

# ***Uplawmoor Primary School***



## **Standards and Quality Report**

**Session 2019 - 2020**



## Context of the School

Uplawmoor Primary School aims to work together to promote a happy, caring environment where our children feel secure and supported. The school aims to equip its children with knowledge and skills preparing them for learning, life and work through high quality learning and teaching experiences within which our learners are supported to reach their fullest potential.

Uplawmoor Primary is a non-denomination school, situated in the rural village of Uplawmoor. It forms part of the Eastwood Cluster which includes Neilston, Crookfur and Mearns Primaries, Madras Family Centre and Isobel Mair School and Family Centre. The present roll is 71 pupils organised into 4 composite classes. Further information on staffing and catchment areas can be found in the school handbook:

<https://blogs.glowscotland.org.uk/er/Uplawmoor/about-us/school-handbook/>

The school is very well supported by its parents and has an active Parent Council. Parents have high expectations of the school and provide both encouragement and support for their children. Partnerships between home and school are of great importance and we foster an ethos of active engagement with the life and work of the school.

The setting of Uplawmoor places our school at the heart of the community and as such we strive to create respectful relationships with the local community. The school works closely with the Community Council to improve the local environment for the children of Uplawmoor, in addition to links with Caldwell Parish Church and other local businesses. This ensures our children value their active contributions not only to the life and work of the school, but the wider local community also.

The school has undergone two significant periods of change this session. In November the substantive Head Teacher took post in a secondment, and as an Acting Head Teacher was recruited. As a result of the Covid-19 pandemic, Uplawmoor Primary School closed on 20 March 2020, with children offered distance learning provision via digital platforms. Children of key worker and vulnerable families were offered provision of care in the community hub.

School closures has impacted on the school improvement agenda, resulting in some identified actions and monitoring and evaluation methods becoming unable to be implemented as planned. The health and wellbeing of all stakeholders and provision of distance learning and recovery planning became an amended priority in this period.

### Our Vision

At Uplawmoor Primary, we strive to create a nurturing school community where everyone is included and respected. We want to inspire a love of learning and empower everyone to make changes to improve their lives and the lives of others, ensuring we all make a difference.

### Our Values

Inclusive  
Nurturing  
Supportive  
Positive  
Independent  
Rights Respecting  
Encouraging

### In Uplawmoor Primary we aim to:

- Create a school where the whole school community are learning
- Provide a safe, motivating environment where our children are independent in and take responsibility for their own learning
- Meet the needs of all our children promoting equality and equity of opportunities
- Equip our children with knowledge and skills preparing them for learning, life and work
- Support our children and their families educationally, emotionally and socially
- Empower the whole school community to be actively involved in the life of the school and the decision-making process to ensure continuous improvement

### Improvement Plan Priorities – Session 2019-20

- To create and implement plan for quality family and community learning experiences.
- To develop the curriculum to increase opportunities to develop skills for learning, life and work through STEM and Career Education.
- To enhance the delivery of our Science curriculum and achieve Primary Science Quality Mark accreditation.
- To build on partnerships in the community and beyond to enhance pupil learning experiences

### Method of Gathering Evidence

As part of our procedures for monitoring school effectiveness, the school uses the HGIOS 4 toolkit to evaluate what is working well in our school and what needs to be improved to have a greater impact on all of our learners. A wide range of evidence is gathered including:

- regular formal and informal classroom visits, carried out to ensure high standards in learning and teaching;
- monitoring of forward planning, ensuring learners' experiences are consistent with the expectations of Curriculum for Excellence;
- staff peer evaluation through learning visits within our school and others across the authority;
- learners' evaluations of their learning experiences;
- benchmarking the quality of work with schools of similar characteristics and of identified good practice;
- moderation at school, cluster and authority level;
- surveys carried out with staff, pupils and parents;
- whole school evaluation through audit;
- analysis and interrogation of data
- themed audits focusing on a particular aspect of the work of the school which cuts across specialisms and quality indicators;
- observation of practices with learners and staff through learning visits and learning walks where the focus is on the experiences of the learners;
- pupil work samples;
- focus group discussions with learners, teaching and support staff, parents, users; and
- information from partners such as educational psychologist, social workers, school nurses and other health care staff.

