



## Standards and Quality Report 2022/23

### Context of the school:

Hallside Primary School is a non-denominational school situated to the east of Cambuslang. The school serves a catchment area comprising private and local authority housing and covers the village of Hallside, almost all of Drumsagard village, some parts of Halfway and Westburn villages. The catchment area of the school was realigned this session following a consultation process. Details of the catchment can be found by clicking [here.](#))

The school has been an integral part of the Cambuslang community since the school opened in 1881. The school building has changed over the years with the most recent school modernisation project in 2018 resulting in the creation of a modern two-storey building. The school now has 14 classrooms, 2 tutorial rooms, a computer suite, lending library, large dining hall including stage, gym hall and a number of break-out areas to enhance teaching and learning. The school campus also benefits from a 3G MUGA Pitch, wildlife garden area, trim trail and extensive school grounds to facilitate outdoor learning.

### Our Vision

At Hallside Primary we work together to strive to provide a safe, happy caring learning environment in which each child can achieve their full potential through effective learning and teaching of the highest quality.

### Our Motto

When we work together everything is within our REACH.

### Our Values

All members of Hallside Primary School Community have **Respect** and **Excellence** at the heart of all we do, strive to be **Active** in our learning while maintaining an active and healthy lifestyle and are guided by the values of **Confidence** and **Honesty**.

### Our Aims

- To foster an open, welcoming and caring school in which all children are safe, healthy, achieving, nurtured, active, respected, responsible and included.

- To nurture successful learners by providing all pupils with the best opportunities to achieve their full potential and develop and skills for life-long learning.
- To inspire responsible citizens who contribute positively to the ethos and life of the school community and beyond.
- To develop confident individuals who believe in themselves and recognise achievements and foster confidence in others.
- To encourage effective contributors with enterprising attitudes, resilience and independent skills who contribute positively to the ethos and life of the school community and beyond.

The school currently has a roll of 265 children across 10 classes. The percentage of pupils in receipt of FSME is currently 11.7% which is below the local and national average. 8% of our learners reside in areas defined as SIMD 1 and 2.

The senior leadership team comprises of Head Teacher, Depute Head Teacher and Principal Teacher.

The teaching staff team is made up of 11 FTE. There is also a School Support Team Leader, 7.2 FTE School Support Assistant team. Our staff team also includes a janitor, a Cook-in-Charge, catering assistants and cleaners.

Session 22-23 the school also benefited from 0.7 FTE permanent additionality and 0.5 early level additionality. This additionality was used to continue to offer nurture provision for targeted groups of children and literacy and numeracy interventions for targeted groups of learners (details included in the progress and impact sections below.)

## Review of progress for session Aug 2022- June 2023

School priority 1:	
<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment Teacher and practitioner professionalism	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment
<b>Strategy</b> What did we set out to do? <b>Outcomes</b> <ol style="list-style-type: none"> <li>1. By January 2023, all stakeholders will have a shared knowledge and understanding of the school's co-constructed curriculum rationale through undertaking a review with the school curriculum.</li> <li>2. As a result of a review of approaches to teaching writing most learners will be On Track in Writing at P4 stage and almost all learners at P1 and P7 stages by June'23</li> </ol>	

