

Hunter Primary School



Hunter Primary

Standards and Quality Report

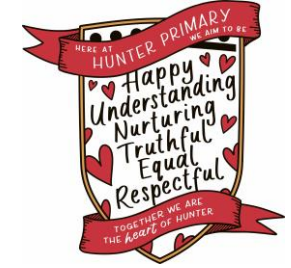
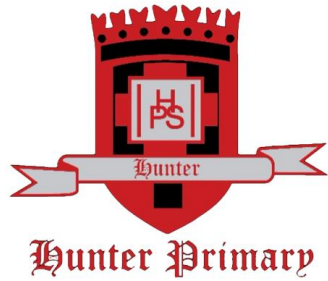
2023/24





Hunter Primary School

'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 wish the children of Hunter to continue to carry the 'Heart of Hunter' throughout their school, home community and adult life.'



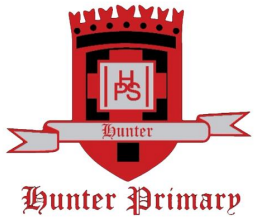
Hunter Primary is a non-denominational school which serves part of the Calderwood area of East Kilbride. The original school opened in 1962 and our new school building officially opened in 2013. The new building provides an excellent, bright, modern learning environment in which our children can learn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

In session 2023-24 our school role was 191 pupils across 8 classes. Staffing consists of the Head Teacher, 2 Principal Teachers (including an Acting Principal Teacher of Equity), a teaching staffing compliment of 8.8 FTE, and Support Staff compliment of 6.8 FTE.

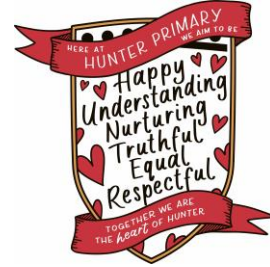
Hunter Primary has high expectations and aspirations for all its learners. The staff work effectively as a team and with partners to ensure that we provide the very best learning experiences for all of our learners which will raise attainment consistently, ensuring that our pupils develop as *successful learners, confident individuals, responsible citizens, and effective communicators*. We aim to nurture happy and confident children who will be successful and will contribute positively to the wider community.

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.

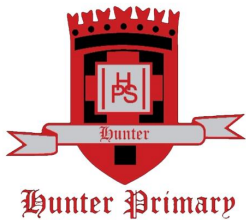
Hunter Primary is a welcoming, nurturing, and inclusive environment where the staff team strives to provide a learning environment that will challenge and celebrate the achievements of our young people. We actively promote positive attitudes, self-esteem and self-confidence in all our children.



2023-24 Achievements and Successes



- We achieved our first Attachment Accreditation – Pledge 1 ‘Act to make a difference’
- We held a very successful STEM week where all children benefited from STEM related activities.
- Our school Choir came first at the annual Burns competition, with solo musicians taking 1st, 2nd and 3rd, with our 1st placed winner progressing to the regional competition and winning 3rd place.
- We held a very well received Primary 1 parent/carer workshop, focusing on key Literacy and Numeracy skills.
- We supported the Kilbryde Hospice raising over £600 by taking part in the Sunflower walk.
- As we continue our journey to promote sport and physical activity, 94% of our children engaged in an extra-curricular sporting club/activity across the session.
- Our senior pupils got a sense of success and achievement by taking part in South Lanarkshire Leisure and Culture sporting festivals including, Sportshall Athletics, Cross Country, Netball, Football, Outdoor track and field.
- Children benefited from receiving community input in P.E. through Cricket, Handball, Basketball, Tae Kwondo, Karate and Tennis.
- The establishment of our Pupil Voice groups including Pupil Council, Eco Committee, Reading Ambassadors, JRSO, and Sport Council – all to support school improvement.
- We took part in the ‘Young Leaders of Learning’ programme.
- Hunter Primary has begun its Reading Schools accreditation with our Parent Council supporting a new library and learning space.
- Our school taking part in the National SSERC STEM project with other Calderglen Learning Community Primary Schools to promote STEM learning (Science Technologies, Engineering and Mathematics).



School Priority 1:

Raising attainment: Embed updated Writing pedagogy, including planning and assessment to continue to raise attainment in Writing.



