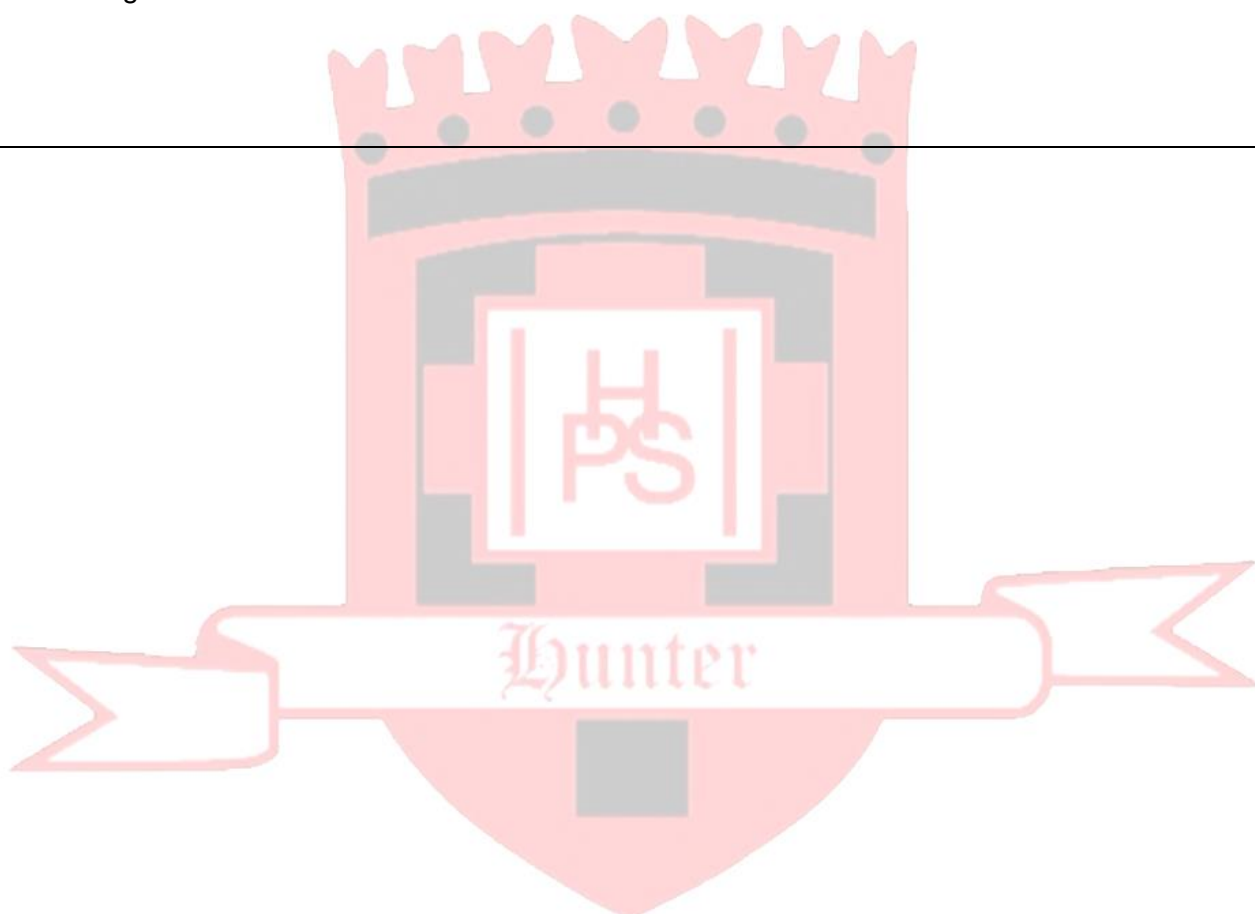
- As a result of introduction of robust tracking and monitoring procedures in Hunter Primary School, 3 termly assessed pieces of Writing and increased writing time, including individual targeted support.
- Quality Assurance procedures reported that all pupils receive high quality learning and teaching experiences within Literacy Writing, however dialogue with class teachers noted there are still some inconsistencies with pedagogy across the school.
- The SIP Writing working group developed Writing termly and annual overviews linked to North Lanarkshire Writing programme (Active Literacy). This was trialled in Term 2/3 with expected rollout in session 2023-24 session.
- There was a procurement delay in the arrival of updated North Lanarkshire Writing resources purchased by the school. These did not arrive until the end of May 2023.

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Next Step(s) to inform SIP for 2023/2024:

- Implementation of literacy framework to support high quality teaching of writing across the school.
- Moderation activities with stage partners in learning community schools to develop accuracy of teacher professional judgement.
- Targeted support and intervention for Primary 2 and 5 cohorts to address fall in attainment during session 2022-23.
- Primary 1 children to use new Foundations of Literacy pack in 2023-24.
- Staff training using North Lanarkshire Writing pedagogy (August and November In-Service).
- All teaching staff to attend 'Talk for Writing' training to enhance teaching and learning of writing during 2023-24 session.