3. By April 2023, opportunities for play-based learning will increase for all learners in P1-P3.

### **Progress and Impact of Outcomes:**

#### **What difference did we see? What did we achieve?**

1. Over the course of the school session children, parents, staff and partner agencies effectively contributed to a review of the curriculum and considered what makes Hallside Primary School unique. Teaching and support staff teams engaged very well in reflective professional dialogue when engaging with Scotland's Curriculum for Excellence Refreshed Narrative local and national support materials. This professional learning activity enhanced staff's own knowledge and understanding of curriculum development, this is evidenced by pre and post development work surveys. Pupil Council utilised digital technologies very well to capture the views of parents/carers during the November parents' evening and learners during assemblies. This strategic approach enabled all parents/carers and learners to have the opportunity to participate in shaping curriculum by considering the school's unique context. After completion of thematic analysis of the stakeholder survey results common themes emerged, e.g. 'Community' 'Team' 'History' 'Sense of Belonging'. In February'23 learners and staff shared the results of the consultation and an inter-disciplinary learning context about Hallside in the form of a whole school show. All children in the school participated in sharing their learning with seven hundred and fifty parents/carers over three performances. Feedback from the school community after participating and attending the school show 'Hallside's Got History' demonstrates an increased understanding of the school's unique context.
2. The school utilised SLC opportunity to participate in Talk for Writing Leadership course to engage in a high quality professional learning to support strategic change in the teaching of writing across the school to ensure a consistent approach across all stages. A member of SLT, P4 class teacher and P3 class teacher attended session one of the training. While progress in this area was impacted adversely as the remaining two sessions of the course had to be postponed by the provider due to unforeseen circumstances staff continued to work collegiately to develop their professional learning in the Talk for Writing approach. Term 1 Scottish Criterion Assessment results evidence improvement in writing by almost all children across the school from Term 1 assessments. In June '23 most learners at the P1, P4 and P7 stages were on track in writing. Professional dialogue from pupil progress meetings highlighted that some pupils with identified additional support needs could be 'on track' in writing when they utilise assistive technologies which would mean almost all pupils could be on track in writing at the P7 stage.
3. Professional dialogue and classroom observations highlight that opportunities for play-based approaches to learning at the P1-P3 stages

have increased. P1 staff continued to be supported in this development through engagement in high quality professional learning organised by SLC utilising attainment funding. One member of the P1 team is now accessing the second stage of the training after successfully participating in SLC working party to inform the development of 'Play is the Way' SLC Play strategy document. Infant staff team utilised the advantage of a large school campus very well to develop a play base and more traditional class at the P2 stage and P3 staff team utilised the playroom in addition to the classroom to develop this area of learning.

**Next Step(s) to inform SIP for 2023/2024:**

1. Share the curriculum rationale on the school website and visibly throughout the school from October'23.
2. Access remaining 2/3 sessions of Talk for Writing Leadership training to inform development of consistent whole school approach to teaching of writing.  
Continue to utilise assistive technologies to support learning and achievement. Further clarification sought regarding achievement of a level in writing with use of assistive technologies to support moderation across the authority.
3. Continue to seek local and national professional learning opportunities to inform the development of play-based learning approaches at P2 and P3 stages.

School priority 2:	
<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Driver</u> Parent/Carer Involvement Performance information</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 3.2 Raising attainment and achievement</p>
<p><b>Strategy</b>  <b>What did we set out to do?</b>  <b>Outcomes</b> <ol style="list-style-type: none"> <li>1. By April 2023, the -8.4% attendance gap (2020-2021) between learners living in areas defined as SIMD 1 and 2 and learners living in areas defined as SIMD 3-10 will be closed.</li> <li>2. Throughout session 2022-2023, targeted support interventions will benefit learners identified as 'not on track' in terms of literacy, numeracy or Health and Well Being.</li> <li>3. As a result of conducting a stakeholder review of the Cost of the School Day position statement potential financial barriers associated with school will be removed where possible.</li> <li>4. By October 2022, the school community will agree spend of 5% of PEF budget to ensure equity and excellence for all learners.</li> <li>5. By March 2023, nurture-based interventions will result in increased well-being for targeted learners.</li> </ol> <p><b>Progress and Impact of Outcomes:</b>  <b>What difference did we see? What did we achieve?</b> <ol style="list-style-type: none"> <li>1. Importance of attendance was highlighted throughout the year in all communications with families, including the June 2022 newsletter. The annual school calendar was issued in August 2022 with holiday dates and key dates for children and families throughout the year. In line with SLC guidelines letters were issued to all families in October where attendance was below the minimum level with no notified authorised reason for this. Attendance statistics were regularly analysed by SLT and targeted Active Schools and lunch time clubs were planned at certain stages to encourage attendance at school. June 2023, the average attendance figure was 95.1% an increase of 1.6% from June 2022 figure of 93.5. The -8.4% gap between learners living in areas defined as SIMD 1 and 2 and learners living in areas defined as SIMD 3-10 was overtaken with a positive of 6%.</li> <li>2. Catch Up Literacy, Maths Recovery, Reading Eggs, and IDL targeted interventions continued this session. Analysis illustrates progress in Catch Up Literacy interventions when the sessions took place consistently. Reading Eggs intervention was very successful at the P2 stage for almost all children, with timetabled morning sessions. Reading Eggs summary report evidences a correlation between time spent on intervention with lexile growth, improvements are also evident in teacher professional judgements regarding achievement of a level predictions from August -June and standardised reading assessment scores from baseline in August compared</li> </ol> </p> </p>	

