

**Springside Primary and Early Years Class**



**STANDARDS AND QUALITY REPORT**

**June 2023**

This report will inform you of the school’s progress and achievements in the last session and let you know about our plans for 2023-2024.

I hope that you find it helpful and informative.

Margaret Shedden

Head Teacher

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| **OUR SCHOOL** |
| Our SchoolSpringside Primary School and Early Years Class is situated within the village of Springside. The school is semi open plan in style and has a staffing complement of 7.1 teachers, including the Head Teacher and Principal Teacher. We currently have an Early Years Manager, A Senior Early Years Practitioner and four Early Years Practitioners in our Early Years Class. The current roll in school is 106 primary aged children and 13 children in the morning Early Years Class and 7 in the afternoon Early Years Class. Additional Early Years pupils will join us in January 2024.The work of the school is further supported by Classroom Assistants as well as Janitorial, cleaning and catering staff. For learning, life and work. We ensure the learning opportunities in our school allows our pupils to develop as Successful Learners, Confident Individuals, Effective Contributors and Effective Learners.The standard of behaviour across the school is very good and our children are very aware of the need to respect others. ‘Restorative Practice’ (a method of finding solutions to disputes) is embedded in the school and all pupils respond to this very positively. The majority of pupils are able to find solutions to problems and use restorative language to resolve any problems.Staff strive to ensure that all pupils’ needs are catered for and GIRFEC and the SHANARRI Wellbeing Indicators are considered when planning learning for all pupils.Through regular learning conversations, staff continued to support children in setting targets in their learning. Increased Parental involvement in discussing their child’s targets continues to have a positive impact on children’s learning, supporting the work of staff.  |

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| **OUR VISION, VALUES AND AIMS** |
| **Our Vision**We aim to provide high quality experiences to motivate pupils, parents and staff to reach their full potential in the school and wider community**Our Values**Citizenship Ambition Respect**Our Aims*** To set high standards of achievement and attainment.
* To develop responsible citizens, confident individuals, successful learners and effective contributors.
* To promote parental engagement.
* To promote healthy lifestyles.
* To promote the professional development of staff.
* To promote sustainability.
* To develop sporting and cultural activities.
* To promote achievement out with school by instilling attitudes of hard work, determination and a willingness to try their best.
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| **ATTAINMENT & ACHIEVEMENT** |
| AttainmentThroughout the year, we gather lots of information on how our children are progressing in their learning. To monitor their progress we watch children working through tasks, listen to what they say, ask important questions, set challenges and use some standardised assessments. We look carefully at Curriculum for Excellence experiences and outcomes and ensure children are making progress.*Our School Attainment Data from June 2023 (based on Teacher’s professional judgement and backed up by assessments) showing achievement of a level for each stage of P1, P4, P7.****Session 2021-2022***

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|  **Class** | L&T |  Reading |  Writing |  Numeracy |
|  P1 |  72% |  72% |  61% |  67% |
|  P4 |  72% |  72% |  61% |  78% |
|  P7 |  88% |  53% |  59% |  65% |

 ***Session 2022-2023***

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|  **Class** | L&T |  Reading |  Writing |  Numeracy |
|  P1 |  37.5% |  69% |  62.5% |  62.5% |
|  P4 |  88 % |  71% |  56% |  56% |
|  P7 |  75% |  75% |  75% |  67% |

*A comparison of our attainment data from the last two sessions shows that we are raising attainment in most areas across school. However the dip in attainment in some areas can be attributed to pupils in classes requiring additional support in their learning or support from our Nurture Room. Due to our small class sizes, each one of our children can have a high percentage value e.g. a P1 child is approximately 12.5%, P4 child is approximately 6.25% and P7 child is approximately 8%.* Attendance and Exclusion data

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| *session* |  *Attendance rate*  |
| *2021-2020* | *89.43%* |
| *2021-2022* | *90.68%* |
| *2022-2023* | *90.05%* |

