

Hunter Primary School



Hunter Primary

Standards and Quality Report

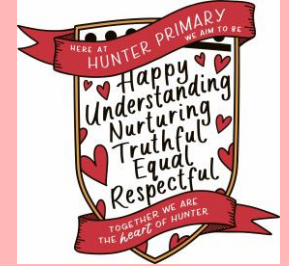
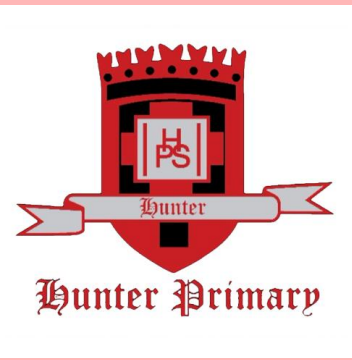
2024/25





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.

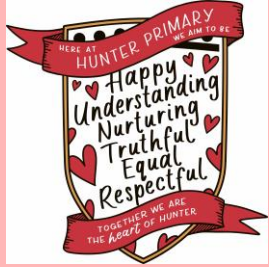
In session 2024-25 our school role was 204 pupils across 8 classes. Staffing consists of the Head Teacher, 2 Principal Teachers (including an Acting Principal Teacher of Equity), a teaching staffing compliment of 8.8 FTE, and Support Staff compliment of 6.8 FTE.

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.

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 core values of being Happy, Understanding, Nurturing, Truthful, Equal and respectful permeate everything we do.



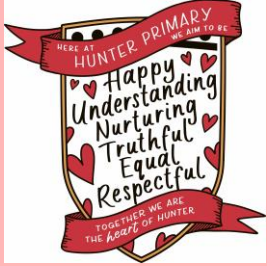
2024-25 Achievements and Successes



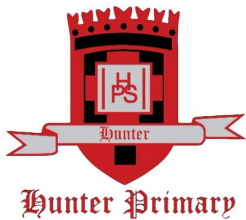
- We achieved our second and third Attachment Accreditation pledge – ‘See the whole person’ and ‘hear their voice’ across the session.
- Through participation in the Reading Schools accreditation programme, we were delighted to receive our core accreditation in April.
- 18 of our children were received their Summer Reading Schools certificate of achievement which was recognised and celebrated across the school.
- Building on the success of STEM within the school, an interactive STEM week in January continued to build on all things STEM related. We involved the school community including partners such as Virgin Money, STEMazing and parents who delivered workshops for the children which focussed on skills and Developing Scotland’s Young workforce.
- Five of our budding primary engineers took part in the first Primary Engineer competition with Mr. Lindsay where they gained success.
- Our children took part in various sustainability initiatives throughout the year such as Climate Action week, tree planting in the local community with the EK Rotary club, sustainability lessons through SLC all developing knowledge and awareness.
- Primary 5, 6 and 7 pupils took part in South Lanarkshire’s interactive Kid’s Kitchen programme - teaching key skills in health and nutrition and preparing food throughout January and February.
- Our school became a focus for Literacy in November and February as our pupils and staff received two visits from internationally renowned literacy expert which focused on modelling Writing lessons through his Explicitly Teaching Writing approach.



2024-25 Achievements and Successes continued



- Two of our Primary 6 children represented our school at the K'Nex cluster challenge where their 'digger' design impressed the judges.
- Our school Choir came first at the annual Burns competition in March, with solo musicians taking 1st, 2nd and 3rd.
- Representing the school at the annual Euroquiz competition, our Hunter team came in 2nd place.
- 'Beat the Street' was back throughout Term 1 where our whole school community got involved enthusiastically and competitively.
- Continuing to build partnerships with parents, we held our very first 'House Learning events' throughout March, with a focus on Literacy Reading.
- We supported our local charity, The Kilbryde Hospice raising over £732 by taking part in the Sunflower walk.
- As we continue our journey to promote sport and physical activity, 87% of our children engaged in an extra-curricular sporting club/activity across the session.
- 90% of our pupil role took part in an extra-curricular activity throughout the session, either sport or non-sport related.
- 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.
- Our Pupil Voice groups including Pupil Council, Eco Committee, Reading Ambassadors, JRSO, and Sport Council continued their journey on school improvement.



