

Alva Primary School, ASD Provision & Early Learning & Childcare Standards and Quality Report Session 2022/23



Introduction

In line with national and local expectations as set out in the National Improvement Framework, Alva Primary, ASD Provision & Early Learning & Childcare is committed to achieving excellence and equity; raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are realised for all our children and young people.

This Standards and Quality Report for 2022-2023 is a summary of the performance of the school in relation to the priorities as set out in August 2022. Significant amendments were made to these priorities following the Local Authority Quality Assurance Review in September 2022 and the HMIE inspection in January 2023.

This report has been informed by:

- Local Authority Review report in September 2022
- HMI Inspection report in January 2023
- Monitoring of tracking and attainment N5 to P7
- Analysis of Staged Intervention
- Self-evaluation with various stakeholders
- Analysis of Teacher planning, reporting to parents/carers, staff professional reviews

School Context

Alva Primary School is a non-denominational school, serving the catchment area of the town of Alva. The school benefits from the inclusion of the specialist provision for autism for the local authority, and also a large early learning and childcare centre. The school was built in 1976 and has been extended/refurbished since then, most recently to include the community library. The school site is in close proximity to outdoor spaces such as a woodland park and Alva Glen. The school is part of the Hillfoots cluster and most of the young people move on to Alva Academy at the end of P7.

Our current Primary 1 to Primary 7 mainstream school roll is 356 children, comprising 13 classes, with another 78 children in our Early Learning and Childcare (ELC). In addition, Alva ASD provision is operating at full capacity, with 36 children across 6 classes. The Senior Leadership Team is made up of Headteacher, Depute Headteacher, three Principal Teachers (mainstream), one Principal Teacher (ASD Provision) and a Senior Early Learning and Childcare Educator (ELC). Since the school was inspected in January 2023, a new Head Teacher has been permanently appointed as well as additionality of a seconded Depute Head to focus on raising attainment and supporting the senior leadership team.

As a whole school community, we are committed to promoting and developing positive and effective working relationships with families.

Mainstream P1 to P7

Using the latest data from the Scottish Index of Multiple Deprivation (SIMD) 2022, less than 5% of our children and families reside in SIMD Deciles 1 and 2 and this is a similar picture for Deciles 9 and 10. 19% of our learners are on Staged Intervention, 25% of our learners across the school are entitled to Free School Meals/ clothing grants and less than 5% are Care Experienced.

ASD Provision (Ochil Classes)

Due to the small number of children in the ASD Provision, information around SIMD, experience of care and clothing grant eligibility is not reported as this may identify individual families.

Key Priorities for Improvement 2022-23 as identified in School Improvement Plan June 2022

Overview

Priority 1 - By May 2025, 75% of identified learners in Alva Primary School will achieve the national expectation, or above, for their age and stage in literacy

Priority 2 – By May 2025, 75% of identified learners in Alva Primary School will achieve the national expectation, or above, for their age and stage in numeracy

Priority 3 – By May 2023, Alva Primary and ELC will provide a relevant and rich curriculum, which will provide all learners with experiences which are developmentally appropriate, through high quality teaching and interactions.

These priorities were reviewed in January 2023 following the HMiE inspection and the appointment of a new Head Teacher. Improvement groups were set up across the whole school including ELC and specialist ASD provision, with a focus on planning, moderation and health and wellbeing.

Priority 1 - Literacy	
Review of Progress to June 2023	
NIF Priority : Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy	School Improvement Priority/Priorities: By May 2025, 75% of identified learners in Alva Primary School will achieve the national expectation, or above, for their age and stage in literacy
Rationale As set out in the SIP 2022/23 Progress from January 2023 Following a HMiE inspection in January 2023 and subsequent appointment of new Head Teacher, the approach to increase attainment in literacy was adapted to reflect the findings from the inspection report, published 14th March 2023.	

Collegiate improvement groups were established across the whole school to include mainstream P1 to P7 staff, Early Learning & Childcare staff and specialist ASD provision staff, with a focus on planning and moderation.

Planning for Term 4 for literacy was determined through

- forensic analysis of Scottish National Standardised Assessment (SNSA) data for reading, writing, listening & talking
- Teacher Professional Judgement of current levels of attainment
- prior learning

Moderation

Through consultation with a partner school, the moderation improvement group has developed a moderation plan. The first stage of the plan was implemented in Term 4 of 2022/23 where evidence of pupil learning was moderated, using the Curriculum for Excellence Benchmarks, by small groups of staff, across a Curriculum for Excellence level. This supported Teacher Professional Judgement (TPJ) in determining achievement of a level, and through professional discussions with Headteacher/Depute Headteacher allowed staff to be confident in their decisions.