to scores in May. Teacher trained in Maths Recovery supported learning within the P5/6 class this had limited affect in terms of change in staffing. Learning conversations with children evidence that Reading Eggs intervention preferred by younger children and IDL intervention preferred by children in the senior stages. This session we also accessed NELI training as an Early Language intervention. All P1 and P2 children completed the Language Screening Tool and five children across P1 and P2 classes were selected based on assessment results to participate in the sessions. Learning conversations and observations of teacher carrying out the intervention have been positive about the potential impact of the intervention. As the intervention started later than anticipated, due to unforeseen circumstances, post intervention assessments will be carried out in the new term after completion of the input.

3. Cost of the school day position statement reviewed in respect of updated guidance and local and national context.
4. Equity lead conducted a whole school consultation regarding participatory budgeting spend. The outcome of the consultation was that the money would be used towards a school trip. Funds were used to remove financial barriers to participating in educational outings to enable all P7 young people to participate in the P7 residential excursion. However, due to issues securing transport the school trip was not able to take place this session and will be carried over to Session 23/24.
5. Nurture teacher and School Support Assistant have accessed high quality professional learning this session from the central team. They have utilised this training very well to further develop their knowledge and skill in this area and are keen to use this enhanced learning to develop a Nurture Policy and embed a nurturing approach across the whole school. Boxhall Profile comparison results from September 2022 to June 2023, and learner comments captured in floor books evidence that all thirty children participating in regular nurture sessions have made positive progress in achieving their targets.

**Next Step(s) to inform SIP for 2023/2024:**

1. Continue strategic focus on attendance next session in partnership with school community and Active Schools provision.
2. Develop numeracy and maths interventions based on recent research e.g. Education Endowment Foundation. Continue NELI intervention from this session.
3. Draft Cost of the School Day policy shared with learners, parents and staff in August'23.
4. Nurture team to develop nurture policy and share principles and practices with staff across the school to ensure consistent approach used by all members of the team.

School priority 3:	
<p><u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u> Curriculum and assessment Teacher professionalism</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships</p>
<p>Strategy</p> <p>What did we set out to do?</p> <p>Outcomes</p> <ol style="list-style-type: none"> <li>1. By September 2022, Glasgow Motivation and Wellbeing Profile (GMWP) will be utilised to support school staff in working in partnership with families and other agencies as required to meet the wellbeing needs of children and young people across the school.</li> <li>2. By April 2023, all stakeholders will participate in the incorporation of Relationships, Sexual Health and Parenthood into the school's health and wellbeing curriculum.</li> <li>3. By January 2023 staff confidence in utilising Healthy Schools planners and resources to support delivery of progressive Health and Wellbeing programme</li> </ol> <p>Progress and Impact of Outcomes: What difference did we see? What did we achieve?</p> <ol style="list-style-type: none"> <li>1. Glasgow Motivation and Wellbeing Profile (GMWP) now successfully in use across the school. Children completed the survey in September and June and results used to plan interventions. An example of this was theme of learner comments worried regarding next session, new teacher etc... As a result of this the staff team organised a 'moving on' assembly and transition session with new teacher, classmates in their new room. Children joining the school in the new session were also invited to attend. Follow up learning conversations with children highlighted that this was a positive experience for the children and they discussed that they 'felt better'.</li> <li>2. Relationships, Sexual Health and Parenthood incorporated into the school's curriculum in discussions with parents/carers, children and staff. Staff supported in delivery of the programme by Principal Teacher, and two trained Nurture Teachers. SLT met individually with families to support their understanding of the programme and rationale for delivering the programme. Almost all children across the school accessed these lessons.</li> <li>3. Professional dialogue with staff and jotter monitoring highlight that Healthy Schools Planning and resources are now used by all teachers across the school. Examples of highly effective practice and partnership working evident across most classes with members of the school community supporting learning in these areas.</li> </ol>	
Next Step(s) to inform SIP for 2023/2024:	

1. Further develop tracking of learner wellbeing e.g. incorporated into whole school tracking system.

#### School priority 4:

NIF Priority (select from drop down menus)

Improvement in skills and sustained, positive school-leaver destinations for all young people

NIF Driver

School and ELC leadership

Parent/carers involvement and engagement

HGIOS?4 QIs (select from drop down menus)

2.2 Curriculum

3.3 Increasing creativity and employability

2.7 Partnerships

#### Strategy

**What did we set out to do?**

#### Outcomes

1. From September 2022 to June 2023 children and young people will experience progressive learning opportunities, as a result of introduction of revised progression frameworks.
2. By June 2023, all pupils will have the opportunity to develop their skills for learning life and work through increased STEM experiences.
3. By May 2023, all learners across the school will have experienced participating in DYW event.

