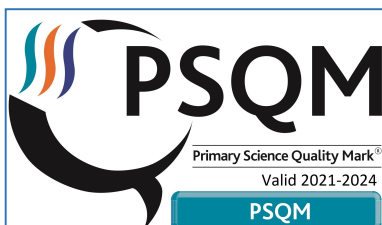




Uplawmoor Primary School

Standards and Quality Report

2020 - 2021



Preface

Our Standards and Quality Report will outline the improvements made as a result of the impact of the actions from our School Improvement Plan. It will provide an evaluative summary of our work throughout the session, highlighting strengths and identifying priorities for improvement for session 2021-2022.

A summary leaflet of the report can be found at: <https://blogs.glowscotland.org.uk/er/Uplawmoor/about-us/improvement-and-self-evaluation/>

Alternatively, a hard copy is available, on request, by contacting the school office on 0141 570 7460.

Context of the School

Uplawmoor Primary is a multi-denominational school situated in the village of Uplawmoor in East Renfrewshire. We form part of the Eastwood Cluster which includes Neilston and Madras Learning Campus, Crookfur and Mearns Primaries and Isobel Mair School and Family Centre.

The school has a current roll of 72 children who are organised into 4 composite classes. This includes pupils from outwith the catchment including Barrhead and Neilston.

The teaching complement for the school is in line with national advice. This comprises of the Head Teacher, 4 full time teachers, 2 job-share teachers. This academic year we were joined by 2 probationer teachers. The pupils also benefit from input from an instrumental music specialist in woodwind. Pupils at certain stages also benefit from weekly lessons from an ERC music specialist who teaches in partnership with class teachers.

Uplawmoor Primary implements an inclusive policy, which is supported by 3 part-time Pupil Support Assistants who support children in their learning and help them develop essential lifelong skills.

The school has one Business Support Assistant, 2 janitor/cleaners and 2 catering staff.

The school is very well supported by its parents and has an active Parent Council and Fundraising Group. Parents have high expectations of the school and provide both encouragement and support for their children. Parents are always welcome and are encouraged to become involved in the life of the school.

The school is an integral part of the village community and we work closely with the Community Council to improve the local environment for the children of Uplawmoor. Links with Caldwell Parish Church and local businesses are welcomed and encouraged.

The main building is split level with 4 large classrooms located at either end of the gymnasium which is also serves as the dining room. There is an annexe building which hosts our computer suite and well-resourced library and nurture space. We have a large outdoor learning area which continues to be developed to extend and support learning.

All pupils and staff share a deep sense of pride in the school and its achievements and are keen to work together to make improvements which impact both on the learning experiences and to enhance the school surroundings.

Vision, Values and Aims

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 or 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

WE WORK AS A TEAM
TO ACHIEVE OUR DREAM



UPLAWMOOR PRIMARY SCHOOL

Improvement Plan Priorities – Session 2021 / 2022

| | |
|-----|---|
| 1.1 | Self-evaluation for self-improvement – Analysis and evaluation of intelligence and data and ensuring impact on learners' successes and achievements |
| 1.3 | Leadership of learning – defined leadership roles, collaborative practitioner enquiry, learners leading their own learning |
| 2.3 | Learning, Teaching and Assessment – Ensuring excellent learning experiences based on effective and consistent pedagogy, embedding Scientific Enquiry, improving languages learning experiences |
| 2.5 | Family Learning – Increased number of parents / carers working in partnership to support and enhance their child's learning, increased opportunities for family learning |
| 3.1 | Ensuring wellbeing, equality and inclusion – Continued focus on learning in the outdoors to develop skills for learning, life and work, nurturing principles are integral to teaching, learning and assessment |
| 3.2 | Raising attainment and achievement – robust mechanism for identifying and tracking additional needs, targeted interventions lead to improved wellbeing and academic progress |

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.

It should be noted that school closures in March 2020 and January 2021, has impacted on the data collection and presentation this year. Scottish National Standardised Assessments were not completed in 2019-2020 so are missing from our reporting.