During the period of COVID-19 school closure, digital platforms including Microsoft Teams, Microsoft E Forms and Google Jamboard were used for self-evaluation activities.

How good is our leadership and approach to improvement? (1.1, 1.2, 1.3)	
Evaluation: Very Good	
<b>NIF Priority</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Improvement in children's and young people's health and wellbeing</li> </ul>	<b>School Priorities</b> <ul style="list-style-type: none"> <li>Family and Community Learning Experiences</li> <li>Skills for Life, Learning and Work</li> </ul>
<b>NIF Driver(s)</b> <ul style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>School Improvement</li> <li>Parental Engagement</li> </ul>	<b>Local Improvement Plan – Expected Outcome / Impact</b> <ul style="list-style-type: none"> <li>A culture of self-evaluation and continuous improvement in all schools and services</li> <li>A culture of professional enquiry in all establishments</li> </ul>
<b>Progress, Impact and Outcomes</b> <p><i>Collaborative Approaches to Self-Evaluation</i></p> <p>All stakeholders are consulted and contribute to the self-evaluation through a robust approach to stakeholder consultation. Feedback and data forms the basis for the school improvement agenda. Our school improvement plan is shared with all stakeholders in draft format and feedback is sought. The parent forum have communicated that E-Forms are a preferable method of consultation and this will be taken forward next session. At planned points in the school calendar stakeholder evaluation of the school improvement plan takes place, such as at Parent Council meetings, assemblies and in service days. Very good progress has been made in involving parents in strategic planning and foundations created to further develop all stakeholders responding and contributing to the strategic improvement of the school. This is evidenced in Parent Council Minutes this session.</p> <p>Working collaboratively, all members of teaching staff engaged in a number of self-evaluation activities using the features of highly-effective practice and challenge questions from How Good is our School 4. These include Transitions, Curriculum Design, Leadership of Change and Partnerships. Feedback at staff meetings indicated the quality assurance processes were too bureaucratic and required redesigning. As a result of redesigned procedures and proformas, quality assurance evidence now demonstrates accurate intelligence about the quality of learning and teaching and the attainment and achievement of all learners.</p> <p><i>Pupil Participation</i></p> <p>Pupil Committee Groups create and evaluate their own pupil group development plans in line with the school vision, values and aims. This session How Good is OUR school Part 1 and 2 were used from December to March to support evaluations of impact in each group plan. Children used quality indicator statements to exemplify impact such as Eco Committee use of Our School and Community features of highly effective practice to identify the need for a litter policy. Supporting the school priority of developing skills for employability, Business Breakfasts were scheduled for Term 3 with Head Teacher and representation from each group to regularly feedback on progress of plans. These were put on hold due to school closure. Pupil Voice ensures pupil participation is a strong aspect of continuous improvement.</p> <p><i>Continuous Lifelong Professional Learning for Staff (CLPL)</i></p> <p>Professional Review and Development alongside school improvement priorities shape and signpost CLPL opportunities for all staff. All staff have undertaken a very good level of relevant CLPL and feedback the impact of this at staff meetings. This session to address raising attainment in literacy all staff engaged in Big Writing CLPL and the use of Scottish Writing Criteria in assessment. This has provided a focus for learning visits and sharing of good practice. A robust suite of evidence to support greater accuracy in teacher judgements, particularly in writing has been evidenced at tracking and target setting dialogues.</p> <p><i>Professional Enquiry</i></p> <p>As part of the Eastwood Cluster plan, all staff undertook professional enquiry in groups with cluster colleagues. These ranged from enquiry into outdoor learning, reading strategies to 1 +2 language approaches. Professional enquiry has been embedded in the school ethos and staff have led developments in a range of aspects of school life. As a result, all staff have undertaken roles to lead and motivate others and a collegiate learning culture has emerged.</p>	