#### Progress and Impact

**What difference did we see? What did we achieve?**

1. Revised progression planners in place from September 2022. Self-evaluation and professional dialogue highlight continued focus on skills-based learning as next step.
2. One of our infant staff team was successful in applying to participate in representing the Cathkin Learning Community at the STEM mentor course. Participation in this and sharing learning with colleagues and children resulted in establishment of a STEM Club for P5 learners, participation in Upskill and Engage programme and purchase of STEM through Stories resources to support learning experiences of children and working towards Young STEM leaders accreditation. Staff have an increased knowledge of SLC Science Skills Framework and these will be used to support learning and skill development next session.
3. A Developing Young Workforce Week took week beginning Monday 15<sup>th</sup> May. All members of the school community were invited to share their information about jobs and skills required. Timetable for the week and feedback from children and visitors to the school evidences that this was a very successful initiative with all children stating that they found the sessions informative and provided them with an insight into the skills required for specific jobs.



**Next Step(s) to inform SIP for 2023/2024:**

1. Continue to incorporate skills-based focus to learning and teaching experiences and utilise SLC Science Skills Framework.
2. Build on the STEM work taken place this session by establishing pupil leadership group to focus on Young STEM leader development work.

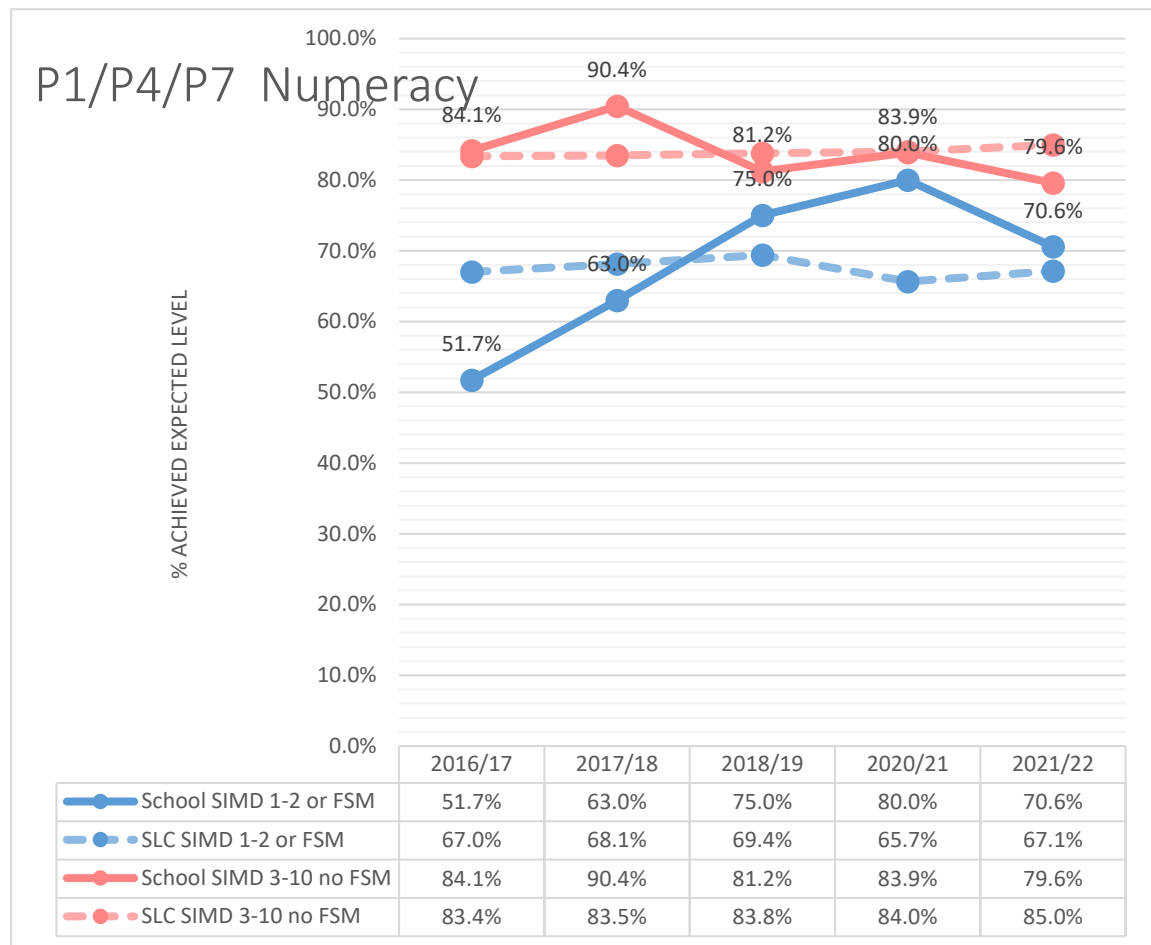
**National priority: How we are ensuring Excellence and Equity?****Strategy****Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken**