Interventions for Improvement

- Intervention groups for writing were identified in P3 and P5 and a small group intervention programme (Write On) was facilitated by learning assistants. A number of children in P3 and P5 participated.
- Some Primary 4 children were supported in writing through a workshop session for families on how they can support writing at home. This was attended by 76% of the invited families.
- Almost 30 P4 and 7 P7 children were supported either daily or weekly by a Pupil Equity Fund raising attainment teacher with a consistent focus on writing. Learning was planned around gaps identified in learning through standardised SNSA assessments and use of the CfE benchmarks.

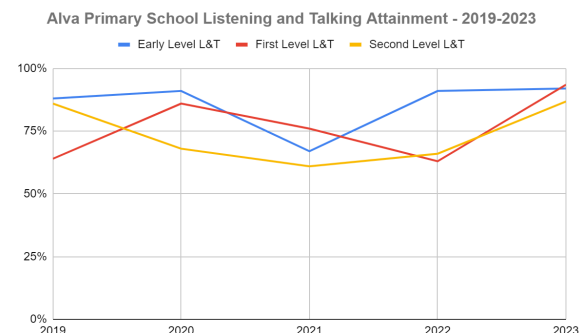
Impact

The impact of the interventions, professional learning and collegiate discussions is demonstrated in the improvement in performance in Literacy from predictions of achievement of a level in December 22 to achievement in June 23 in the table below as well as the graphs showing attainment over time.

Primary Stage & Literacy area	% of children predicted in December 2022 to be 'on track' in June 2023	% of children 'on track' in June 2023	Improvement in percentage points
Primary 3 First Level (F2) reading	40%	80.4%	Increase of 40.4 pp
Primary 3 First Level (F2) writing	36.7%	76.8%	Increase of 40.1 pp
Primary 4 First Level (F3) reading	44.4%	80.4%	Increase of 36 pp
Primary 4 First Level (F3) writing	11.1%	71.7%	Increase of 60.6 p
Primary 7 Second Level (S3) reading	50%	73.7%	Increase of 23.7pp
Primary 7 Second Level (S3) reading	46.2%	57.9%	Increase of 11.7pp

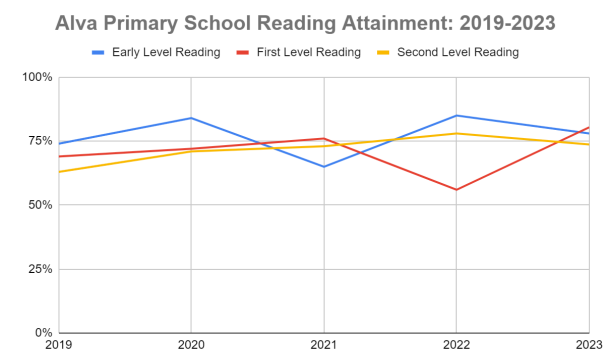
Listening & Talking - % of children achieving expected levels 2019 -2023

	2019	2020	2021	2022	2023
Early Level L&T	88%	91%	67%	91%	92%
First Level L&T	64%	86%	76%	63%	94%
Second Level L&T	86%	68%	61%	66%	87%



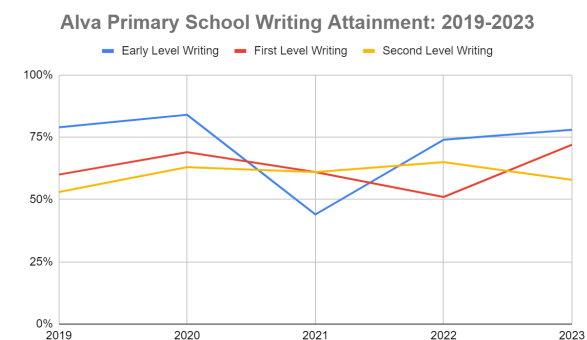
Reading - % of children achieving expected levels 2019 -2023

	2019	2020	2021	2022	2023
Early Level Reading	74%	84%	65%	85%	78%
First Level Reading	69%	72%	76%	56%	80%
Second Level Reading	63%	71%	73%	78%	74%



Writing - % of children achieving expected levels 2019 -2023

	2019	2020	2021	2022	2023
Early Level Writing	79%	84%	44%	74%	78%
First Level Writing	60%	69%	61%	51%	72%
Second Level Writing	53%	63%	61%	65%	58%



Next Steps

Planning - A whole school curricular planning system is now in place to commence in August 2023. This has been developed in consultation with a partner school, by the improvement group and shared and agreed by all staff. This will ensure consistency in planning across the school and progression in planned learning will be evident for all pupils. This process has increased staff confidence in processes and procedures for planning.