| How good is our leadership and approach to improvement? (1.1, 1.2, 1.3) | | Evaluation: Very Good |
|--|--|-----------------------|
| NIF Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people | School Priorities <ul style="list-style-type: none"> Create strategic recovery plan with a phased and safe approach to reopening school Prioritise the physical, emotional and mental health of all stakeholders Gain accurate understanding of the experiences and needs of all following school closure | |
| NIF Driver(s) <ul style="list-style-type: none"> School Leadership Teacher Professionalism School Improvement Parental Engagement | Local Improvement Plan – Expected Outcome / Impact <ul style="list-style-type: none"> A culture of self-evaluation and continuous improvement in all schools and services A culture of professional enquiry in all establishments Higher level of parental engagement in their children's learning and the life of the school A skilled and confident workforce | |
| <p>Progress, Impact and Outcomes</p> <p><i>To create a strategic recovery plan with a phased and safe approach to reopening school</i></p> <p>The school has been rigorous in its approach to reopening, following both periods of lockdown, to ensure high levels of health and safety for children, staff and visitors to the school.</p> <p>Risk assessments were compiled by both the authority and the school in line with Scottish Government Guidance. These were regularly updated, shared and monitored closely to ensure they were being adhered to by all, throughout the time they spend on school grounds.</p> <p>In preparation for the return to school in August, a newsletter was used to inform parents of the protocols and guidance in place, with links to videos to give a more visual element to aid understanding. This also offered transparency to the mitigations that were in place which led to increased confidence that everything possible was being done to ensure the highest level of safety for everyone.</p> <p>Parents were updated immediately as guidance or protocols changed and weekly messages were sent to them during the period of remote learning by the year group Parent Council Representatives. The Parent Council Chair relayed any points raised to the Head Teacher and these were acted upon where appropriate. Parents reacted positively to the high level of communication from the school throughout this year.</p> <p><i>“We appreciate the proactive and supportive approach taken by Uplawmoor Primary during the period of remote learning particularly for those children who experience a part home - part school education.”</i> Primary 1 and 5 parent</p> <p>Staff were updated regularly on Scottish Government Guidance, ERC Briefings and Risk Assessments. A Weekly Health and Safety Walkround allowed for instant feedback to staff on mitigations not being fully implemented or where higher vigilance was required. Staff reported that they felt well informed and were confident that mitigations in place were sufficient to ensure they were safe whilst working within the school building.</p> | | |
|  | | |

To prioritise the physical, emotional and mental health and wellbeing of all stakeholders

Throughout the session, the health and wellbeing of all stakeholders has been a priority. Reconnection of the whole community was a key focus for Recovery Planning.

During both periods of lockdown, staff had a weekly check in with the head teacher and a shared drive was set up directing them to supports available to ensure their good mental and physical wellbeing. During first In Service Day of the new Session, staff were introduced to the HEALTHIER Minds resource to ensure staff were aware of where to find help and support as they returned to the workplace. Regular updates were sent on guidance, protocols etc. to reduce fears and anxieties as changes were to be implemented.

Opportunities were planned to reconnect staff remotely but staff reported that although this was a support, they missed face to face contact with colleagues. Laterally in the session, as restrictions allowed, face to face activities took place to allow staff to reconnect more fully. Staff reaction to this was very positive with them reporting being not only socially more connected, but also more productive in relation to improvement activities. This will be a continued consideration going into next session with opportunities being identified for face to face contact in ways that are safe whilst adhering to local restrictions and guidance.

A staff buddy system was implemented during the lockdown period earlier this year. This allowed flexibility in staffing to support each other and to offer more direct teacher support to the children working at home. This was commented on favourably by staff as they felt less isolated with a stage partner to plan and teach collaboratively with.

"I felt more prepared for the second period of remote learning as everything had been set up in preparation. Up to date information was sent out regularly to us and I knew where to find and how to access support if I needed it."

Class Teacher

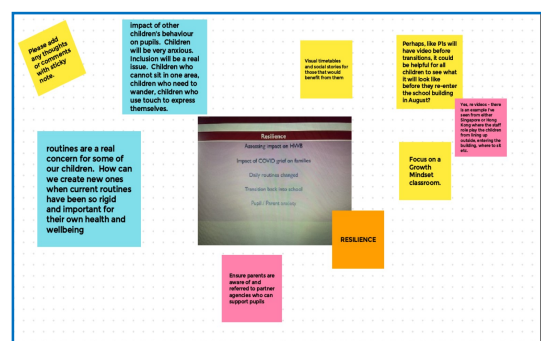
Children were connected as a school through bi-weekly assemblies led by the Head Teacher. The focus of these being on our school values, motto, school news and achievements. In addition to their learning, children had a daily wellbeing check in through a variety of online media and three live check ins with their teacher per week. Opportunities to collaborate with their peers were offered using Jamboards, Google Classroom and Google Meets. Regular feedback was sought and actions taken, where applicable, which allowed the remote learning offer to evolve.

Regular newsletters and updates were sent to parents throughout this period of lockdown and their views sought to ensure the circumstances of all families were taken into account when evolving the learning offer. Parents commented more favourably on the learning offer during this second period of remote learning and regularly sent their appreciation for the work that all school staff were making not only in learning but also in keeping the children connected.