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School priority 2: HWB: Applying Nurture as a whole school approach

NIF Priority (select from drop down menus)
Improvement in children and young people's health and wellbeing
NIF Driver
Curriculum and assessment
School Improvement

HGIOS?4 QIs (select from drop down menus)
3.1 Ensuring wellbeing, equality and inclusion
2.4 Personalised support
2.2 Curriculum

Health and Wellbeing: Applying Nurture as a whole school approach

Rationale for improvement: Continuing the work completed in session 2021-22 where new the new Health and Wellbeing curriculum programme was launched, this session was the first year that class teachers were able to implement the new HWB planning framework to continue to deliver high quality health and wellbeing learning and teaching experiences. Furthermore, as a result of 0.4FTE temporary additionality, this allowed our Health and Wellbeing/Attachment lead Ms. McAdam to continue to lead the school in Attachment, PPRUDB (Promoting Positive Relationships and Understanding Distressed Behaviour) and Nurture provision with the aim of ensuring all Hunter Primary learners report they feel safe, happy and a sense of belonging in Hunter Primary School.

Progress and Impact for session 2021-22 was measured as:

- Pupil Nurture sessions continued to be developed across the year, targeting individual/groups of pupils in all 7 classes across the session using the Boxall profile.
- All staff (teaching, support and facilities) took part in 'The Pledges' training in November.
- HWB coordinator/Attachment lead continued to be upskilled in latest attachment updates across the authority.
- Parents/carers attended a 'How Nurturing is Hunter' open afternoon in December 2022. This showcased all the positive work being undertaken within HWB and Nurture.
- All pupils completed the Glasgow Wellbeing and Motivation Profile in March 2023. Results were exceptionally positive, with our school scoring 8.81 out of a maximum of 10 across all the questions.
- Class teachers implemented the new Health and Wellbeing curriculum planners across the school.
- Health and Wellbeing pupil ambassadors continued working alongside the HWB coordinator.
- A change in personnel saw Mrs. McLaughlin take over the role of HWB coordinator/Attachment lead in February 2023.
- Mrs. McLaughlin began to share 'Positive Pathways' practice across some classes.

Next Step(s) to inform SIP for 2023/2024:

- Continue to implement attachment-informed practice across the school with further staff training/development sessions.
- A review of Health and Wellbeing curriculum planning found that staff are unclear re: how to use the new planning documents. A further modification of these will be undertaken by the Health and Wellbeing SIP working group.
- Set-up of parent/carer RSHP focus group to develop RSHP learning across the school.
- A move to online Boxall profiles will reduce the amount of time taken to complete these and will give a clearer identification of pupil targets.
- Continuation of Nurture provision during 2023-24 session.
- Mrs. McLaughlin to develop 'Positive Pathways' across all classes.
- Continue to engage parents/carers in Health and Wellbeing/Nurture practice.
- Begin to collate evidence to apply for the Nurturing Schools National award.

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School priority 3: Interdisciplinary learning

NIF Priority (select from drop down menus)
Improvement in skills and sustained, positive school-leaver destinations for all young people
NIF Driver
Curriculum and assessment
School Improvement

HGIOS?4 QIs (select from drop down menus)
1.1 Self-evaluation for self-improvement
2.3 Learning, teaching and assessment
2.2 Curriculum

IDL Learning: create a progressive framework for Interdisciplinary Learning (including STEM) that ensures topics are relevant and accessible for all.

Rationale for improvement: Staff identified the need to review the school's current IDL framework as it was felt this was outdated and did not include skills progression and relevance on pupil learning. There was also a need to develop programmes of study within STEM (Science, Technologies, Engineering and Mathematics) and DYW (Developing Scotland's Young Workforce). This would make topics relevant with a greater focus on skills.

Progress and Impact for session 2021-22 was measured as:

- A staff IDL curricular SIP working group was established and lead by Miss Robyn Laughland.
- A review of current practice was undertaken, and all teaching staff were consulted by completing an audit of current practice to teaching Social Studies/STEM and DYW.
- Staff engaged with the National Improvement Hub to look for current/good practice.
- All staff were consulted during May 2023 Inset re: topics to ensure breadth, progression and relevance.
- A new IDL framework was designed for all classes/stages.
- The SIP group developed a new planning template for Social Studies/IDL. This was trialled by the SIP group in Term 2, was shared with all staff, and all classes used this to plan and review a topic in Term 3.
- Almost all staff undertook the West Partnership High Quality Assessment training. Miss Laughland, curricular lead for Social Studies/IDL led further staff training.
- All staff completed a High Quality Assessment linked to their IDL/Social Studies topic between Terms 2 and 3. This proved to be highly successful and is agreed to take this forward into the next session and beyond. This will also form part of the school's assessment framework.

