

School Improvement Report

Yetholm Primary School



Session 2023-24

Review of Progress 2023-24

Context of the setting

This year at Yetholm we have ended with 30 pupils in Primary 1-7 split across 2 classrooms as a Primary 1-3 and a Primary 4-7. We ended the year with 9 children in our ELC setting. Throughout the year we saw a number of pupils leave us for various reasons which has had an impact on the year groups and projected roll.

We have 2 full time class teachers (one who is backfilling our Principal Teacher), 3 ELC staff (one EYO and 2 EYPS including lunch cover), 3 support staff, 1 specialist PE teacher and a management team comprising of head teacher and principal teacher who work across both Yetholm and our partner school, Morebattle. We have seen slight changes to staffing this year with the phased retirement of one of the support staff but this was replaced with an internal candidate resulting in minimal impact to our team and the pupils.

Our Principal Teacher also covers additional teacher non-contact time and Support for Learning as well as the 0.1 ELC support role. We have had recurring support and development visits from our Early Years Teacher.

Our attendance rate for the year ended on 94.44% (although breakdown indicates that P1 rate was 96.49%, P3 was 95.76%, P4 was 96.13% which were all above our 95% target).

No exclusions were recorded throughout the academic session.

SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in learners.

We identified a range of actions in the School Improvement Plan to develop Learning, Teaching and Assessment in our school that should, in turn, raise attainment. Our aims were:

- Teachers to be more data literate (including work around stretch aims; plenaries/formative assessment; and using Showbie portfolios to gather evidence of learning).
- Developing approaches to Play (including staff understanding of Play Pedagogy; engagement in professional reading; upskill support staff around observations; and to share this with parents).

In June our ACEL data indicated that at end of levels most pupils were attaining appropriately in literacy and numeracy.

- 100% of Primary 1 learners achieved Early level or beyond.
- 88% of Primary 4 learners achieved First level or beyond.
- 84% of Primary 7 learners achieved Second level or beyond.

All teachers felt reported that they felt more confident in their judgements of learners' achievements. We increased professional dialogue around achievement of a level (moderation) as well as using formative assessment or data from targeted interventions and implementation of our assessment approaches calendar to inform this. Next year we will work with cluster colleagues to further develop our approaches to moderating practices in maths (planning and assessment) through implementation of the SBC way breakthrough Maths and Numeracy Curriculum.

All Second level learners in our school can independently add to their portfolio of evidence on Showbie. This has created more meaningful conversations between staff and pupils around progress in learning and target setting/ next steps. We will continue to develop this further next session by informing parents of our planned approach so that meaningful conversations can take place between parents and learners as well.

Staff completed all 4 of the SBC Way curriculum alignment sprints (listening and talking, reading, writing and numeracy). This has provided opportunities for all staff to engage in professional dialogues and debate around curriculum content and expectations. We have begun to transform our planning for Learning, Teaching and Assessment of Numeracy and some staff have trialled using this in term 4. Our next step is to embrace the training offer around Numeracy as part of our cluster level working. Staff will carry out environmental audits; continue to develop and use our new planning formats; and attend training offers. This should see an increase in our attainment in maths and numeracy across the school. This is also supported by our PEF plan for next session which examines further targeted interventions and learner support.

Our continued implementation of Play Pedagogy has seen an increase in staff using observations to inform planning in Primary 1-3. All pupils in Primary 1-3 are confident in evaluating their learning, using our Play Plenaries to reference their play to one of our areas of learning. Next session we aim to develop further play opportunities in Primary 4-7. We will continue to reference these to the identified meta-skills and use these to create a further progression framework of learning through play.

SBC priority 2: Develop inclusive practice including nurturing practice, promotion of wellbeing and universal / targeted supports for all learners.

We identified a range of actions in the School Improvement Plan to develop inclusion and wellbeing. Our aims were:

- To implement the Glasgow Motivation and Wellbeing Profile (including analysis of results and monitoring by SLT).
- Develop staff understanding of ways to meet learners needs (including introduction of LEANS resource; training offer from Respectful Relationships Policy; continue engaging in

Nurturing Approaches training; CIRCLE environment audits; and to review Relationships and Anti-bullying policy).

The Glasgow Motivation and Wellbeing Profile (GMWP) was used with most learners last session (2022-23) and with all learners this session (2023-24). The impact of this was that all teaching staff felt that they had a through understanding of how their learners felt about various aspects of school and learning. Staff were provided with the results which they analysed to look for any patterns or issues that caused concern. We had follow-up conversations with pupils and, where necessary, support plans were discussed with pupils. Our next steps is to continue to carry this out bi-annually and to use these results to help and support pupils. Senior leaders will meet with teaching staff to increase accountability in meeting learner needs and to create a plan in addresses areas of whole-class development. We also aim to create clearer, more consistent support planning formats so that all staff (including support staff) have a clearer understanding of what is being done to support pupils further- more transparency in our approaches.

We have started to engage all learners from Primary 3-7 in our LEANS project (Learning about Neurodiversity). Most learners report having a clearer understanding of what neurodiversity is or what it might include. A few learners have been able to talk about their own identifications with others which all report has helped them to understand others' experiences better. Our next step is to continue the implementation of this next session until the project is complete.

Almost all staff completed the suggested training from the Respectful Relationships Policy (Respect Me training modules and LGBT inclusive education level 1 training). Most staff found this training useful and noted ways in which it could be used to support pupils in school. Our next steps will be to engage in LGBT inclusive education level 2 training in October 2024.

Almost all staff have now completed all 6 of the SBC nurturing approaches training videos. Staff reported that this training has made them more aware of elements of their practice and in ways that we respond to pupils in distress. Staff reported that it can still be challenging to account for all areas of the training when responding to a stressful situation so this will continue to be our target next session- to develop a common, consistent script and approach to responding to dysregulated behaviours. Furthermore, we aim to implement Seasons for Growth groups within school following the training which Mrs Douglas (Principal Teacher) undertook during session 2023-24. This should allow us to offer a higher level of pastoral support to identified pupils which supports them to develop further resilience.

All classrooms have completed a CIRCLE audit of the environment. All teachers involved used this as a reflective tool to evaluate their learners' experiences. This has led to individual action planning and implementation of changes. This has in turn allowed learners

to have increased involvement in setting up the environment (Primary 3-7). Next session it is our aim to implement the Pupil Participation resource from Education Scotland that links to the UNCRC. This should allow all staff and pupils to work together to ensure pupil voice continues to be heard whilst keeping children's rights as a central consideration.

Evaluate the following QIs against the six-point scale:

Excellent	this aspect of the school's work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remain some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

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

Our capacity for continuous improvement is: Satisfactory