Moderation - Planned professional learning and collegiate sessions on moderation will take place next session (2023/24) to include moderation of planning, assessment and classroom practice.

Improvements in Literacy, particularly Reading and Writing will be a priority for the School Improvement Plan for session 2023/24.

Priority 2 - Numeracy

Review of Progress to June 2023

NIF Priority:

Closing the attainment gap between the most and least disadvantaged children

Improvement in attainment, particularly in literacy and numeracy

School Improvement Priority/Priorities:

By May 2025, 75% of identified learners in Alva Primary School will achieve the national expectation, or above, for their age and stage in numeracy.

Rationale

As set out in the SIP 2022/23

Progress from January 2023

Following a HMIE inspection in January 2023 and subsequent appointment of new Head Teacher, the approach to increase attainment in numeracy was adapted to reflect the findings from the inspection report, published 14th March 2023.

Collegiate improvement groups were established across the whole school to include mainstream P1 to P7 staff and specialist ASD provision staff, with a focus on planning and moderation.

Planning for Term 4 for numeracy was determined through

- forensic analysis of Scottish National Standardised Assessment (SNSA) data for numeracy
- Teacher Professional Judgement of current levels of attainment
- prior learning

A whole school planning system is now in place to commence in August 2023. This has been developed in consultation with a partner school by the improvement group, shared and agreed by all staff. This will ensure consistency in planning across the school and progression in planned learning will be evident for all pupils. This process has increased staff confidence in processes and procedures for planning.

Moderation

Through consultation with a partner school, the moderation improvement group has created a moderation plan. The first stage of the plan was implemented in Term 4 of 2022/23 where evidence of pupil learning was moderated, using the Curriculum for Excellence Benchmarks, by small groups of staff, across a Curriculum for Excellence level. This supported Teacher Professional Judgement (TPJ) in determining achievement of a level, and through professional discussions with Headteacher/Depute Headteacher allowed staff to be confident in their decisions.

Scottish National Standardised Assessment (SNSA) data was analysed in greater detail in order to underpin moderation of levels at P1, P4 and P7. Staff were supported with summarised development targets for pupils who attained SNSA scores below expected levels, in order to more effectively target support and planning. Additional work was undertaken to identify where there were differentials between SNSA scores and teacher professional judgement. Staff were given guidance and support by members of SLT during conversations around pupil attainment, with SNSA data being more effectively used to support those conversations.

Interventions for Improvement

- Building blocks for a small number children

Children were identified who were just off track in Numeracy at First Level to work on a targeted small group intervention, Building Blocks 4.

Impact

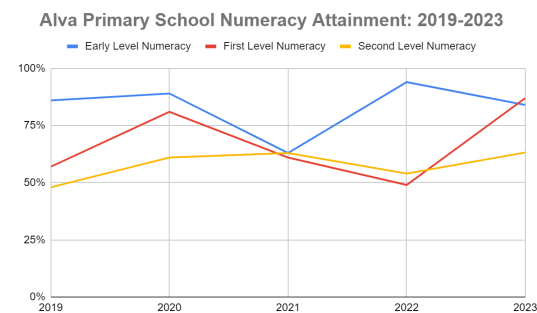
It is noted that the confidence of individual learners has improved. The small group sessions have allowed them to consolidate their knowledge of new concepts and all of the group have achieved First Level in Numeracy/Maths.

The impact of the interventions, professional learning and collegiate discussions is demonstrated in the improvement in performance from predictions of achievement in December 22 to achievement in June 23 in the table below as well as the graphs showing attainment over time.