## **Leadership**

All staff led a pupil committee group, including Pupil Council, Health Heroes, Digital Leaders, Rights Respecting, Outdoor Learning and Eco. Staff supported the implementation of How Good is OUR school toolkits and made particular links with the wider school community. Parents shared expertise through running Drone and Touch Rugby extra-curricular clubs, supporting the development of the Nativity, and running a week of STEAM activities across all stages in Science Week. One member of staff has led submission for Primary Science Quality Mark accreditation. There is a strong capacity for leadership across the school with collaboration between colleagues, learners, partners and parents to take forward improvement priorities and learn with and from each other.

Self-evaluation and leadership at all levels continues to be a priority at Uplawmoor during Covid-19 school closure. Use of digital platforms to collaborate such as Microsoft Teams and Google Jamboard ensures evidence of stakeholder consultation and participation in strategic improvement alongside supporting the community ethos of the school. A Family Friendly version of the school's recovery plan supports stakeholder confidence and knowledge of improvement planning in light of Covid-19.

## **Next Steps**

- To further develop revised quality assurance procedures to support self-evaluation  
*Quality assurance approaches to be adapted to ensure high quality experiences in Blended Learning (Recovery)*  
*To further consider the ways parents can contribute to strategic planning and engage target groups such as working parents*  
*Use of digital platforms such as Microsoft Forms, Teams and Jamboards to support parental engagement and consultation during recovery planning (Recovery)*