National Improvement Framework

*Curriculum and Assessment
Performance Information*

How Good is our School? (HGIOS)

- 1.1 Self-Evaluation for Self-improvement*
- 2.2 Curriculum*
- 2.3 Learning, Teaching and Assessment*

Strategy

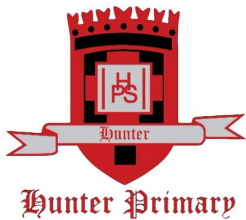
- From August 2023, all classes will be familiar with and implement the new Writing assessment framework.
- Teachers will report success through Moderation expectations and standards in writing.
- The SIP Working Group will develop a 'Writing' Learning and Teaching framework which ensures a consistent approach to writing across the whole school.
- Staff training of the North Lanarkshire Writing programme will result in the enhancement of skills and knowledge of teaching writing.
- Teaching staff will have the opportunity to attend 'Talk for Writing' training.
- Quality Assurance processes will continue to support and enhance the good practice of teaching writing.

Progress and impact

- The Writing assessment framework was fully implemented and utilised successfully throughout session 2023-24. Staff report greater levels of confidence in assessing children's writing.
- Hunter Primary and Maxwellton Primary school successfully undertook three joint moderation activities. All staff reported a rise in confidence levels in assessing children's writing.
- The SIP working group created a 'Writing' L&T framework for staff to effectively plan taught writing across the year.
- Staff development was supported through CLPL activities by accessing North Lanarkshire pre-recorded teacher support materials and engagement in 'Talk for Writing' training.

Next steps for session 2024-25

- Staff engagement in PM Writing (Explicitly Teaching Writing) programme to develop whole school writing pedagogy.
- Focus on Quality Assurance processes to ensure moderation of Writing to validate professional judgement of Writing.
- Moderation writing activities to continue across Calderglen Learning Community to ensure a shared approach to moderation of Writing.



School Priority 2:

Health and Wellbeing: Revise Nurture Principles with the whole school community including the review of taught Health and Wellbeing curriculum.



National Improvement Framework

Curriculum and Assessment
Parent/carers involvement and engagement

How Good is our School? (HGIOS)

2.2 Curriculum
2.4 Personalised support
3.1 Ensuring wellbeing, equality and inclusion

Strategy

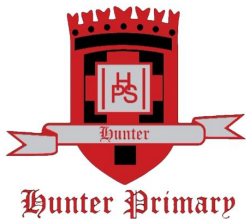
- Robust review of the updated school Health and Wellbeing curriculum will result in clearer understanding of how to implement the new HWB curriculum.
- 'Positive Pathways' will be rolled out across the school. This will enhance the ethos of the school and support children in developing resilience and positive behaviour.
- Relationships Policy (including PPRUDB) will be issued to stakeholders for consultation and published.
- All staff will have most up-to-date information/supports within Attachment Informed Practice.
- Parent/Carer RSHP (Relationships, Sexual Health and Parenthood) group will identify RSHP curriculum for Hunter Primary.

Progress and impact

- HWB curriculum was streamlined across all stages. A successful utilisation of the 'Healthy Schools' website ensured continuity of learning and clear links to GIRFEC Wellbeing Indicators. In PE there is now clear guidance for both the CCC and Class Teacher to fulfil the two hours quality P.E.
- 'Positive Pathways' was trialled in two classes (First and Second Level) with success. This will be extended further.
- Our Relationships Policy was reviewed to ensure clear links to UNCRC Rights of the Child and GIRFEC Wellbeing Indicators and the Scottish Government's 'Better Relationships, Better Learning, Better Behaviour' guidance (2013) and SLCs PPRUDB guidelines. This document was consulted with stakeholders and published.
- Attachment Informed Practice training was continued throughout the session with some staff attending Emotions Coaching training to further enhance their skills and practice.
- Parent/carers group successfully identified RSHP curriculum for Hunter Primary. This was supported by Susie Cornwall, NHS Curriculum support teacher.

Next steps for session 2024-25

- Continue to build on the high-quality learning and teaching experiences within Health and Wellbeing (HWB).
- Continue to develop 'Positive Pathways' across the school.
- Continue to support staff and stakeholders through Attachment Informed Practice'.
- Begin to focus on UNCRC Rights of the Child.