This ongoing commitment to keeping the school connected during the period of school closure, contributed to the success of the smooth transitions back into the school building in February and March.

Progress, Impact and Outcomes cont.....

To gain an accurate understanding of the experiences and needs of all following school closure



Prior to re-opening in August, time was allocated to consider the effects closure may have had on our children and families and to make plans for addressing this. The main focus of our recovery curriculum was on re-establishing the strong relationships and nurturing ethos of the school to ensure that the children felt safe and were able to express themselves and know they were being listened to. Through individual meetings and group activities, the staff were able to gain a picture of the challenges our children had faced during lockdown and create a programme of targeted interventions where this was necessary.

Next Steps

- **Self-evaluation for self-improvement** – Analysis and evaluation of intelligence and data and ensuring impact on learners' successes and achievements
- **Leadership of learning** – Defined leadership roles, collaborative practitioner enquiry, learners leading their own learning

How good is the quality of care and education we offer? (2.2, 2.3, 2.4)

Evaluation: Good

NIF Priority

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

School Priorities

- Redesign the curriculum to reflect a focus on Literacy and English, Numeracy and Mathematics and Health and Wellbeing
- Establish and share a definition of the term Blended Learning and the approaches to implement this
- Develop approaches to outdoor learning to support revised curriculum rationale

NIF Driver(s)

- School Improvement
- Parental Engagement
- Assessment of Children's Progress

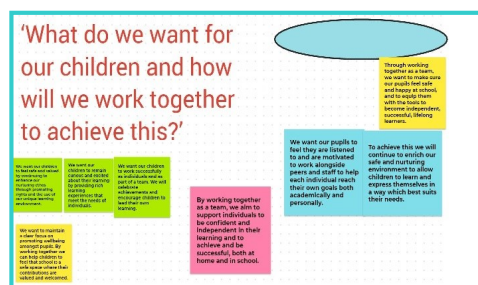
Local Improvement Plan – Expected Outcome / Impact

- An increased in putting nurturing approaches into practice
- An ethos of high expectations and achievement
- High level of parental engagement in their child's learning

Progress, Impact and Outcomes

To redesign the curriculum to reflect a focus on Literacy and English, and Numeracy and Mathematics and Health and Wellbeing

Consultation with all stakeholders was undertaken at the end of last session in relation to our Recovery Curriculum. Consideration was given to the unique context of the school along with reflection on changes and anticipated effects on our children and families as a result of school closure. From this, staff worked together to create the school Recovery Plan considering "What we want for our children and how will we work together to achieve this?"



The focus of the curriculum was to build on our nurturing environment to ensure children felt safe with a degree of normality in their learning. Children's voice is strong in the school and so the plan included targets to ensure this continued and that the children felt listened to and supported by both the staff and their peers on their return to school following such a period of uncertainty. In addition, staff felt it important that they work together to encourage and motivate the children to re-establish independent working and for them to understand themselves as learners and be able to articulate this both in school and home.



Throughout the session the focus has, in the main, been on Literacy, Numeracy and Health and Wellbeing. These areas were therefore the focus for learning visits and other quality assurance activities both whilst the school was open and once learning was being offered remotely. Google Classrooms and See Saw were visited regularly by the Head Teacher to view the range of learning activities, levels of engagement and feedback to learners whilst the children were learning at home. This ensured we offered consistent and equitable experiences for all learners.

Part of the curriculum planning had included planning for the eventuality of a further period of school closure. A Remote Learning Policy was created with this in mind. This ensured that when we entered the second period of lockdown, teachers were well prepared for moving learning online. This included; daily pre-recorded literacy and numeracy activities, live check ins, whole school assemblies, learning banks and learning resource packs. This allowed parents to plan for a more structured day using a variety of resources whilst still allowing for a level of flexibility for families where this was required. Most children engaged in their learning over the course of a week.

Progress, Impact and Outcomes cont

Regular contact with families was maintained throughout the period of lockdown by teaching staff and the head teacher. This allowed for us to fully understand the challenges some families faced and to offer support where it was required. This included ensuring there was access to devices and Wi-Fi to support and encourage engagement in home learning particularly where non- / low engagement had been noted.

To establish and share a definition of the term Blended Learning and the approaches to implement this.

All staff engaged in learning activities towards the end of session 2019 / 2020 to explore the definition of Blended Learning and to plan for the eventuality of the approach being implemented in the new session. This included engaging with a number of texts produced by East Renfrewshire Council, the West Partnership and Scottish Government. Resources from the Education Endowment Foundation (EEF) were also explored to plan for and support home learning. Planning formats for blended learning were produced which followed the five principles of home learning from the EEF. Staff reported their confidence in the expectations set for them during any future periods of home learning as well as the clear explanations of their roles.

