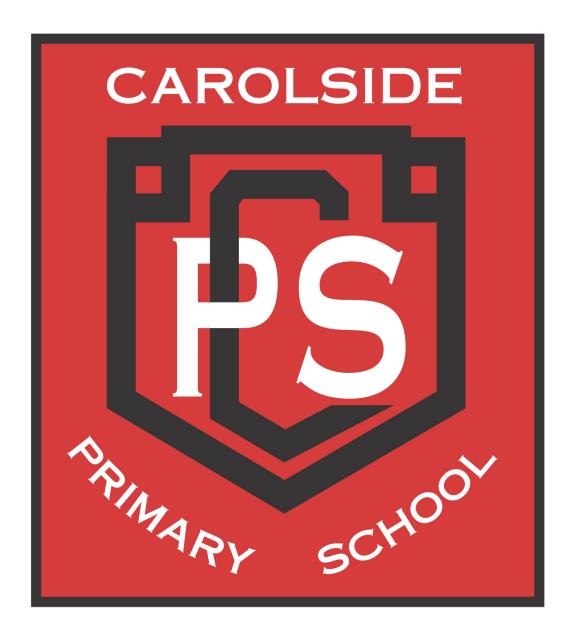# Carolside Primary School

Standards and Quality Report 2020-21

Context of the School
Carolside Primary School is highly committed to the delivery of quality education to the pupils and the wider community it serves. We believe in developing positive partnerships with parents, partner agencies and the community for the benefit of the pupils. The school vision, to have a happy and safe school, providing rich learning opportunities, where everyone is treated with respect and kindness was established and shared with all stakeholders in order to work together towards a common goal. Carolside Primary forms part of the Williamwood Cluster which also includes Busby Primary, Netherlee Primary, Cartmill Family Centre and Williamwood High School. Carolside Primary is a non-denominational school with an Early Learning and Childcare facility. At the beginning of session 2020/21 the primary school roll was approximately 740 with Early Learning and Childcare having 85 children per session. The staffing entitlement during the session was 38.36 FTE, with an additional staffing allocation of 0.9 FTE to support the progress of pupils in the lowest performing 20% and an additional 1.1 FTE for post-pandemic recovery. The teaching staff team is composed of the head teacher, 3 depute head teachers, 3 principal teachers and 31 teachers, some part-time. Staffing also included 11 child development officers, 6 clerical staff and 95 hours of Pupil Support Assistance per week.

Improvement Plan Priorities
The priorities outlined in the School Improvement Plan for session 2020/21 were: 1. To reopen school with a focus on the emotional and physical wellbeing of all stakeholders. 2. To adapt approaches to teaching and learning to meet the requirements of recovery.

Impact of COVID-19

School session 19/20 was characterised by the unprecedented and unpredicted events connected with the outbreak of the global pandemic, COVID-19. School had been closed to all but the children of key workers from 20 March 2020 until reopening for session 20/21 in Early August. As a consequence of the impact of the pandemic, and its expected impact throughout session 20/21, the School Improvement Plan was focussed on the reopening, the health and safety of all, and measuring the impact of the first lockdown on the wellbeing and academic progress of the pupils.

Case numbers across the country rose steadily from August until the end of the calendar year and, on several occasions, we had to invite staff and pupils to self-isolate and work from home. All classes created a 'bubble', and all whole-school events were cancelled or moved online. All staff members have been encouraged to remain two metres apart at all times, therefore it has not been possible for the staff group to meet together in the same physical space.

A second nationwide lockdown was announced over the Christmas period, the result of which was a period of home learning that lasted for seven weeks for ELCC to P3 and ten weeks for children in P4 to P7. Upon the resumption of face-to-face learning, the focus has remained on the safety of all and the impact of the pandemic on the wellbeing and academic progress of the pupils.

How good is our leadership and approach to improvement? (1.1, 1.2, 1.3) Evaluation: Very Good	
NIF Priority - Improvement in attainment, particularly in literacy and numeracy. - Closing the attainment gap between the most and least disadvantaged children.	**School Priorities** - Priority 1 - Priority 2
NIF Driver(s) - School leadership - Assessment of children's progress - School improvement - Performance information	**Local Improvement Plan – Expected Outcome / Impact** - Improved reading, writing and mathematics attainment throughout the years of the broad general education - An improvement in the attainment of disadvantaged children and young people - An increase in the percentage of schools evaluated as 'good' or better for learning, teaching and assessment

Progress, Impact and Outcomes

Leadership at all Levels
The overarching theme of school leadership this session has been around providing the best continuity of school experience for all stakeholders. The impact of the pandemic has been significant and far-reaching, with no stakeholder left untouched by its impact. Throughout this unpredictable time, we have managed to create as 'normal' a school experience as possible for the pupils and, in spite of the understandable focus on crisis-management over the last twelve months, we have fostered opportunities for stakeholders to lead in particular areas. Particular examples of this can be found in our approaches to digital learning, which will be described more fully later in this document.