Primary Stage & Curriculum for Excellence Level in Numeracy	% of children predicted in December 2022 to be 'on track' in June 2023	% of children 'on track' in June 2023	Improvement in percentage points
Primary 1 Early Level Numeracy	75%	84%	Increase of 9pp
Primary 2 First Level (F1) Numeracy	86.7%	94.1%	Increase of 7.4pp
Primary 3 Numeracy First Level (F2) Numeracy	46.7%	82.1%	Increase of 35.4pp
Primary 4 Numeracy First Level (F3) Numeracy	40.7%	87%	Increase of 46.3 pp
Primary 5 Numeracy Second Level (S1) Numeracy	73.3%	55.8%	Decrease of 17.5pp
Primary 6 Numeracy Second Level (S2) Numeracy	15.2%	72%	Increase of 56.8pp
Primary 7 Numeracy Second Level (S3) Numeracy	46.2%	63.3%	Increase of 17.1pp

Numeracy - % of children achieving expected levels 2019 -2023

	2019	2020	2021	2022	2023
Early Level Numeracy	86%	89%	63%	94%	84%
First Level Numeracy	57%	81%	61%	49%	87%
Second Level Numeracy	48%	61%	63%	54%	63%



Next steps

Planned professional learning and collegiate sessions on moderation will take place next session (2023/24) to include moderation of planning, assessment and classroom practice and environment. Numeracy improvement is a priority of the school improvement plan.

Priority 3 - Curriculum	
Review of Progress to May 2023	
<p>NIF Priority : Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Improvement Priority/Priorities: By May 2023, Alva Primary and ELC will provide a relevant and rich curriculum, which will provide all learners with experiences which are developmentally appropriate, through high quality teaching and interactions.</p>
<p>Rationale</p> <p>As set out in the SIP 2022/23</p> <p>Progress and Impact February 2023</p> <p>In light of the Local Authority Review in September 2022 and the HMIE Inspection in January 2023 the implementation of the curricular model implemented for Primary 2 to Primary 4 ceased as it was deemed a risk to childrens' learning. From mid January 2023, the children in P2 to P4 reverted fully to the traditional class structure.</p> <p>In ELC, the focus has been on developing an appropriate learning environment and experiences for the youngest learners. The use of the Rainbow room to start the day within a calm and quiet environment with developmentally appropriate learning experiences has enabled the youngest learners to improve engagement and independence. Lunchtime experiences have evolved this session to begin to further support childrens' independence, choice and engagement. This will continue as a priority in session 2023/24.</p>	

NEW Priority - Ensuring wellbeing, equality and inclusion	
Review of Progress from February 2023 to May 2023	
NIF Priority :	School Improvement Priority/Priorities: By June 2023, there will be improvement in
<p>Rationale</p> <p>The HMiE inspection in January 2023 evaluated the quality indicator 3.1, ‘ensuring wellbeing, equality and inclusion’ as weak. In order to improve the performance in this area, the following actions were identified and implemented.</p> <p style="text-align: center;"><u>Interventions for Improvement</u></p> <p>1. The View</p> <p>Rationale</p> <p>We identified a need for a flexible learning space to support learners in our mainstream school with both additional support needs and childhood trauma. A number of children were challenged to stay regulated and therefore were not ready to learn. Prior to The View being set up, some children struggled to regulate their emotions, were showing unsafe behaviour towards adults and children, and on occasion were leaving the school building.</p> <p>As a staff team and with the support of families, we identified a group of learners who would benefit from having a short period of time in a lower demand, small group environment. We used the Readiness for Learning audit tool to support us in creating a calming environment and used the children's interests to assist planning. The View offers a mixture of play led learning opportunities, sensory spaces and work stations.</p> <p>Progress</p> <p>Since setting up the View in February 2023, we have adapted and trialled various setups to see what meets the needs of our learners best. We now have minimised transition points in the day that have been difficult for the children to manage, lowered the curriculum demands on the child and ensured a low stimulus, nurturing environment.</p>	

Impact

There has been a positive impact on the school as a whole as well as the individual children that attend The View.

Children are now accessing the curriculum, managing their time in the classroom environment, showing safer behaviour and having more positive interactions with their peers. Analysing their Boxall data, there have been improvements in almost all of the children. This ranges from improvements in them 'giving purposeful attention', to their 'accommodation of others'.

Feedback from class teachers that have children that attend the View demonstrate this.

'The View has been an extremely positive development for all children; the routine, consistency, targeted support and safe space, sets them up for regulation and learning. It has allowed children from my class to have dedicated time in The View as well as in class.'