At Hallside Primary School the school community work together to ensure excellence and equity for all learners. The percentage of pupils in receipt of FSM is currently 11.7% which is below the local and national average. 8% of our learners reside in areas defined as SIMD 1 and 2. An analysis of Closing the Gap Attainment Over Time illustrates that the gap has narrowed since 2016/2017 session, however in Session 2021/2022 the gap has widened since the previous session in Reading and Numeracy. For example:

- **Numeracy** 2016-2017 the gap was 32.43%. In 2020-2021 the gap was reduced to 3.87% based on aggregated data. In 2021-22 the gap increased by 5.13% to 9% based on aggregated data. This compares to a gap across SLC of 17.9%.
- **Literacy** 2016-2017 the gap was 35.8% based on aggregated data. In 2020-2021 the gap was closed and overtaken by 3.7% based on aggregated data. In 2021-22 the gap widened again by 13.9% based on aggregated data. This compares to a gap across SLC of 22.2%.
- **Reading** 2016-2017 the gap was 22.08%. In 2020-2021 the gap was reduced to 0.43% based on aggregated data. In 2021-22 the gap widened again by 20% based on aggregated data. This compares to a gap across SLC of 18.6%.
- **Writing** 2016-2017 the gap was 23.91%. In 2020-2021 the gap was reduced to 0.65% based on aggregated data. In 2021-22 the gap was closed and overtaken by 0.8%. This compares to a gap across SLC of 21.5%.
- **Listening and Talking** 2016-2017 the gap was 18.83%. In 2020-2021 the gap was -3.01% based on aggregated data. In 2021-22 the gap was 0.1%. This compares to a gap across SLC of 13.7%.

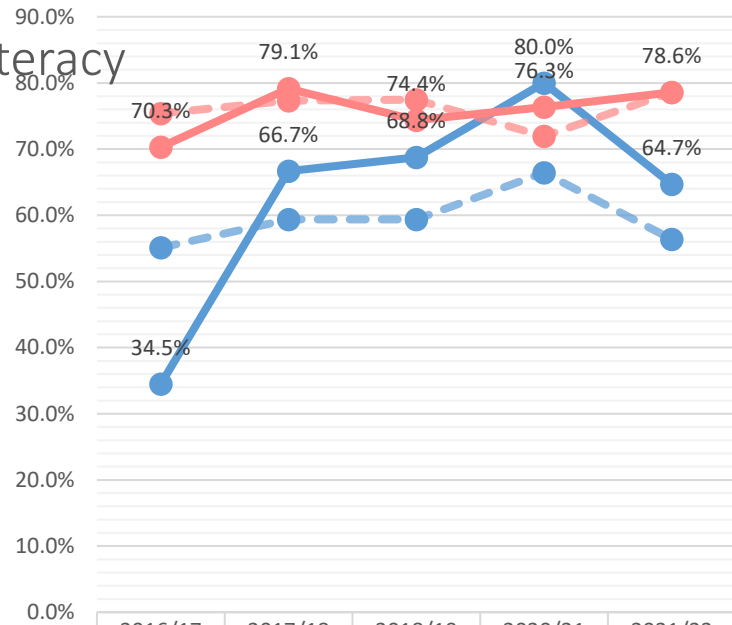
An analysis of the data would suggest that Talk for Writing approaches are having a positive impact on narrowing the attainment gap in writing and listening and talking. In analysis it is recognised that there was a significant attendance gap over the course of session 21-22 which would have a detrimental impact on learners' progress and achievement. As discussed the school community have worked hard

to close this gap over the course of 22-23 session and next session we will focus PEF on interventions to close the numeracy and reading gap.