Whilst the school was well prepared for a Blended Learning approach, these were not implemented following the announcement that schools would return fully in the new session. However, in January 2021, teaching and learning did move online with the announcement of a second lockdown. All staff reported confidence and felt well placed to offer remote learning following The Remote Learning Policy which had been produced taking account of the views staff, parents and children as a result of the previous period of lockdown.

To develop approaches to outdoor learning to support revised curriculum rationale



Outdoor learning was key in the delivery of our Recovery Curriculum. Initially weekly experiences were planned and delivered by a member of the teaching staff but as the session progressed, teachers were planning and delivering these sessions more responsively to the learning taking place within their classroom.

Opportunities were planned to allow children to demonstrate their skills in another context which enriched the assessment information gathered by staff on progress. Outdoor learning allowed the children to engage in experiential learning through creative activities within an acceptable level of risk. This allowed them to further develop their problem solving skills, their knowledge of their environment and explore issues in relation to conservation and sustainability.

Staff reported increased confidence in planning and delivering quality outdoor learning experiences. This will be further developed next session by a member of teaching staff engaging in the Forest School accreditation process.

As part of the Primary Science Quality Mark accreditation process, outdoor learning was key in delivering key aspects of the Science curriculum. In addition our Science Lead planned outdoor experiences as part of The Great Science Share. This involved a number of outdoor related experiences including worm charming. Our outdoor Science experiences were highlighted in the report from the reviewer for PQSM of which we were awarded accreditation in June 2021:



“Taking science outside does seem to have been a positive side effect of necessary changes to teaching at Uplawmoor – all the better for the children’s Science education!”

Progress, Impact and Outcomes cont.

Primary 6/7 children gained Explorer Level of the John Muir Award after dedicating more than 50 hours to improving our green spaces and contributing to their conservation. They met the four challenges of Discover, Explore, Conserve and Share by regenerating our school grounds to create a safe place for our community to explore as well as making the area more visually appealing. In addition, they learned more about the wildlife in the area, using this information to make the school grounds a safe and appealing place for them to visit or inhabit.



Next Steps

- **Learning, Teaching and Assessment** – Ensuring excellent learning experiences based on effective and consistent pedagogy, embedding Scientific Enquiry, improving languages learning experiences
- **Family Learning** – Increased number of parents / carers working in partnership to support and enhance their child's learning, increased opportunities for family learning

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

| | |
|--|---|
| NIF Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most disadvantaged children | School Priorities <ul style="list-style-type: none"> Develop staff confidence in data analysis and interpretation Identify and close the gaps in learning within key curricular areas Embed assessment and moderation processes |
| NIF Driver(s) <ul style="list-style-type: none"> Teacher professionalism Assessment of Children's Progress Performance information | Local Improvement Plan – Expected Outcome / Impact <ul style="list-style-type: none"> An ethos of high expectations and achievement |

Progress, Impact and Outcomes

To develop staff confidence in data analysis and interpretation

With a number of new staff within the school, this was an area identified for action. Teaching staff were given access to and trained on how to input data into the ERC Tracking Database and how to identify all sources of data available to them. Analysis of data took place mainly during Learning Progress Meetings. From this, key groups / individuals were identified and discussed to ensure the needs of all learners were being met and to ensure that the pace of learning was appropriate and that clear expectations for attainment were set. This is an area which will be further developed next session to ensure all staff have a thorough understanding of the data available to them for the children within their care and for us as a school in setting targets for Pupil Equity Fund spending and in setting improvement targets.

To identify and close gaps in learning within key curricular areas

A range of diagnostic assessments, along with formative approaches, were used to gather a body of evidence on progress during the first few weeks of the new term. This gave teachers an indication on where the children were in their learning, allowing them to plan progressive next steps. Evidence gathered was scrutinised at the initial Professional Dialogue meetings and used to regroup children and to identify where additional supports and targeted interventions were needed. Teacher judgments at January 2021, evidenced that most children were on track with our gradient of learning.

During the second period of lockdown, additional staffing hours allowed for each stage to have support from one teacher so increasing direct teaching support. Overall progress following additional support both at home and in school was as follows:

Primary 2 were identified for targeted support in Reading and Numeracy. Additional teaching support continued from August until April. Evidence at the end of the session shows that all children, at this stage, are making progress within First Level with 90% of them being at their expected level of attainment. In addition, three children were identified to undertake Reading Recovery. All three improved their reading age by more than 1 year following the period of the intervention and are now reading at their chronological age.