School Priority 1:

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



National Improvement Framework

*Curriculum and Assessment
School and ELC improvement*

How Good is our School? (HGIOS)

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

Strategy

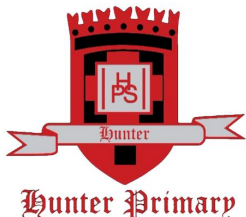
- By the end of June 2025, all teaching staff will be familiar with, and have regular opportunity to engage in PM writing approach (Explicitly teaching writing) in their class.
- A consistent approach to teaching Writing (Text Types) will be agreed at the start of session 2024-25.
- By September 2024 all staff will have a raised awareness of the key features of the model of explicitly teaching writing based on the 'describing bubble'.
- By December 2024, staff will become familiar with and report confidence in using the new PM Writing resource.
- By the end of May 2025, staff will be able to link PM Writing pedagogy to CfE, including planning, assessment, tracking and reporting pupil progress.
- By June 2025, there will be a clear and consistent approach to teaching Writing across all stages in Hunter Primary School.

Progress and impact

- All teaching staff have become familiar with, and engaged with PM writing throughout the session by focusing on Stephen Graham's pedagogy of 'Explicitly teaching writing.'
- During August 2024 In-Service, staff agreed on the planning format for Learning and Teaching in Writing for the session.
- Almost all teaching staff and some Support Staff undertook the first professional learning training session in September 2024. All reported a raised awareness of the key features of the approach.
- All staff, including Support Staff worked collaboratively with staff from Mount Cameron PS and undertook training from Leanne Stewart to support the PM Writing resource.
- During February 2025 In-Service, staff received additional input from Marion Cochrane with a focus on linking PM Writing to CfE.
- Moderation activity was undertaken with Hunter and Maxwellton staff which focussed on the achievement of the CfE level/pathway.
- By the end of the 2024-25 session, all staff report a clearer and consistent approach to teaching Writing across all stages for the first five text types.

Next steps for session 2025-26

- Staff will continue their professional learning journey in Writing, continuing to implement the approach and undertake the final four training sessions.
- We will continue to devise appropriate assessment structures that focuses on raising attainment in Literacy Writing.
- Through moderation, the development of class/stage writing examples which encapsulates examples of CfE level writing pieces to support teaching.



School Priority 2:

Raising attainment: 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.



National Improvement Framework

Improvement in attainment, particularly in literacy and numeracy.

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

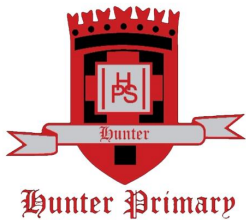
- Almost all teaching staff will have been trained in Maths Recovery, with this being trialled/implemented.
- All classes will implement 'Number Talks' as a consistent mental maths/agility approach.
- Staff will implement updated SLC Numeracy and maths planning materials.
- Staff will report increased level of confidence in using Maths Recovery practical resources.
- By the end of the 2024-25 session, all staff will report an increased level of confidence in assessing and benchmarking pupil progress in Numeracy and maths.

Progress and impact

- By December 2024, approximately 60% of teaching staff had been trained in Maths Recovery. This was 100% by June 2025.
- Teaching staff received initial Number Talks awareness training during the previous session. Staff report additional input is required to enhance skills further.
- All staff in all classes have now successfully used the updated SLC progression pathways planning materials to support learning, teaching and assessment.
- Class teacher Emma Hodge who is Maths Recovery master trained supported staff through progressional learning input on Maths Recovery practical resources.
- By the end of session 2024-25 almost all staff report an increased level of confidence in assessing and benchmarking pupil progress in Numeracy and maths. All classes have made successful attempts in implementing 'Fluid groupings'. This is demonstrating pupils leading their own learning. Both pupils and staff report success with this new approach which will be continued into 2025-26 session.

Next steps for session 2025-26

- Continue to build on what has been achieved during session 2024-25.
- Engage in the SLC VCPA (Visual, Concrete, Pictorial and Abstract) pedagogy.
- Engage in training focusing on *Number words and numerals, Structuring of numbers, Early counting and advanced addition and subtraction, Early multiplication and division.*
- Review assessment processes in Numeracy and maths.



School Priority 3: School Improvement: Embed high quality teaching and learning experiences in STEM with a particular focus in Technologies, linking to SLC Skills Framework (Learning Community Priority)



National Improvement Framework

Improvement in skills and sustained, positive school-leaver destinations for all young people

How Good is our School? (HGIOS)

2.2 Curriculum

2.3 Learning, Teaching and Assessment

3.3 Increasing creativity and employability

Strategy

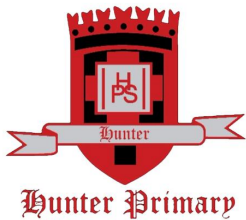
- Continue to build on the already established strong practice by developing Year 1 of the SLC Science Framework (Year 2 and 3 already developed).
- Following learning community self-evaluation and review of SSERC programme for session 2023-24, all Calderglen Primary schools will continue to develop strong collegiate practice.
- Engagement in updated SLC Technologies planning materials to support learning, teaching and assessment across all stages.
- Particular focus on Computing Science and Technological Developments in Society and Business, linking with sustainability and climate change.