How good is the quality of care and education we offer? (2.2, 2.3, 2.4)							
Evaluation: Very Good							
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<b>NIF Driver(s)</b> <ul style="list-style-type: none"> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> </ul>	<b>Local Improvement Plan – Expected Outcome / Impact</b> <ul style="list-style-type: none"> <li>An increase in the number of pupils, school leavers and adults with well-developed employability skills</li> <li>Higher levels of parental engagement in their children's learning and in the life of the school</li> </ul>						
<b>Progress, Impact and Outcomes</b>  <i>Development of Science Curriculum</i>  <p>Science Champion led an audit of learning provision, created a targeted plan and provide a calendar of CLPL opportunities. Pupil, parent and staff consultation developed a shared set of principles for science learning and teaching which were created in consultation with all staff and pupils. These are displayed in each class and form the rationale for science planning. The school have increased opportunities to work outside, examples being Camouflage Caterpillars, Bug Hotels, RSPB Birdwatch, investigating sound travelling. During school closure, the Science Champion shared opportunities for pupils to work safely in the environment with different activities based on biodiversity (eg RSPB Wild Challenge).</p> <p>Evaluated evidence in 15 key areas for PSQM accreditation evidenced following impact (summary of highlights):</p> <table> <tr> <td> <b>Raised profile of Science through teacher leadership, engaging in high quality professional learning and sharing of practice</b> </td><td> <p>CLPL led to staff confidence in different types of scientific enquiry</p> <p>Evidence on Twitter shows examples of pupils from across the school engaging in practical, hands on science such as making musical instruments to investigate sound and using volcanoes to learn about chemical reactions</p> <p>Literature to support staff CLPL in science have been purchased and made available to all (Be Safe, Active Assessment, Concept Cartoons – digital, It's Not Fair or Is It?)</p> <p>Staff other than science leader have chosen to attend Science Enquiry training provided by ERC and attended virtual online training offered by The Association for Science Education and PSQM during school closure</p> </td></tr> <tr> <td> <b>High quality experiences in Science which are relevant, engaging and inspirational to spark curiosity and creativity</b> </td><td> <p>Some pupils have had the opportunity to attend a lunch time Science Club and after school Drone Club.</p> <p>Links with Eastwood High School Science department and planned team teaching at all stages</p> <p>During school closures, pupils have been provided with a weekly science lesson revising knowledge/skills previously taught, (making use of online resources such as BBC Bitesize, RSPB, Tigtag, PSTT Science Fun at Home, STEM Learning, Science Buddies etc) and opportunities to take part in national initiatives ie RSPB Wild Challenge, STEM poster competition, Glasgow Science Centre Daily Science</p> </td></tr> <tr> <td> <b>Clear understanding of progress in the Science learning pathways for pupils making links to the world of work</b> </td><td> <p>Science/STEAM careers afternoon when they learned about how those subjects are vital to the work of a range of people, (including an immunologist, psychologists with different specialists, a drone pilots, a pharmacist and a secondary science teacher), and had the opportunity to ask questions about education and training. Good partner links have been established</p> </td></tr> </table> <p>Submission for PSQM has been delayed from June 2020 to February 2021. The school will submit an early submission in January 2021.</p>		<b>Raised profile of Science through teacher leadership, engaging in high quality professional learning and sharing of practice</b>	<p>CLPL led to staff confidence in different types of scientific enquiry</p> <p>Evidence on Twitter shows examples of pupils from across the school engaging in practical, hands on science such as making musical instruments to investigate sound and using volcanoes to learn about chemical reactions</p> <p>Literature to support staff CLPL in science have been purchased and made available to all (Be Safe, Active Assessment, Concept Cartoons – digital, It's Not Fair or Is It?)</p> <p>Staff other than science leader have chosen to attend Science Enquiry training provided by ERC and attended virtual online training offered by The Association for Science Education and PSQM during school closure</p>	<b>High quality experiences in Science which are relevant, engaging and inspirational to spark curiosity and creativity</b>	<p>Some pupils have had the opportunity to attend a lunch time Science Club and after school Drone Club.</p> <p>Links with Eastwood High School Science department and planned team teaching at all stages</p> <p>During school closures, pupils have been provided with a weekly science lesson revising knowledge/skills previously taught, (making use of online resources such as BBC Bitesize, RSPB, Tigtag, PSTT Science Fun at Home, STEM Learning, Science Buddies etc) and opportunities to take part in national initiatives ie RSPB Wild Challenge, STEM poster competition, Glasgow Science Centre Daily Science</p>	<b>Clear understanding of progress in the Science learning pathways for pupils making links to the world of work</b>	<p>Science/STEAM careers afternoon when they learned about how those subjects are vital to the work of a range of people, (including an immunologist, psychologists with different specialists, a drone pilots, a pharmacist and a secondary science teacher), and had the opportunity to ask questions about education and training. 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### *Skills for Life Learning and Work*

Staff are confident in delivering high quality learning experiences that embed skills from life learning and work, using Developing the Young Workforce guidance and Career Education Standard. Staff have planned and delivered employability skills Masterclasses to Early, First and Second Level in the areas of Food Technology, Teamwork, Global Citizenship, Events and Hospitality and Culture. As a result very good learning pathways have been developed which promote active, inquiry based, experiential learning. Pupil Focus groups reflect high levels of learner engagement and motivation for the Masterclasses. Global Citizenship in particular evidenced confident learners with high levels of self-esteem who were motivated to explore and challenge assumptions. Children in Primary 6/7 have embedded this further through the establishment of the World of Work based profiling approach. This will be continued next session.

Skills of collaboration, independence and resilience are developed through playful pedagogy in Primary 1-2 and an integrated day approach in Primary 3-7. Some observations evidence very good child led learning experiences, with children developing the necessary resilience and confidence to enable them to make decisions about their own learning and to lead others' learning. Where very good practice has been identified through quality assurance measures, reciprocal peer visits and staff led CLPL has been facilitated to improve outcomes for learners across the whole school. Greater use of the outdoor environment is identified as an area for development.

### *Quality Assurance*

Staff engage in a revised programme of Senior Leadership Team learning visits, peer learning visits, pupil focus groups, work sampling and tracking and target setting. Staff self-evaluate within learning visits and evidence demonstrates most of these experiences were very good, with a minority rated good. Some excellent practice, specifically in fostering children's ability to extend their own learning was observed and reciprocal visits were established to share good practice.