Relationships (Vision, Values and Aims)
The focus on maintaining a strong ethos, through positive relationships between stakeholders, has been a particular focus for us during this session. The restrictions noted above have placed significant challenges for the continued fostering of strong relationships, however we are pleased with the way in which we have managed to maintain relationships between school staff and parents/carers in particular. Regular written correspondence, with a high level of staff visibility at gates and playgrounds has successfully maintained these key relationships. This was evidenced in our annual survey within which almost all parents/carers agreed or strongly agreed that they felt comfortable approaching the school with questions, queries, suggestions or problems.

Relationships across the staff group, and between staff and pupils, has remained a key priority and are positive and healthy. Again, this was affirmed by the perceptual data gathered through the end of session surveys.

Analysis and evaluation of intelligence and data
With a more limited ability to directly engage with all stakeholders, particularly parent/carers and partner agencies, there was a particular emphasis on the range of data at our disposal to ensure that we were continuing to meet the needs of all stakeholders during the challenging circumstances that the pandemic brought with it. The full analysis of attainment (covered later in this document); analysis of perceptual data (gathered through questionnaires and by analysis of all forms of correspondence);

ongoing evaluation of the various interventions in place to supports learners; continued awareness of the changing context of the school and its stakeholders in light of the wider circumstances; and, continued engagement with partner agencies (the majority of which was not conducted face-to-face), brought a clearer understanding of the impact of the pandemic on families and young people as well as allowing us to respond to these changing circumstances and needs. The overall impact of the continuous monitoring of all kinds of data has been that we have managed to provide a consistent service that has responded to the needs of our stakeholders throughout such a significant period of uncertainty.

Next Steps

- To ensure that the health and wellbeing of all stakeholders is supported throughout the pandemic.
- To ensure that there is a shared understanding of attainment and achievement in light of the impact of the pandemic.

How good is the quality of care and education we offer?	
	(2.2, 2.3, 2.4) **Evaluation: Very Good**
NIF Priority - Improvement in attainment, particularly in literacy and numeracy - Closing the attainment gap between the most and least disadvantaged children	**School Priorities** - Priority 1 - Priority 2
NIF Driver(s) - Assessment of children's progress - Performance information - Our priorities - School Improvement - Parental Engagement	**Local Improvement Plan – Expected Outcome / Impact** - Be the highest performing mainland council area as measured by Curriculum for Excellence levels - Improved reading, writing and mathematics attainment throughout the years of the broad general education - A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally

Progress, Impact and Outcomes

Curriculum Rationale
Data analysis, and the various implications of the wider circumstances, indicated that we had no need to revisit the rationale for the curriculum here in Carolside. Rather, there was a requirement for us to simplify the curriculum initially then, subsequently, broaden the curriculum. Our initial focus upon return was upon Literacy, Numeracy and Health and Wellbeing. This offered a clear focus as children settled into school, however much of the perceptual data that came to light over the initial weeks, was that the children were keen to engage in a broader curricular offering once more, citing the Context for Learning as an area of particular interest to them. The delivery of the entitlement to the Broad General Education helped meet the needs of all upon return.

Digital Learning
The use of digital platforms to deliver the curriculum became a particular focus during the months of January, February and March, as we entered the second national lockdown in a year. The chosen platform was Google Classroom and children were offered daily learning experiences posted on the platform, supported by a live video call with their class teacher three times each week. While we did encounter a very limited number of situations that required us to carefully manage parent/carer expectation in this regard, the digital offer was well received and regularly complimented by families across all stages of the school. Several members of our teaching staff became key leaders of learning in this area, sharing their knowledge and expertise in a number of areas connected to digital learning, including:

- Google Meet
- Google Jam Board
- Mote
- Thing Links
- Class Quizzes
- Google Forms
- ActivLearn
- Sumdog
- Read Write

The leadership of the staff group in these areas was key to improving the digital offering, particularly throughout the period of lockdown. Furthermore, this input has contributed to the wider improvement of the delivery of the digital curriculum in and across school.

Transitions

The school's current involvement in the West Partnership enquiry project on the theme of transitions provided a helpful focus on our procedures and practices around transitions across all stages of the school. The aim of the Enquiry Project was to develop a positive culture around times of transition at Carolside Primary. All stakeholders were consulted as part of the evaluation process.

Most staff felt the responsibility for supporting children at times of transition is equal responsibility of families and school therefore highlighting the importance of working in partnership with families.

Professional development focused on developing an understanding of vertical and horizontal transitions and the positive impact of adopting positive language when having conversations about transition.

The majority of parents felt they have a full understanding of what transition is. Most parents feel that it is is the equal responsibility of parents/carers and school to support children through times of transition

The majority of parents/carers feel very confident to have conversations with their child and to support them through the many periods of transition and change that they will face.

All staff reported feeling more confident in supporting transition conversations with the children in their class after staff development opportunities.

Meeting Learner Needs

The main focus in this area has been the emotional wellbeing of the pupils during this session of significant disruption. In addition to the careful monitoring of pupils upon the resumption of school in August, we sought to maintain close relationships with families as pupils worked from home during the second period of lockdown. This gave rise to the identification of a number of senior pupils during this period who displayed signs of emotional distress. This was supported throughout the lockdown period and, subsequently, upon the resumption of school during the month of March. Continued therapeutic intervention has had a positive impact upon the wellbeing of these pupils and we are grateful for the support of the ERC Healthier Minds team in this matter.