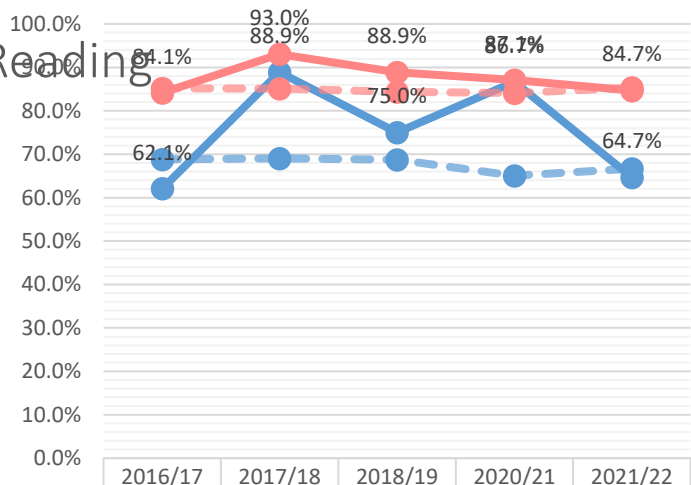
## P1/P4/P7 Literacy

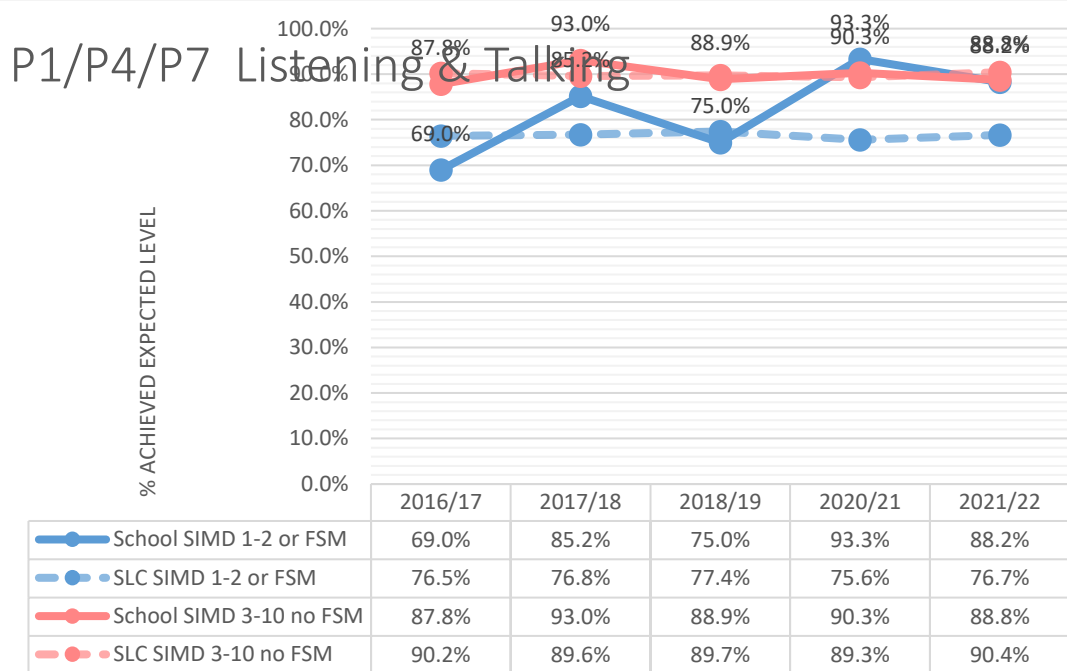
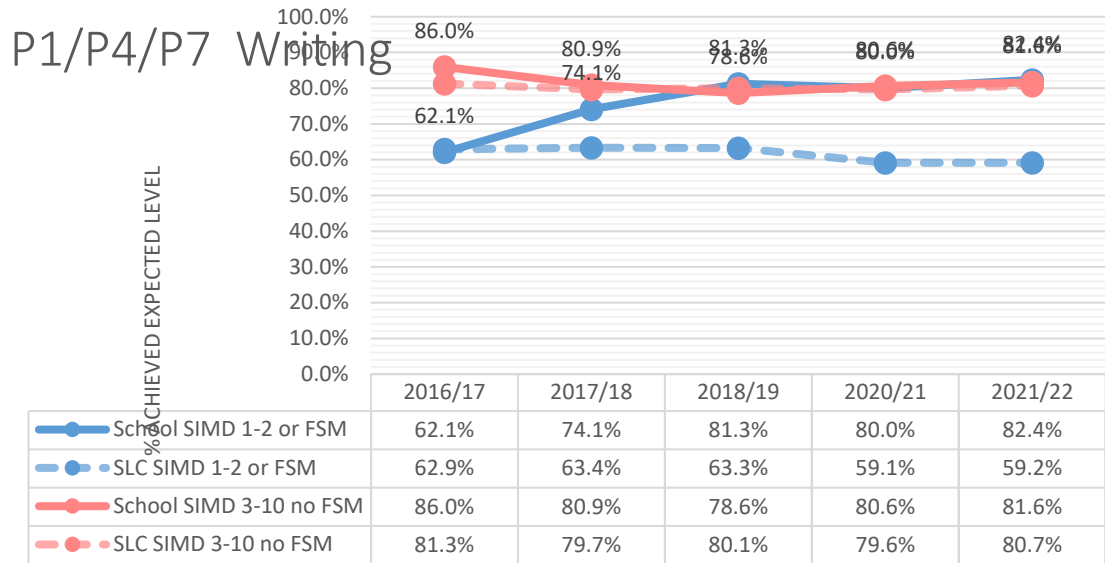
% ACHIEVED EXPECTED LEVEL