Attendance and Exclusion dataOur attendance data has remained the same this session with an overall attendance of 90.05%. We continue to monitor pupil attendance and to contact parents if a child’s attendance rate drops below 90%. Our attendance rate continues to be affected by families who take holidays during term time.Exclusion data

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| *session* |  *Exclusion Data*  |
| *2021-2020* | *0%* |
| *2021-2022* | *0%* |
| *2022-2023* | *0%* |

We continue to have had no exclusions this session. |

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| **WIDER ACHIEVEMENT** |
| Wider AchievementC:\Users\MShedden\Downloads\49FCD9AA-E0AB-4FC1-897F-97973C1703CC.jpegAll pupils across school have the opportunity to take part in a variety of after school clubs including sports and outdoor learning. We celebrate pupils’ wider achievements and encourage them to pursue their individual interests both within, and out with school. All pupils across school have the opportunity to take part in a variety of after school clubs including sports and outdoor learning. We celebrate pupils’ wider achievements and encourage them to pursue their individual interests both within, and out with school. This session we have been able to provide a range of after school clubs across the school. These include Mixed games for infant classes, football including taking part in school and girls’ football leagues, netball including taking part in Irvine Netball league, badminton, outdoor learning family club, street dance, arts and crafts club, fashion and design club. As well as after school clubs, this year we have also had a range of lunchtime clubs run by P6 and P5 playmakers (and supervised by Classroom Assistants) for the P1-3 pupils. The lunchtime clubs have varied across the terms but have included football, dancing, basketball, mixed games, dodge ball and athletics. As our attendance rate at after school clubs is above 80%, we can know apply for our Gold Sports Scotland award.Throughout the year, we have P7 pupils acting as playtime and lunchtime monitors for the infant classes. We have reinstated our eight committee groups so every child is part of a committee. The current committees are: JRSO, Pupil Council, Playground games, Eco, Fairtrade, Health, World of Work and RRS. The pupils enjoy having an active role in decision making to help improve the school. C:\Users\MShedden\Downloads\C389BDB9-A3DC-414D-9865-10F412279CC8 (2).jpegOutdoor Learning/Eco Schools/Sustainability/Global Goals*We continue to give children as many opportunities as possible to work outside in our school grounds. We are proud to have gained six Eco Green flags for the work and commitment the children and staff have undertaken in this area. The work around Global Goals, Sustainability and Rights Respecting Schools (RRS) has been recognised and we have now submitted an application to receive Silver RRS status.* Whole school Outdoor Day saw pupils from Nursery right through to P7 working together with a focus on Health and Wellbeing. RRS Articles 24 and 31.*P7 pupils have Captain and Vice-Captain roles and the opportunity to lead and encourage their houses. Captains and Vice-Captains work with HT to discuss and make suggestions about school improvement.*Other activities and opportunities available for pupils across the session were: participation in Scots’ verse speaking competitions, both in school and at the Irvine Burns’ Club, participation in the Irvine Rotary Quiz, NAC Euro Quiz, Sports Day, Springside’s Got Talent and Charity Fundraising colour fun run for Redearth Education Uganda.  |