Next Steps

- Meet the needs of all pupils whose academic progress and/ or wellbeing has been impacted by the pandemic.
- Define and deliver high quality learning and teaching that is consistent with the improvement narrative of the school and ELCC.
- Develop a mechanism to record a strategic overview of our learners' journey through Experiences and Outcomes.
- Continue to develop a positive culture around times of transition.

	How good are we at ensuring the best possible outcomes for all our children / learners? (3.1, 3.2)

How good are we at ensuring the best possible outcomes for all our children / learners?
(3.1, 3.2)

Evaluation: Very Good

NIF Priority	School Priorities
- Closing the attainment gap between the most and least disadvantaged children. - Improvement in children's and young people's health and wellbeing.	- Priority 1 - Priority 2

NIF Driver(s)	Local Improvement Plan – Expected Outcome / Impact
- Parental engagement - Assessment of children's progress - School leadership	- An improvement in the attainment of disadvantaged children and young people

Progress, Impact and Outcomes

Equitable Outcomes
We have continued to deliver group and individual support, particularly in light of the wider challenging circumstances associated with the pandemic. These supports, both therapeutic and academic, offer pupils at all stages of the school the opportunity to close any deficits in their learning and enjoy a more settled experience in school. In all, we have around 170 pupils who have additional supports of some kind in place. Of these, approximately 73 of these pupils participate in group or individual interventions that vary from Reading Recovery through to social skills groups. All of the children who have participated in Reading Recovery have improved their reading age, allowing them to close the deficit between their learning and the progress of their classmates. Some of the therapeutic interventions, such as lego therapy and social skills groups, are harder to quantify, although our observations and anecdotal evidence indicates that children have benefitted from them. Information related to our use of PEF funding is noted below.

Curriculum for Excellence Attainment
The challenges of the pandemic, the period of national lockdown, and the range of mitigations that have been in place throughout the session, have presented some significant problems in tracking pupil progress through Curriculum for Excellence. Tracking meetings took place in October 2020, however the national lockdown restricted our opportunity to track in the early spring of 2021. However, tracking meetings did take place in the summer term of this session and identified a trend of attainment that is consistent with a wider pattern of attainment over time. Attainment in reading is wholly consistent with attainment over time. There is, however, some inconsistency in writing, where attainment dropped by 3% since last measured in the summer term of 2019. Conversation with colleagues across cluster schools identified that similar patterns were evident in their attainment and this will be worthy of investigation next session. One assumption that has been shared is that writing skills were harder skills to teach when children were working from home. Could this explain the drop in attainment in this area?

The trends associated with Curriculum for Excellence are noted in the table below:

	Achieved 15/16	Achieved 16/17	Achieved 17/18	Achieved 18/19	Achieved 19/20	Achieved 20/21
Reading	98.8	98.3	97%	94.6%	63.6%*	94.7%
Writing	98.8	97.7	94.2%	92.3%	47.3%*	89.6%
Maths	97.7	98.9	93.4%	90.1%	48.3%*	96.1%

* Accurate as March 2020.

Next Steps

- To ensure that the health and wellbeing of all stakeholders is supported throughout the pandemic.
- Establish a clear and shared understanding of attainment across all stages of the school.

Pupil Equity Fund – How are we ensuring Excellence and Equity?

We have been in receipt of £10000, roughly equivalent to 0.3 FTE teaching staff, to help meet the needs of those young people struggling in their learning. This support has already been targeted at a specific group of young people who are struggling in Literacy.

Pupils in the target group have achieved improved outcomes in the basic knowledge and skills in literacy. Pupils' day-to-day performance in school has improved as have their levels of confidence and involvement. Teachers across all stages of the school are now more aware of the range of additional support needs which are impacting upon the progress of pupils and are now more able to support appropriately. Quality assurance of Children's Wellbeing Plans demonstrates that they are more specific, and the Joint Support Team meetings are more focussed. Children's needs are being identified more accurately and more quickly, and interventions are being implemented with greater focus. Teaching and support staff are being used more widely to intervene and support pupils in the classroom setting.

What is our capacity for continuous improvement?

Carolside Primary School has continued to make very good progress this session, in spite of the challenging circumstances brought about by the pandemic. The three quality assurance visits, noted above, identified strengths in key areas. All three quality assurance visits identified the strength of school ethos; the empowerment of pupils and staff; and high quality, child-led, learning experiences. It is with confidence that we identify a high capacity for continuous improvement.

National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Very Good	
2.3 Learning, teaching and assessment	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	
3.2 Securing children's progress / Raising attainment and achievement	Very Good	

School Improvement Priorities 2019-2020

1. To improve outcomes for learners through effective teaching, learning, assessment and moderation.

2. To reestablish relationships across the school community with a focus on the emotional and physical wellbeing of all stakeholders.