2. Effective deployment of staff to meet the needs of children

Rationale, Progress and Impact

In order to meet the needs of all children, two class teachers were trained in dyslexia screening and portfolios. One of these teachers participated in further professional learning and has been deployed as our Support for Learning Teacher. This has enabled enhanced support for children with additional support needs and specific learning difficulties. There has been an increase in the number of children on staged intervention with more effective systems and processes in place. The second teacher has taken on the role of Children and Families Support Teacher with a focus on improving attendance for individual families. Examples of this include children below whose attendance has improved.

Child	Monthly Attendance % Jan 23	Monthly Attendance % May 23
A	31.25%	66.67%
B	12.5%	69.05%
C	59.38%	71.43%
D	6.35%	71.43%

Whole school attendance attendance has improved by 2 percentage points from January 2023 (90.49%) to May 2023 (92.49%)

3. We are safe, ready and respectful

Rationale, Progress and Impact

In consultation with families, children and staff, a draft relationships policy has been developed to ensure a consistent approach across the whole school to meet children's needs. This includes a whole school approach to promoting positive relationships and respectful behaviours. The impact of this has enabled us to engage immediately with families of children who are not being safe, ready for learning or respectful. This has resulted in a calmer learning environment for everyone leading to the maximisation of learning time and attainment in school has improved.

4. Improved Partnership working

Rationale, Progress and Impact

We have engaged well with partners including Educational Psychologist, Speech and Language, Occupational Therapy, ASD Outreach and Primary School Support Service. This has enabled us to establish a clear vision of expectations for the learning environment in all learning spaces across ELC, mainstream and Ochil classes. Following participation in a Readiness 4 Learning refresher session with our partners, almost all staff have a good understanding of how to create an R4L environment. This is supported by the co-creation of a Readiness for Learning environment self evaluation document. This will ensure consistency in the learning environments across the whole school and will be supported by trio visits as part of the quality assurance process.

Next Steps

In session 23/24 the Children and Families Support Teacher will be PEF funded to ensure continuity. The View will continue to develop to meet the needs of children and we will monitor wellbeing of all children through a bi-annual survey of the wellbeing indicators.

Pupil Equity Fund: Reporting Template

SCHOOL: Alva Primary School

YEAR:2022/23

Intervention 1 - Raising Attainment Teachers for P4 & P7 and use of Nessy spelling

Progress		Since January 23, the P7 Raising Attainment teacher was deployed to provide Support for Learning Teacher input. Since January the P4 raising attainment teacher has focussed on targeted groups with a focus on reading and writing.
Impact		As demonstrated in the Literacy performance improvements above
Next Steps		Nessy will continue to be used in classes. Family workshops will be built in for all classes next session.

Intervention 2 - Learning Assistant 8.75 hours

Progress		The learning assistant hours have been used effectively for PEF since April 23.
Impact		As demonstrated above in part by the impact of the small group interventions - Write On for Literacy and Building Blocks for Numeracy.
Next Steps		This will become core in 23 24 as the deployment of learning assistants is driven by the needs of learners and co-ordinated by the Support for Learning Teacher and Children & Families' Support Teacher.

Intervention 3 - The View - Early Years Educator (March 23 - June 23)		
Progress		Since setting up the View in February, we have adapted and trialled various setups to see what meets the needs of our learners best. We now have minimised transition points in the day that have been difficult for the children to manage, lowered the curriculum demands on the child and provided a safe, nurturing environment with consistent, key adults.
Impact		<p>Positive impact on the school as a whole as well as the individual children that attend the View.</p> <p>Children are now accessing the curriculum, managing their time in the classroom environment, showing safer behaviour and having more positive interactions with their peers. Analysing their Boxall data, there have been improvements in almost all of the children. This ranges from improvements in them 'giving purposeful attention', to their 'accommodation of others'.</p>
Next Steps		The View to continue next session, Educator funded from PEF.

Intervention 4 - Visual Communication Environment		
Progress		Purchase of Board maker and whole school approach to low stimulus and consistent visual communication environment
Impact		Bronze Award achieved for visual communication environment in mainstream and ELC. Gold Award achieved in ASD Ochil

		classes
Next Steps		Further CLPL is planned for session 23/24 and collegiate sessions will allow for moderation of environment across ELC, mainstream and Ochil classes.