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| **HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?**  |
| **Priority 1 - To develop our environment to ensure Springside can deliver the highest quality learning experiences for all.***All staff, in school and in EYC reviewed the learning environment, including colours of freize paper and borders in displays, within classes and in open areas and redefined areas into zones with a focus on literacy and numeracy. We reviewed the resources on offer as well as the displays with a view to creating a calmer, more nurturing environment throughout school.* *Classroom Assistants updated their training to better support pupils and are now able to do 5 minute literacy boxes, Nessy spelling and Toe by Toe for spelling work with targeted pupils more effectively.**Teaching staff audited Grammar and Punctuation, Reading and Comprehension resources to ensure they were effective and progressive to ensure pupils progress. Teaching staff also took part in Peer class observations to better encourage consistent lessons and use of language in literacy and numeracy across school. This included looking at how digital devices and apps were used to support pupil learning across school.* **Priority 2 – To deliver equitable provision and improved outcomes for all to raise attainment and achievement in literacy and numeracy.***One of our main priorities for last session continued to be raising attainment in literacy and numeracy and to develop a consistent approach to the use of literacy and numeracy vocabulary as well as a consistent approach to teaching experiences and outcomes to raise attainment. We reviewed planners and consistency guides and staff continued to work hard to plan lessons carefully ensuring all children’s learning needs were being supported. Staff kept records of pupils’ learning and tracked this learning to identify next steps in the pupils’ learning journey. Teacher’s Professional judgement and the use of GLassessments ensured pupils made progress in their learning and were able to have quality learning conversations with their teacher and set personal targets for improvement.Staff also updated their training in ‘Effective Questioning’ and ‘Effective Feedback’ to ensure consistency across school and to help pupils make better progress.* *The PASS screener (Pupil Attitude to Self and School) is used at the beginning of each session and our results show that the majority of pupils continue to be happy in school and see themselves as good learners.* *Our Nurture room staff and school counselling service supported children and families where appropriate.***Priority 3 – To develop staff confidence and ability to participate in moderation activities robustly and accurately** *This session we had two moderation leads identified. These staff members attended NAC training sessions before leading moderation activities across school. Our focus for last session was on Professional learning in relation to learning and teaching and assessment with a focus on High Quality Assessment. Staff worked to create these High Quality Assessment which they then were able to moderate more confidently and robustly. This allowed staff to track pupils’ learning more closely and to set next steps in learning more effectively.*  |