In Primary 3/4, additional teaching hours allowed for targeted support with identified groups and individuals in Literacy and Numeracy. Progress made by those targeted was further than had been anticipated. Almost all of the Primary 4 year group achieved band 7 and above in their National Standardised Assessment across all areas. In Primary 3, most children achieved 90 and above in their Standardised Reading Test and most performed above the ERC average in numeracy.

In Primary 5, additional hours allowed for a focus on emotional wellbeing, literacy and numeracy for individual children. With this particular cohort, emotional wellbeing remains a focus for support as they move into Primary 6. Progress in relation to literacy and numeracy was very good with the average score in Standardised Reading Test being 106 and Numeracy 105.

Progress, Impact and Outcomes

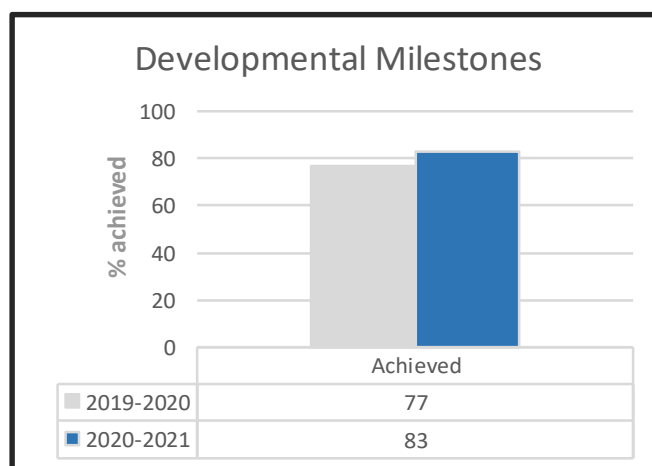
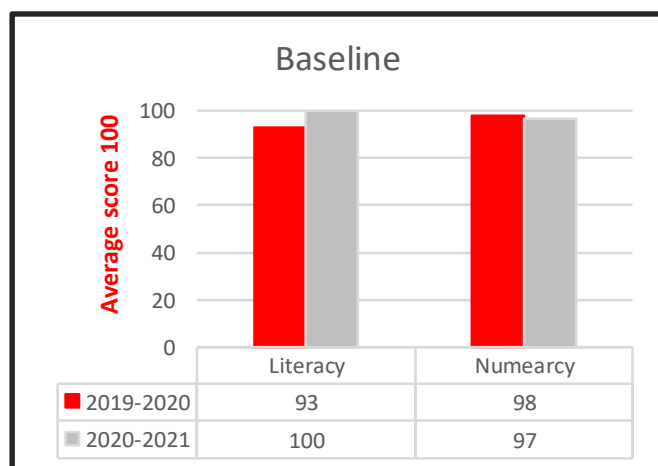
Similarly, in Primary 6/7, the additional hours allowed focused support in Literacy and Numeracy resulting in all Primary 6 children progressing well within the second level. In Primary 7, almost all children achieved band 8 and above in the National Standardised Assessments and the majority of children achieved second level or beyond across all areas of literacy and numeracy.

To embed assessment and moderation processes

Teaching staff engaged in two professional learning sessions in relation to assessment to explore what assessment is, the need for assessment and updated guidance and advice. From this, staff created a format for recording assessment to be used in collating a range of assessment information which would help inform their professional judgements. This was planned to implement this during the second planning block however, this was halted due to the onset of the second lockdown. This is an area which will continue to be developed next session along with our approaches to moderation. A new Moderation Facilitator has been identified who will help support us in this area.