### *Moderation*

Staff engage in moderation with a focus on the area of writing following Big Writing staff CLPL. Use of the Scottish Writing Criteria in assessment has ensured robust evidence which supports good accuracy in teacher judgement. Tracking and target setting dialogues for Term 2 demonstrated greater differentiation across a class, and revised groupings based on accurate and evaluated assessment data not chronological stage. Assessment evidence is valid and reliable and differentiation ensures learners' needs are met.

### *Family and Community Learning*

Family learning continues to be a focus to encourage further engagement in learning and to increase involvement linked to school improvements. Open classroom events included STEAM week workshops, WW2 learn together sessions and family literacy library visits. Almost all evaluations from family learning events stated parents and carers felt an increase in confidence and the session was useful and purposeful. Greater links with wider school community skillsets are fostered and contribute to a school database of skills that has been established for future use.

### *Universal and Targeted Support*

Approaches to supporting learners on both a universal and targeted basis have been of a very good standard. Parent feedback states staff have a good knowledge of children and their needs. Five children across the school have Child's Wellbeing Plans and these are evaluated, updated and shared on a termly basis. Two children have moved from a Child's Wellbeing Plan to Additional Support Needs Profile during ASN audit undertaken by Head Teacher and Support for Learning staff. Pupil voice and parental contribution continue to be an areas of improvement and this will be addressed next session.

### **Next Steps (Recovery):**

*To redesign the curriculum with a focus on Literacy and English, Numeracy and Mathematics and Health and Wellbeing (Recovery)*

*Establish and share a definition of the term Blended Learning and the approaches to implement this*

*Develop approaches to outdoor learning to reflect revised curriculum rationale (Recovery)*

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

**Evaluation: Very Good**

**NIF Priority**

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most disadvantaged children
- Improvement in children's and young people's health and wellbeing

**School Priorities**

- Raising Attainment and Recognising Achievement
- Skills for learning, life and work
- Equity for all learners

**NIF Driver(s)**

- Teacher professionalism
- Assessment of Children's Progress
- Performance information
- School Leadership

**Local Improvement Plan – Expected Outcome / Impact**

- Improved reading, writing and mathematics throughout the years of the broad general education
- An increase in percentage of pupils agreeing they have opportunities to celebrate personal achievements
- A culture based on Getting It Right For Every Child
- Develop pupil skills for learning, life and work

**Progress, Impact and Outcomes**

*Baseline Assessment and Developmental Milestones*

Primary 1 pupils undertook a Baseline assessment scoring an average of 93 in Literacy and 98 in Numeracy. This reflected a lower average in Literacy and higher average in Numeracy from session 2018-19. Alliteration and letter knowledge was targeted as an area for early intervention. Support for Learning staff delivered targeted group interventions of active phonics and early literacy experiences. Use of Edinburgh Assessment to evaluate progress made from Baseline assessment was not implemented due to school closures.

Baseline Assessment		Developmental Milestones	
Literacy	Numeracy	2018-19	2019-20
2018-19 96	2018-19 96	67% achieved	78% achieved
2019-20 93	2019-20 98		

An increase from 67% to 78% has been evidenced in those achieving Developmental Milestones. Head Teacher plays a key role in moderating the implementation of assessment processes. Close partnerships with Madras FC contribute to this moderation also. From data analysis Gross Motor and Fine Motor Control were identified as areas for improvement. Support for Learning staff, including PSA, were deployed within P1/2 to implement an eight week fine motor skills intervention programme. The Muddy Movers programme was implemented with P1.2 to diagnostically assess gaps in gross motor development and target specific experiences on offer. When reassessed in Term 2, 88% of children achieved the Developmental Milestones.

*Standardised Assessments*

Overall, our children are performing above the authority average. In most areas there has been a decrease in attainment, however this is mostly still above 100. P3 standardised assessment scores indicate a dip in attainment.