Review of Progress to June 2023 – ASD Provision - Ochil Classes	
NIF Priority : Improvement in children and young people’s health and wellbeing	School Improvement Priority/Priorities: 1. Most learners will demonstrate improved attention, be active participants who are engaged and interact well during activities that meet their needs and interests. 2. There will be improved engagement with families in sessions which will lead to stronger home-school links. 3. Learners will experience improved transitions from P7-S1
1. Most learners will demonstrate improved attention, be active participants who are engaged and interact well during activities that meet their needs and interests. Rationale Improvement in learning and teaching for all learners, across all curricular areas, was identified during a review from the Local Authority in February 2022. There is a need to develop a shared understanding about high quality learning and teaching. Firstly staff need to find ways to engage the children in their learning and improve their joint attention, through Attention Autism and the use of Provocations to engage learners.	

Progress, Impact and Next Steps

Using the Goal Attainment Scale assessment at key points over the academic year we found that most learners (79.4%) demonstrated an improvement in attention over the course of the academic session 22/23. The result of this being that more children were accessing the early level of Curriculum for Excellence. From class observations almost all staff are considering the activities to elicit maximum engagement from children. Regulation is a focus in almost all classes to ensure learners are ready to engage. Next steps will be to improve self-regulation for all children and providing a curriculum that equips learners with the necessary life skills.

2. There will be improved engagement with families in sessions which will lead to stronger home-school links.**Rationale**

During the Covid pandemic our relationships with families became virtual and therefore more challenging. Last session, with the support of a wellbeing worker, a coffee and chat session was planned. Parents had identified that they found the summer holidays challenging so stay and play sessions were planned for July and August. There was a low turnout for these. We are keen to keep this momentum going and will have more coffee and chat sessions, with the continuing support of our wellbeing worker, to identify what support and input our parents would like. We will also review our communication with families to ensure there is a consistent approach across all classes and families are given the information they need.

Progress, Impact and Next Steps

Stay and play sessions were attended at Play Alloa by a minority of families in the Easter Break (April 2023). Families have been in to school for afternoon tea, sports and sharing the learning events and a healthy picnic. A Parents Forum for the ASD Provision will be established in August 2023, the Parent Council have agreed how the forum will operate alongside the Parent Council most families of children in the ASD Provision are keen to be involved in this.

3. Learners will experience improved transitions from P7-S1

Rationale

While there has been a transition program to Alva Academy ASD Provision in place this year, there has been an increase in the number of children transitioning and the complexity of some children's needs. The transition program needs to be further developed and take into account the needs of all learners to plan future supports.

Progress, Impact and Next Steps

All children reported being happy about visiting the Academy and staff noticed a decrease in overall anxiety for all children also. One thing of note was that the visits were heavily supported by primary staff and this restricted the opportunity for children to build relationships with Alva Academy staff. The Primary and Academy PT's met regularly to review and create the transition plan and this will continue in session 23/24 for the next cohort of P7 children.

Pupil Equity Fund: Reporting Template

SCHOOL: Alva PS ASD Provision

YEAR:2022/23

For each intervention, please highlight the improvement for each targeted group/learner

Intervention 1 - Music Therapy

Progress	Almost all children accessed music therapy during 2022/23, either on an individual basis or in a group.
Impact	<p>The therapist reported</p> <ul style="list-style-type: none"> • an increase in engagement for all children • an improvement in reciprocal play for the majority of children • an increase in vocalisations and communication for a few children.
Next Steps	To continue with Music Therapy to compliment our work on joint attention and engagement

Intervention 2 - Wellbeing Scotland

Progress	<p>The wellbeing worker achieved:</p> <ul style="list-style-type: none"> • supported one family with their wellbeing who have a child who was a non-attender • provision of stay and play sessions during the summer and easter holidays and two coffee and chat sessions
Impact	There was an increase in the amount of families who attended these events from the baseline figure
Next Steps	Families of the Ochil Classes are now a formal sub group of the whole school Parent Council. Family engagement will be led by the families and Principal Teacher and supported by class teachers and learning assistants.

How Good is our School 4

Quality Indicators Self Evaluation - June 2023

HGIOS 4 Quality Indicators	Evaluation
1.1 Self evaluation for self improvement	3. Satisfactory
1.3 Leadership of Change	4. Good
2.3 Learning, Teaching & Assessment	3 Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	3. Satisfactory
3.2 Raising attainment and achievement	3. Satisfactory