Baseline Assessment and Developmental Milestones

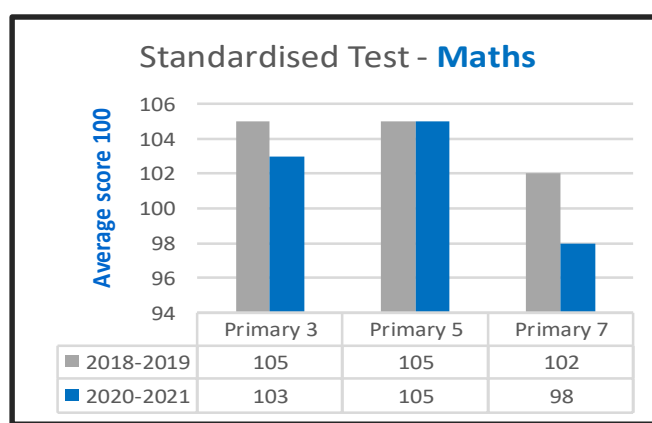
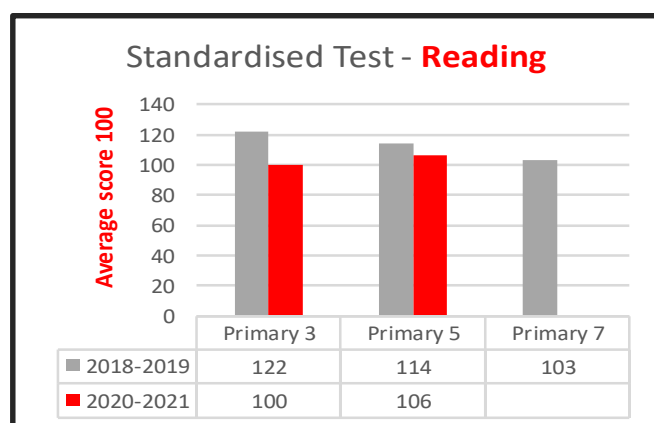
Primary 1 pupils undertook a Baseline assessment scoring an average of 100 in Literacy and 97 in Numeracy. In addition 83% of this cohort achieved their Developmental Milestones assessment. Individual targets were set for learners from the results of the Developmental Milestones assessment resulting in 100% of pupils having achieved these 3-4 months into the session. Partnership working with the local family centre and cluster activities will continue to focus on the analysis of baseline and developmental milestones results to identify areas for further improvement. This will include reciprocal visits, once restrictions permit this, to allow staff to gain a deeper understanding of progress and progression in learning at the early level.



Progress, Impact and Outcomes cont.....

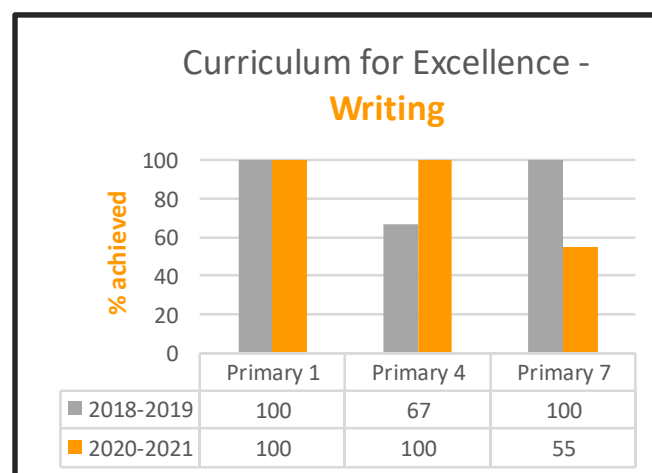
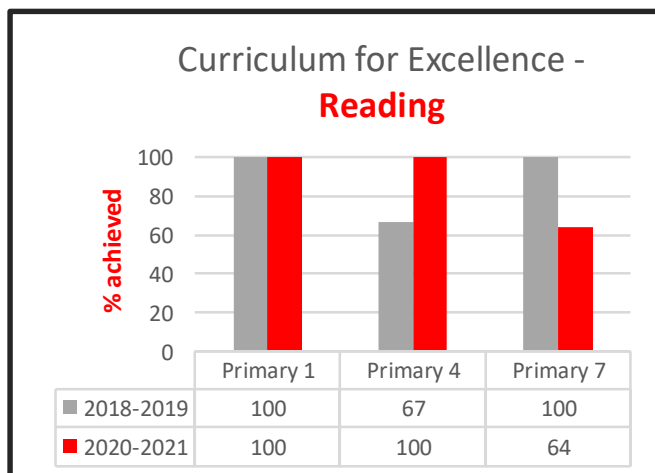
Standardised Tests

Overall, almost all of our children are performing at or above the authority average. Reading attainment shows a decrease at all stages despite the increased focus on literacy following both periods of lockdown. However, teacher judgements show that children are performing at or above their expected levels. Our focus on improving our practices in relation to teaching a learning and a more settled period of time in school next session, is anticipated to have a positive impact on attainment on all areas of the curriculum. Attainment in Maths has been maintained, with the average score being 102. Overall girls and boys are performing equally in Reading and Mathematics. Interventions, next session, will continue to focus on those children who are performing below the average and those who have been affected by the effects by school closure.