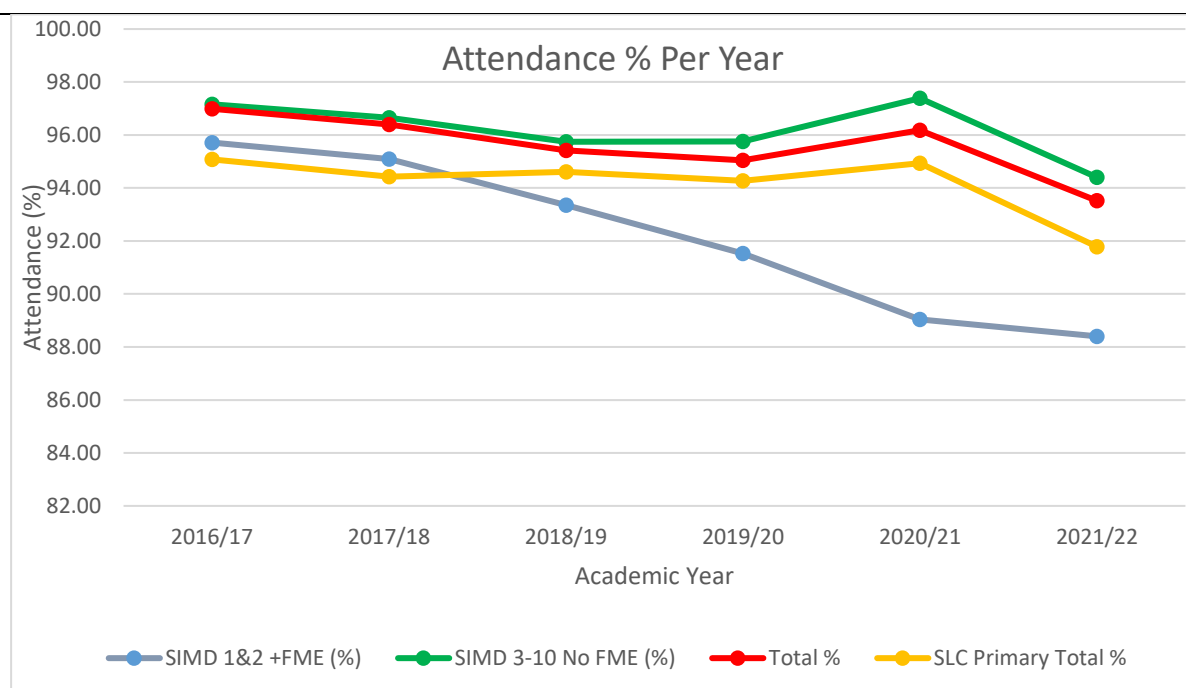


## P1/P4/P7 Reading

% ACHIEVED EXPECTED LEVEL







	Establishment			
	SIMD 1&2 +FME (%)	SIMD 3-10 No FME (%)	Total %	SLC Primary Total %
2016/17	95.72	97.16	96.99	95.08
2017/18	95.09	96.65	96.40	94.42
2018/19	93.36	95.75	95.42	94.61
2019/20	91.53	95.75	95.05	94.27
2020/21	89.04	97.39	96.18	94.93
2021/22	88.40	94.40	93.52	91.78