Primary 3		Primary 5		Primary 7	
Reading	Maths	Reading	Maths	Reading	Maths
2018-19	2018-19	2018-19	2018-19	2018-19	2018-19
122	105	114	105	103	102
2019-20	2019-20	2019-20	2019-20	2019-20	2019-20
104	98	109	107	107	110

Moderation and quality assurance of the implementation of playful pedagogy in P1/2 will take place next session alongside a focus on Numeracy in particular foundation number and number operation concepts.



## Curriculum for Excellence Attainment

Primary 1			Primary 4			Primary 7		
	March 2020	Projected target June 2020		March 2020	Projected target June 2020		March 2020	Projected target June 2020
Reading	78%	90%	Reading	64%	89%	Reading	100%	100%
Writing	67%	90%	Writing	55%	89%	Writing	86%	100%
Maths	78%	90%	Maths	55%	89%	Maths	100%	100%
T&L	78%	100%	T&L	100%	100%	T&L	86%	100%

Teachers make confident judgements on pupils' progress in literacy and numeracy using a range of evidence and the CfE benchmarks have enabled staff to report on the national standards expected within each level. An Acting Head Teacher increased focus on moderation and use of evidence to support teacher judgement had begun to be introduced by Acting Head Teacher in February and will continue to be developed next session. Progress in reading, writing and mathematics related to Curriculum for Excellence (CfE) levels is based on the percentage of pupils achieving the expected levels in reading, writing and mathematics. This data was accurate up to and including 20 March 2020. To reflect target of CfE level attainment, target setting data from February Tracking and Target Setting data has been included. Head Teacher planned group moderation in P4 to support Probationer Teacher in making accurate teacher judgements, as teacher judgement a concern in this stage.

### Tracking and Target Setting

A specific focus during revised tracking and target setting dialogues was placed on interrogation and analysis of all data on tracking database. Use of assessments to inform teacher judgment, not simply chronological age was recorded. As many children live in new Mure estate SIMD is not available for these new residencies and Head Teacher and staff utilised in depth knowledge of children's pastoral, emotional and attainment needs to identify targeted groups for intervention. A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum has been updated with revised groupings in each class. Moderation led by trained moderation facilitator was planned for Term 3 to support teacher judgement, particularly in writing and Primary 4.

Attendance levels continue to be high meeting or just exceeding our three year attendance target of 97%. We continue to monitor attendance and punctuality, meeting with parents and implementing our follow up procedures. The rate of exclusion is nil.

### Family Focussed Accreditation

With a change in Head Teacher, fostering effective relationships has been a priority this session. As a result Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and children are proactive in promoting positive relationships in the classroom, playground and wider learning community.

The school has implemented a Family Focussed Gold improvement plan and was due to be assessed for this accreditation in August 2020. This date and submission will now be revisited and updated within the 3 year strategic overview.

### *Covid-19 School Closure Engagement*

<i>Week beg 18 May 2020</i>	<i>Week beg 25 May 2020</i>	<i>Week beg 1 June 2020</i>	<i>Week beg 8 June 2020</i>	<i>Week beg 15 June 2020</i>
94%	88%	86%	84%	88%

During the period of school closure the school tracked and measured engagement of children in home learning. In the first month of home learning engagement was between 95-100%. In June this was 86%. Where a drop or lack in engagement was recorded, family support was offered. An original 4 Chromebooks were issued at the start of home learning with a further 2 being issued in June. One home visit was arranged to support family and promote engagement.

Communication in the form of a weekly Friday Message and website updates reassured families of a focus on wellbeing during home learning. The majority of learners are included, engaged and involved in the life of the school when learning at home. Most families feel very well supported to do their best during this period.

#### **Next Steps**

*Develop staff confidence in data analysis and interpretation*

*Identify and close the gaps in learning within key curricular areas*

*Embed assessment and moderation processes to support teacher judgement*

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

Uplawmoor Primary School is in receipt of £3600 Pupil Equity Funding to improve the outcomes for targeted groups of learners.