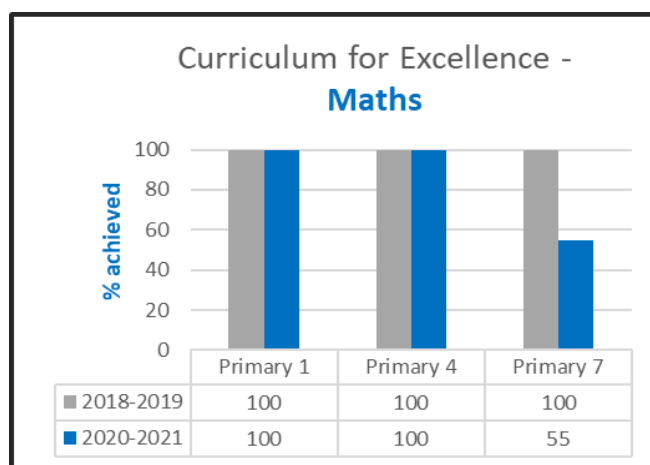
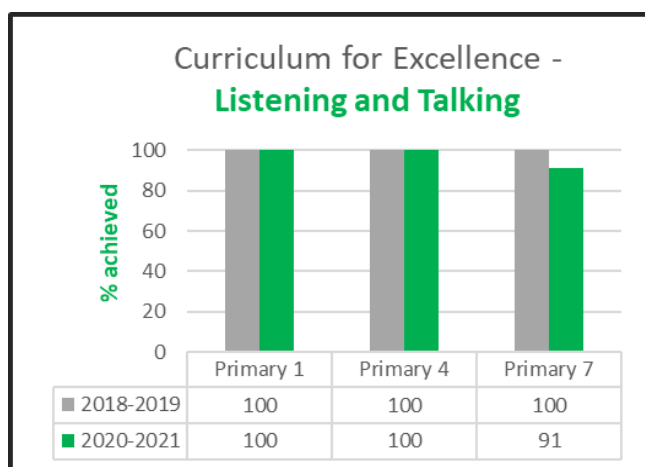
Curriculum for Excellence Attainment (CfE)

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. Progress in reading, writing and mathematics related to Curriculum for Excellence (CfE) levels based on the percentage of pupils achieving the expected levels by the end of P1, P4 and P7 in reading, writing and mathematics. Our pupils in Primary 1 and Primary 4 continue to perform above the target set for us by the authority in all areas and are as follows:



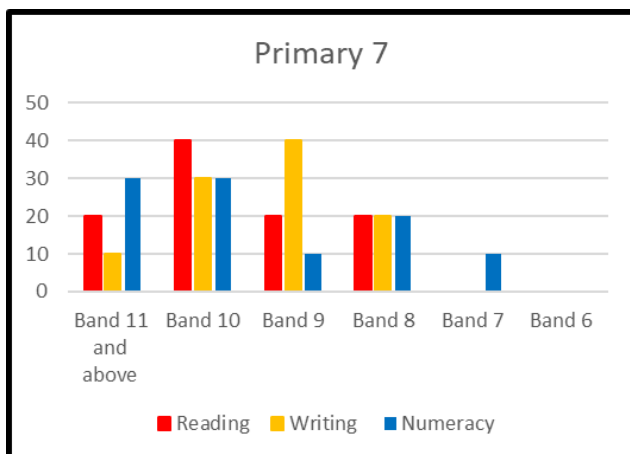
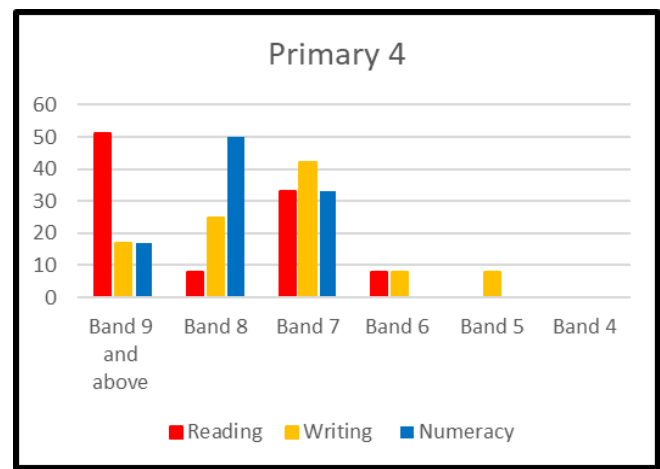
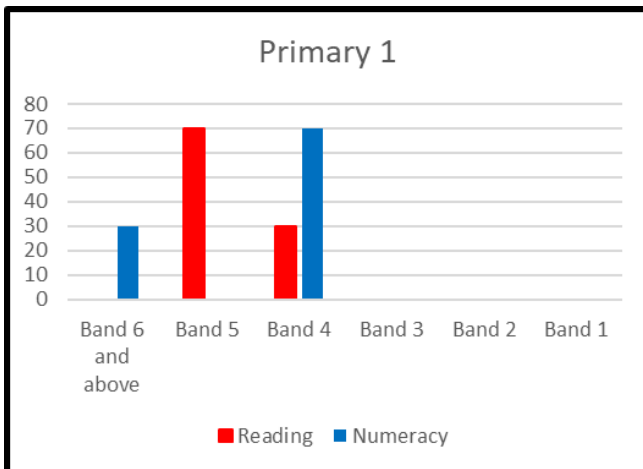
Progress, Impact and Outcomes cont....