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| **QUALITY INDICATORS**Provide your evaluation & brief summary statement for each of the 4 core QIs |
| QI 1.3 Leadership of Change | Evaluation 3 |
| * The school has a positive ethos with increased expectations for all learners. We have a focus on knowing our children, understanding their needs and providing quality teaching and learning experiences for all. Staff are committed to achieving the highest possible standards and are ambitious for our children.
* Our commitment to children’s rights, increasing pupil leadership and pupil voice influences our improvement priorities. Our positive relationship policy recognises, encourages and rewards behaviour in and around school which reflects our values.
* Improvement priorities are identified in consultation with staff, parents/carers, children and partners and informed by a variety of data and self-evaluation.
* Our staff team are committed and work collegiately to promote equity and embed the nurture principles across the school.
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| QI 2.3 Learning, Teaching & Assessment | Evaluation 3 |
| * We strive to create a calm and positive ethos within school with commitment to children’s rights. We pride ourselves on our positive relationships amongst pupils, staff, families and partners. We have created an inclusive and supportive learning environment.
* Learning experiences are matched to the needs and interests of pupils. Our learners positively contribute to the wider work of the school and the local community.
* Overall, the quality of teaching is improving. Staff manage classes well and use a range of strategies to meet the needs of all learners. In almost all classes a wide variety of teaching approaches are used.
* Staff are able to communicate the purpose of the learning clearly, support and challenge learners and intervene appropriately. A range of feedback is used well.
* Our school data trackers and assessment evidence allow us to reliably report on the progress of children at key milestones. Staff are becoming more skilled in collecting and analysing data to effectively raise attainment.
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| QI 3.1 Ensuring Wellbeing, Equality & Inclusion | Evaluation 3/4 |
| * As a Rights Respecting School, we have a positive and nurturing ethos based on respectful relationships which are evident across all aspects of school life. Staff and partners the use the school.
* GIRFEC principles are embedded in practice which support our learners to achieve.
* All staff are trained in the nurture principles and understand the impact of trauma. We have a strong sense of community and high expectations for ourselves and our pupils. Our whole school approach to nurture is a strength.
* All stakeholders have a shared understanding of wellbeing entitlements and pupils, and parent/carers feel safe and secure to discuss personal and sensitive aspects of their lives.
* Our school vision, values and aims promote equity and inclusion within the whole school community.
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| QI 3.2 Raising Attainment & Achievement | Evaluation 3/4 |
| * Raising attainment in Literacy and Numeracy is a key focus for improvement across the school. Attainment levels in Literacy and Numeracy are overall improving.
* Staff are becoming more data literate and use information from a variety of assessments to make informed decisions about the next steps in learning for all pupils.
* Children are very proud of their school, and they appreciate the many opportunities they have to succeed in community events, sports and clubs.
* Wellbeing interventions are put in place for the most disadvantaged pupils in our school. Nurture supports ensure children are ready to learn with an aim to raising attainment.
* The school is very aware of children at risk of missing out and supports them well. We have clear plans for using the Pupil Equity Fund and COSD fund based on data and knowledge of families.
* Attendance rates are generally improving. The school continues to take appropriate steps to monitor and address the attendance of young people and takes action where frequent school absence adversely affects attainment and achievement.
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| **PUPIL EQUITY FUNDING** |
| Provide evaluative statements about how the school used PEF and what impact this has had on improving outcomes for children and young people.Our allocated PEF budget for session 2022-23 was £44,280A large portion of our PEF budget of was spent on additional staffing. This has included teaching staff, Nurture Staff and Classroom Assistant staff Our evaluations, Staged Intervention plans and tracking data show that this has been the most effective way of raising pupils’ attainment and achievement. Nurture Room Staff -0.3 Nurture Teacher Apr 22-Mar 23/Nurture C.Asst. 0.3 Apr 22-Mar 23Our Nurture Room supports individual pupils as well as the whole school in emotional and social wellbeing using new initiatives, including Zones of Regulation, creation of the Regulation Station and more recently LIAM training for pupils displaying high levels of anxiety. Evidence - Boxall data, evaluations from Friendship Groups, LIAM tracking comments all showing pupil progress or further interventions.Extra pointage of teaching staff – 0.6 Apr 22-Dec22/C.Asst 0,2 Apr 22-Mar 23Our extra teaching staff and Classroom Assistants support pupils learning on a daily basis. This extra staffing has allowed staff to provide more targeted support for pupils whose learning is significantly adrift from their peers or those who may show signs of dyslexia, dyscalculia or dysgraphia. Evidence –Pupil Progress Trackers, Assessments, Tracking meetings, Staged Intervention paperwork, running records for 5 minute boxes, Toe by Toe and progress on Nessy online resource showing progress for pupils.GLAssessments online resourceThis has been very valuable for staff as the assessments have allowed staff to analyse and plan next steps in pupils’ learning. The data produced also supports teachers’ professional judgement on achievement of a level. Evidence – Assessment dataiPad top up/iPad covers for protectionTen iPads were purchased to support pupils learning across the curriculum. This allowed a better ratio for pupils requiring iPads for to access online learning.Magic Breakfast contributionBreakfast Provision for all pupils allowing them to start the school day with a nutritious breakfast. Free to all pupils wishing to access it.Poly Tunnel BuildA a very positive to our school’s eco /sustainability and Global Goals work. Pupils have grown plants from seeds, harvested and eaten the vegetable and also donated produce to Springside’s food larder. This has impacted positively on pupils’ mental and social wellbeing. Evidence – photographic evidence to show pupils working in poly tunnel as part of outdoor learning activities. PASS results |

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| **IMPROVEMENT PLAN PRIORITIES 2023-2024** |
| **Priority 1*** To further develop aspects of literacy and numeracy, embedding new policies and resources and continuing to raise attainment across all stages.

**Priority 2*** To explore and develop opportunities for effective pupil participation and leadership.

**Priority 3*** To improve digital technology skills across the school and Early Years Class to enable learners to transfer skills for learning, life and work and develop high quality moderation across the school and cluster.
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