Following on from next steps created in session 2018-19 and interrogation of various forms of data, literacy attainment in the Early Years was targeted for use of PEF funding. The Reading Recovery programme has been administered to a targeted group of P2 children alongside use of professional learning, resources and environment to raise reading attainments across P1-3.

A member of staff has been trained in Reading Recovery approaches, and one other member of staff has engaged in Link Reading Recovery training to support administration of Observation Survey Assessments. The Primary 1/2 class teacher engaged in CLPL Guided Reading sessions delivered by Reading Recovery trainers in East Renfrewshire. A further CLPL opportunity in Talking Partners delivered by Reading Recovery trainers was attended by our teacher with Support for Learning remit this session. This ensured that professional learning was relevant and support the implementation of Reading Recovery. PEF budget was used to fund these professional learning courses.

Resources to implement Reading Recovery have been purchased, including Reading Recovery Books and active learning resources. Children engaging in the reading recovery programme were given a resource bank of Reading Recovery Books to use at home during school closure and daily follow up input was maintained via Google Classrooms. This supported the plan for classroom based support and 'transitioning back to class' following completion of programme.

Learning environments were adapted, with particular focus on the Learning Lounge. Environments were audited and adapted to become more literacy rich. Nurturing principles were applied to reduce sensory stimulation and distractions. Children feedback a positive impact on this and parents adopted some principles in cosy reading spaces at home.

Evaluations up to and including 20 March 2020 evidenced very good impact on reading age and overall reading ability scoring obtained through Observational Survey Assessments. Teacher judgement at key tracking and target setting points reflected increase in attainment alongside parental feedback evidencing significantly positive attitudes and enthusiasm towards reading. Plans were in place to continue with another P2 cohort, and initial assessments have identified 4 children, however due to school closures this has not been implemented.

Reading Age	Sept 2020	Feb 2019
Child A	4.0	5.4
Child B	5.7	6.4
Child C	6.1	7.7
Child D	5.7	7.4

Reading Ability Score	Sept 2020	Feb 2019
Child A	34	57
Child B	76	122
Child C	108	168
Child D	79	165

The £2600 remaining after Recovery Reading spends was to be used in term 3 to purchase additional supply cover to facilitate staff training and assessments. A request has been submitted to ERC budget unit to carry this over to session 2020-21.

### What is our capacity for continuous improvement?

Uplawmoor Primary has a very good capacity for improvement and through strong leadership and stakeholder engagement.

Recovery, resilience and raising attainment will drive out improvement agenda in session 2020-21 in response to Covid-19 pandemic and the impact this has had. The strong pupil voice, parental partnership, staff capacity and leadership at all levels will ensure our capacity for continuous improvement remains very good as we navigate next session.

Staff will continue to support each other within a highly collaborative environment with a focus on pedagogical practices, rich outdoor learning experiences and sharing their skills and expertise to build capacity across the team.

The head teacher will work closely with the Parent Council and wider parent forum to continue to create opportunities for family learning and further involvement in school improvement activities.

Community links will be built upon to continue to develop skills for learning, work and life.

Continued funding to support pupils performing in the lowest 20% will be in place from August 2019 which will ensure that pupils across the school will continue to benefit from targeted support with a particular focus on literacy and numeracy interventions.

Pupil achievement and attainment will continue to be tracked through gathering and interrogating data to monitor progress and to plan next steps in learning to ensure we are working to adhere to the Education Department's vision statement *"Everyone Attaining, Everyone Achieving through Excellent Experiences."*

### National Improvement Framework Quality Indicators

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

## **School Improvement Priorities 2019-20**

- To strategically plan a phased reopening of school ensuring an emphasis on the wellbeing and resilience of all stakeholders
- To improve outcomes for learners through adapted teaching and learning approaches and curriculum design
- To raise attainment and achievement of our learners through identifying and closing attainment gaps