- Attainment overall in reading is very good showing 88% of pupils achieving a breadth of learning across almost all of the experiences and outcomes at the level they are working within. 100% of Primary 1 pupils achieved Early Level, 100% of Primary 4 pupils achieved First level and 64% of Primary 7 pupils achieved second level. Ongoing moderation activities, comparing judgements and attainment results within the school, cluster and authority level has ensured consistency and a shared understanding of standards. Next session, there will be a continued focus on Reading Recovery to deliver targeted support at Primary 2 due to the ongoing success of this intervention.
- Attainment in Writing is very good with 85% of pupils achieving their expected levels. 100% of P1 pupils achieved Early Level, 100% of Primary 4 pupils achieved First level and 55% of Primary 7 pupils achieved second level. Next session teachers will continue to focus on the Big Writing revisiting the approach to include new staff who have not undertaken professional learning in this area.



- Attainment in Talking and Listening is very good with 100% of pupils achieving their expected levels. 100% of P1 pupils achieved Early Level, 100% of Primary 4 pupils achieved First level and 91% of Primary 7 pupils achieved second level. Independent learning activities where children are encouraged to explore, investigate and use critical thinking skills has improved confidence and continues to build on opportunities for children to lead and articulate their own learning.
- Attainment overall for Maths is good very showing 85% of pupils achieving a breadth of learning across almost all of the experiences and outcomes at the level they are working within. 100% of Primary 1 pupils achieved at Early Level, 100% of Primary 4 pupils achieved First level and 55% of Primary 7 pupils achieved second level. Daily Number Talks ensure pupils articulate their thinking and share strategies in reaching solutions. This along with strategies from Building Learning Power and Play Pedagogy, has led to improvements in pupils tackling problems more independently and in reducing anxiety by encouraging reasoning and not speed and accuracy. A focus on feedback, autonomy, challenge and engagement will have a positive impact on increased attainment for all children across Numeracy and Maths.

Scottish National Standardised Assessments (SNSAs)



The Scottish National Standardised Assessments (SNSAs) provides a national benchmark of where our learners are at the end of early, first and second level within Curriculum for Excellence framework. The graphs opposite demonstrates the attainment for each stage in the school where the expected curriculum levels should be achieved.

Our children are performing well in both reading and numeracy, with all performing within or above the national norms by the end of each curricular level.

Attainment information is shared and analysed by staff and used for future planning for individuals and

groups of pupils across the school.

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.

Next Steps

- **Ensuring wellbeing, equality and inclusion** – Continued focus on learning in the outdoors to develop skills for learning, life and work, nurturing principles are integral to teaching, learning and assessment
- **Raising attainment and achievement** – robust mechanism for identifying and tracking additional needs, targeted interventions lead to improved wellbeing and academic progress

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

Our Pupil Equity Funding allowed for additional Pupil Support Assistant hours. Individuals and groups benefitted from literacy, numeracy and health and wellbeing interventions. Our Pupil Support Assistants were given opportunities to improve their skills including participating in the authority run courses Together Better Readers and Supporting Phonological Awareness both of which they reported on favourably. Almost all children targeted have achieved their expected outcomes making significant improvement with increased independence.

Funding was also allocated to allow children to be better equipped to learn in the outdoors in all weathers by purchasing waterproof clothing and a washing machine. Throughout the year the continued focus on outdoor learning has not only improved social and emotional development but has also encouraged greater independence and confidence in learners. Outdoor learning experiences are embedded in practice with increasing opportunities to develop exploration, creativity, decision making, problem solving, communication and teamwork skills.

What is our capacity for continuous improvement?

Uplawmoor Primary has a very good capacity for improvement and through strong leadership and a clear vision, we will strive to deliver high quality learning experiences along with continued opportunities for learners to achieve, succeed and celebrate both individual and collective achievements.

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% and for recovery will be in place from August 2021 which will ensure that pupils across the school will continue to benefit from targeted support with a particular focus on literacy, numeracy and health and wellbeing.

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 | Good | N/A |
| 3.1 Ensuring wellbeing, equity and inclusion | Very Good | N/A |
| 3.2 Securing children's progress / Raising attainment and achievement | Good | N/A |

School Improvement Priorities 2021-22

- To improve outcomes for learners through improvements in learning , teaching and assessment and moderation approaches
- To develop the curriculum to increase opportunities to develop skills for learning, life and work through STEAM and Career Education
- To provide learners with a consistent experience of language learning
- To create and implement plan for quality family learning experiences
- To improve outcomes for learners through ensuring wellbeing, equality and inclusion