School Priority 3:

Curriculum: To build confidence and expertise in the teaching of STEM activities through engagement in the SSERC initiative (Learning Community Priority)



National Improvement Framework

Teacher and practitioner professionalism
Curriculum and assessment

How Good is our School? (HGIOS)

2.2 Curriculum

2.3 Learning, Teaching and Assessment

3.3 Increasing creativity and employability

Strategy

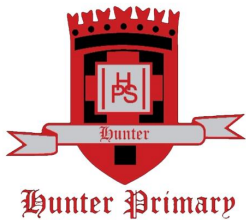
- Continue to develop the 3-year Science rolling programme across all stages.
- A reported increase in staff confidence and collegiate working through the delivery of STEM education.
- Staff will engage in the SSERC professional learning initiative, supported by an identified staff mentor.
- Hunter Primary will improve the quality of learning and teaching within the sphere of STEM.
- An improvement in resources to support STEM learning effectively while promoting equity and equality.

Progress and impact

- Hunter Primary had been successful in developing both Year 2 (2022-23) and Year 3 (2023-24) science programme across all stages. Programmes of work are now in place for all stages.
- At the end of June 2023, 65% of staff reported their confidence levels and expertise in teaching STEM education was poor/low. Following participation in the SSERC initiative, 90% of staff reported an increase in confidence and can now apply new found knowledge and skills to learning and teaching.
- Successful collegiate working with colleagues from within the Calderglen Learning community ensured a shared understanding and vision for developing STEM.
- STEM staff mentor supported in house.
- All pupils in all classes experienced high quality learning and teaching through STEM.

Next steps for session 2024-25

- Continue to develop STEM within the learning community – 2 year priority.
- Development of 'Year 1' SLC Science Skills Framework.
- A particular focus of training/learning and teaching within 'Technologies' as this has been identified as a gap.
- The development of a Digital strategy within Hunter Primary that will include an updated Technologies framework.



Ensuring Excellence and Equity



National Improvement Framework

Performance information

How Good is our School? (HGIOS)

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

Strategy

Hunter Primary School receives £37,975 in Pupil Equity Funding (PEF), 23% of pupils are in receipt of means tested free school meal entitlement and / or live in SIMD deciles 1 or 2.

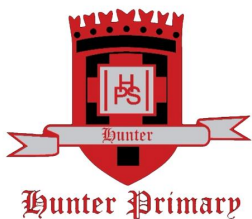
- Interventions were in place for children not yet on track in literacy and numeracy. This may include 5-minute literacy/numeracy box, Catch-up literacy, IDL Literacy/Numeracy and Nessy Spelling.
- Digital devices/software was purchased to support the delivery of online digital interventions to support those children not on track for literacy/numeracy.
- PT of Equity was established with a clear remit around Health and Wellbeing, particularly Nurture/Attachment support/interventions for identified targeted children.

Progress and impact

- Interventions have had positive impacts on almost all children. In reading, 67% of those targeted have made improvements. In writing, 70% of identified children who were not on track are now attaining at their expected CfE level/pathway with almost all other children making significant improvements.
- In Numeracy and maths, almost all pupils have made significant improvements, with almost all making good progress. Targeted support and interventions has continued for identified pupils throughout the year.
- PT of Equity Mrs. McLaughlin supported the Health and Wellbeing of targeted pupils through Boxall profiling. Identified pupils following this exercise benefited from either small group or 1:1 Nurture Intervention.

Next steps for session 2024-25

- Continue to support targeted children not on track through meaningful and purposeful interventions to support their learning journey, with a focus on raising attainment and achievement.
- Establish a Cost of the School Day policy in partnership with pupils, parents and staff.



What are our 2024-25 School Improvement Priorities?



School Improvement Priority 1:

Raising attainment (Literacy): Engage in 'Creating the balanced writer' programme as a whole school approach to develop a clear and consistent pedagogy, including high quality learning and teaching experiences in Writing.

School Improvement Priority 2:

Raising attainment (Numeracy and maths): Raise attainment in Numeracy and maths through rigorous self-evaluation of pedagogy to inform improvement. Devise a plan for roll-out of 'Maths Recovery' following whole-staff training.

School Improvement Priority 3:

Curriculum: To embed high quality teaching and learning experiences in STEM with a particular focus in Technologies, linking to SLC Skills Framework.

Other items:

- UNCRC implementation across the school in Health and Wellbeing and whole school assembly (Rights Respecting Schools).
- Continue to develop Play Pedagogy in Primary 1, and begin to develop this further into Primary 2.
- Implement SLC Skills Framework across the school which raises the profile of skills including DYW.
- Continue Reading Schools accreditation journey.
- Continue Pupil Voice activities that include Sports Award and Eco Flag.

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