Progress and impact

- Teaching staff embarked on a journey 3 years ago to develop Years 1-3 of the SLC Science framework. By the end of June 2025, all 3 years of the framework have been developed which include learning planning for almost all stages within the framework.
- STEM mentors who led the SSERC programme in session 2023-24 continued to support their own establishment. STEM mentors undertook additional SSERC online workshops with teaching staff being offered the level of expertise and support.
- All class teachers engaged with the updated SLC Technologies planning materials. Staff used the session to develop their practice. Staff received training on Indi, Adobe Express and AI.
- Through engagement with Indi, all classes have engaged with Computing Science. Classes in First and Second levels have also engaged with Scratch and Microbits.

Next steps for session 2025-26

- Continue to engage in STEM related learning and teaching initiatives through the 3-year Science framework.
- Continue to review and develop Technologies provision in Hunter Primary.
- Engage with a local businessman (and former Hunter pupil) as a whole school where all children will take part in a sustainability inquiry based project.



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), 24% of pupils are in receipt of means tested free school meal entitlement and / or live in SIMD deciles 1 or 2.

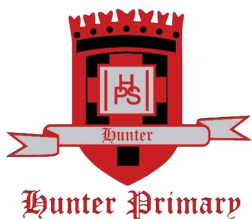
- Interventions were in place for children not yet on track in literacy and numeracy. This may include 5-minute literacy/numeracy box, Catch-up literacy, IDL Literacy/Numeracy and SumDog.
- Digital devices/software was purchased to support the delivery of online digital interventions to support those 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.
- Almost all teaching staff report increasing confidence in teaching mathematics through Maths Recovery awareness to support targeted children.

Progress and impact

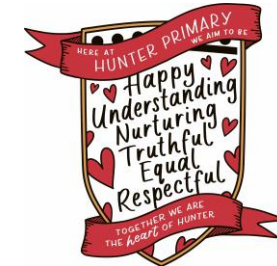
- Interventions continue to have positive impacts on almost all children. The Principal teacher tracks and monitors pupil progress for all interventions throughout the year, including updated assessments. Any modifications are carefully considered.
- Through the purchase of additional digital devices (Chromebooks), targeted intervention to support Literacy writing ensures targeted pupils who have a literacy barrier access their own device. Pupils have been supported by our Specialist Support Teacher on Read and Write software which is having a positive impact on these pupils.
- PT of Equity Mrs. McLaughlin supported the Health and Wellbeing of targeted pupils through Nurture intervention. Identified pupils following this exercise benefited from either small group or 1:1 Nurture Intervention. 14 of our targeted children received 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, particularly in Literacy, Numeracy and Health & Wellbeing.
- School improvement priorities within Literacy (Writing) and Numeracy and maths will continue to be a focus for targeted pupils not on track.



What are our 2025-26 School Improvement Priorities?



School Improvement Priority 1:

Raising attainment (Literacy):

Continue to develop and engage in 'Creating the balanced writer' (Explicitly teaching writing) pedagogy as a whole school approach to develop high quality learning, teaching and assessment experiences that raises attainment in Writing.

School Improvement Priority 2:

Raising attainment (Numeracy and maths):

Continue to develop Numeracy and maths curriculum pedagogy and planning through exploring and implement new scheme(s) of work to ensure a consistent and progressive approach across the school.

School Improvement Priority 3:

Outdoor Learning/Play inc. Skills Framework:

Develop outdoor learning opportunities across the school linking with SLC Skills Framework which includes Skills Masterclasses.

School Improvement Priority 4 (Calderglenn Learning Community):

Improve Attendance:

Create a toolkit to improve attendance across the learning community. Looking at Policy, procedures and data analysis.

Other items:

- Continue to develop STEM across the school following 2-year SSERC programme – this will include Digital Technologies and STEM week.
- Continue to develop Play Pedagogy in Primary 1 and 2.
- Continue Reading Schools accreditation journey.
- Continue UNCRC implementation across the school in Health and Wellbeing and whole school assemblies.
- Continue Pupil Voice activities across the school ensuring all children have a voice.

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