While the graph and table above indicates that the attendance gap has continued to widen, all be it less so in session 21/22, we have worked hard as a school community to take a strategic approach to improving attendance and closing the gap. As stated in the progress and achievement section school level statistics from session 22/23 would suggest that the strategic approach has been successful. Continue to build on this approach next session.

Identified barriers to learning which affect progress and attainment include:

- Parental engagement and involvement in learning (including supporting homework)
- Access to digital resources at home to support learning
- Cost of the School Day agenda
- Additional support needs

As a school we have strived to overcome these barriers by;

- Establishing a weekly Family Homework Club

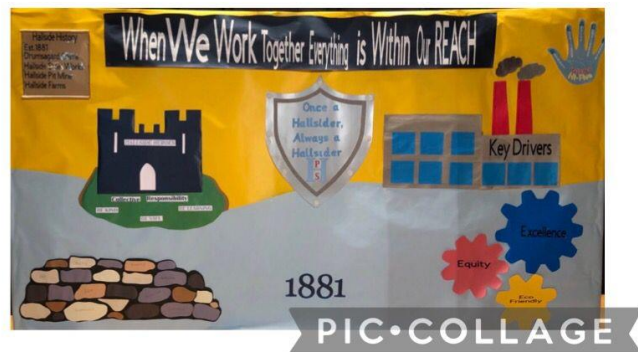
- Continuing to lend digital resources to families to support engagement in homework
- All after school and lunch time clubs continue to be offered free to children. Friends of Hallside and Hallside Parent Council have organised fundraising activities to enable clubs to continue to be offered at no cost.
- This session staff continue to develop their knowledge of assistive technologies to support children with identified additional support needs to access the curriculum and progress in their learning journey.

Throughout session 22-23 we worked together as a school community to continue to develop interventions to overcome potential barriers to learning and strive to ensure excellence and equity for all learners. We are proud of the many achievements of our pupils and the school community. Some of our many achievements in pictures below.



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## Mentions

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## Notifications



All

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Mentions

performance. A massive thanks to all the team at Hallside.

Once again you've done your kids and parents proud 🏆🏆



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202



You Retweeted

**Neil mccallum** @Neil... · 16h

Replying to @hallsideprimary

Great show and well done everyone done hallside proud



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228



You Retweeted

**Eleanor Brough** @br... · 16h

@hallsideprimary Well done Hallside. The show was amazing. So good to learn about Hallside's history.



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## Notifications



All

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Mentions



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200



You Retweeted

**Deb G** @lamwhatiam... · 13h

Replying to @hallsideprimary

Well done Everyone! What a fabulous performance! We are so lucky to be part of an amazing school. 👍❤️



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183



You Retweeted

**Paula Russell** @Lyon... · 15h

Replying to @hallsideprimary

The show and the kids were absolutely outstanding..what a performance. A massive thanks to all the team at Hallside. Once again you've done kids and parents proud 🏆





## Notifications



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[@LocnPrimary](#)[Show this thread](#)

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**Karen Reid** @kaz11r · 1d

[@hallsideprimary](#) might just be the best school show ever!! So personal, so emotional! So fantastic! [#bringthehankies](#) [#onceahallsideralwaysahallsider](#) [#alltogether](#)



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You Retweeted

**Lynsey Stibbs** @lynse... · 1d

[@hallsideprimary](#) We Loved the show this morning. What an ending too. Well done everyone. 🥰😭😭😭🥰



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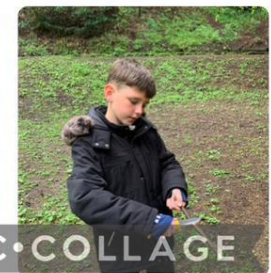
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