Next Step(s) to inform SIP for 2023/2024:

- All staff to use new Social Studies/IDL framework from 2023-24 session.
- All staff to use new Social Studies/IDL curriculum planning documents from 2023-24 session.
- To further develop STEM, Hunter Primary School will undertake the SSERC STEM Programme along with all primary schools within the Calderglenn Learning Community.
- Continue to enhance learning and teaching in STEM and DYW.

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National priority: How we are ensuring Excellence and Equity?

School context:

Hunter PS has a school roll of 171 learners of which 43 (25%) are in receipt of free school meals. There are no residential addresses within the school catchment identified as SIMD 1 and only 3 (2%) residing in SIMD 2. We are aware as a school that the SIMD data for East Kilbride can be misleading due to the fact that it is a new town with a combination of original council housing and new private housing estates.

The school has a mixed catchment with some of our population residing within the new housing estates built on the old Hunter High school estate, and others living in original housing built in East Kilbride over the last 75 years.

Our Pupil Equity Funding was used to allow the Principal Teacher (PT) to be non-class committed taking the role as equity lead. A further 0.5FTE (2.5 days per week) paid for a teacher to support Nurture, additionality and target children not on track within Literacy and Numeracy.

Strategy and Impact: During session 2022-23, the school undertook the following:

Health and Wellbeing:

- In school Nurture groups took place on a Wednesday afternoon, Thursday and Friday where 38 pupils benefitted from nurture intervention.
- Attendance was tracked across the school where 4 children were identified as having attendance below 80%. We identified next steps to support these learners and their families to continue to engage with school.
- Parents and carers attended our 'How Nurturing is Hunter' open afternoon in December 2022. This was well received, and pupils and staff showcased work being undertaken both in respect of Nurture, and in the classrooms.
- 25 parents/carers completed our Nurture self-evaluation questionnaire. Responses were exceptionally positive.

Numeracy and maths:

- Pupils in Primaries 2-7 completed the MaLT assessment in October/November to assess progress in numeracy and maths. We identified those learners who were more than 1 year behind their chronological age, ensuring an intervention was in place to support learning. Children were then re-assessed (including Primary 1 children) in May – data was analysed using both assessments. This will help us design the right supports for children in 2023-24 session.
- Primary 4 maths support group with PT targeted a group of learners not on track across the year. This will continue into 2023-24 session.
- The school purchased IDL Numeracy, an online maths program to support and consolidate maths skills – 6 pupils initially benefitted from this intervention from January until June.
- 1 member of teaching staff was fully trained in the Maths Recovery pedagogy.
- All Support Staff continued to support Numeracy Box interventions with 6 children benefitting from support and a Primary 1 support group of 5 children.
- Out of 21 targeted pupils in P1, 4 and 7, 15 pupils (71%) attained their expected CfE level in June in Numeracy and maths.

Literacy:

- All pupils in Primaries 2-7 completed NGRT assessments in October/November to assess progress in Literacy Reading. We identified those learners who were more than 1 year behind their chronological age, ensuring an intervention was in place to support learning in Reading. Children were then re-assessed in May.
- All Support Staff continued to support both Literacy Box and Catch-up Literacy with 25 children benefitting from support.

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- 10 pupils benefitted from Nessy Spelling online intervention.
- 19 pupils benefitted from IDL Literacy online intervention.
- Out of 21 targeted pupils in P1, 4 and 7, 14 pupils (67%) attained their expected CfE level in June for Reading, 12 pupils (57%) for Writing, and 18 pupils (86%) for Listening and Talking.

Cost of the School Day:

- Financial barriers were removed for all day educational excursions. All pupils benefitted from the total cost of 1 educational excursion being paid for with no added costs.
- All pupils in Primaries 1-7 were offered 1 or more extra-curricular clubs at no cost. Clubs included a variety of sporting clubs (multi-sport, athletics, football, netball), Comic club, P4 active maths club, P6 music club, Yoga club.
- Primary 4 pupils organised a successful enterprising Christmas Jumper swap.
- Pre-loved uniform was available to collect at our Parent Council Christmas and Summer Fayres.
- Cost of the School Day parent/carer survey was completed by 27 participants. This will support us writing a COSD position statement/policy for 2023-24 session.

Next Step(s) to inform SIP/PEF Plan for 2023/2024:

- Creation of COSD position statement/policy.
- Continue to ensure no cost for our most vulnerable families for our extra-curricular activities.
- Create a Cost of the School Day calendar.
- Continue to provide pupils with materials to access their core learning.
- Continue to track and monitor all children with a specific focus on children living in SIMD1-2 and/or FME.

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