

## Black Mount Primary School

### Standards and Quality Report 2022/23

#### Context of the school:

Black Mount Primary School serves the rural communities of Elsrickle, Walston, Dunsyre, Dolphinton, Candy Mill, and outlying farms in the surrounding areas. Our new school building opened in 2019 and is non-denominational and co-educational. It caters for children between the ages of three and twelve and half years of age. i.e. Nursery - P7. It is single story and has fantastic views of the surrounding countryside. We have 2 classrooms, a dining/gym hall and a small corridor styled open area. Our outdoor space is still in the process of being developed but consists of a large tarmac area, a muga pitch and a large garden area.

The school roll for the session 2022/2023 has been 38 organised in two multi-composite classes – a Primary 1 to 3 (20 pupils) and a Primary 4 – 7 (18 pupils). The SIMD in which our pupils live range from decile 4 to 8, with the majority (68%) residing within decile 6. We started the session with a FME of 7% and ended the session with 3% FME. This session, 49% of pupils are as a result of placing requests.

We share a Head teacher with Auchengray Primary School. We have a full time Principal Teacher; a number part-time permanent members of teaching staff and 2 members of support staff. We also have a part-time caretaker/cleaner and cook-in-charge. A specialist support teacher also visits when required.

The school is part of Biggar Learning Community and has strong links with all feeder primary schools. The transition to Biggar High School has been supported by a 3 day visit programme, along with a number sporting events and virtual activities. The P7 also had the opportunity for an overnight experience with other P7 pupils from other small school in the learning community.

The school has well established links within the community including; Biggar Rugby Club, Biggar Library, Biggar Museum, Elsrickle and Dolphinton Flower shows along with the Black Mount Community Sports.

At **Black Mount Primary** we promote an ethos of respect across the whole school and wider community. We have high expectations in terms of behaviour, attitude and effort, with every child encouraged to be actively responsible for their learning.

We **value**; Respectful Attitudes; Creativity in Individuals; Community Spirit; A Nurturing Environment and Achievement for All. These values underpin everything we do within the school and wider community.

Our **vision** is that all pupils achieve their full potential as well as developing Skills for Learning, Life and Work within an inclusive, supportive, safe, stimulating and motivating environment.

In order to realise our **vision**, we **aim** to have a clear focus on learning and teaching and provide the highest quality of teaching in order to promote the most effective learning in the core skills of Literacy, Numeracy and Health and Wellbeing. We strive to ensure pupils are provided with real contexts for learning to support their understanding of the world around them. We will endeavour to fully develop the key personal qualities of resilience, perseverance and a positive attitude to learning within all pupils.



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

### School priority 1: Curricular Rationale

NIF Priority (select from drop down menus)

Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

Curriculum and assessment

School Improvement

HGIOS?4 QIs (select from drop down menus)

1.3 Leadership of change

2.2 Curriculum

1.3 3.2 Raising attainment and achievement

### Strategy

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

Due to ongoing Covid restrictions and absences the Curriculum Rationale for Black Mount Primary School was not revisited in the session 2021/22, therefore was carried forward to session 2022/23 and its re-evaluation of what is important to our school community and curriculum has been addressed as a priority.

#### Progress and Impact

A detailed curriculum rationale has been developed with staff current in post, however, due to a number of staff changes that are taking place for the session 2023 – 2024, it has not yet been widely distributed. The Curriculum Rationale will be shared with all stakeholders in August 2023, with feedback being sought at this point.

Our Curriculum has a strong focus on developing the skills our pupils need learning, life and work, as well as taking account of learners' entitlements; the four capacities and the four contexts for learning and reflects the uniqueness of Black Mount Primary School.

The curriculum at Black Mount Primary School ensures that all pupils benefit from a curriculum which is coherent, board, balanced and provides challenging learning opportunities.

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

The curriculum rationale needs to be considered on a regular basis to ensure that it is fit for purpose and is relevant to context and needs of the school on an ongoing basis.

The curriculum rationale will be reviewed each session as part of the maintenance agenda and a full review to be carried out in 3 years (Session 2025/26).

**School priority 2: Raising Attainment and Achievement**NIF Priority (select from drop down menus)

Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

Performance information

Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

2.3 Learning, teaching and assessment

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

Although our data showed that our attainment in both writing and numeracy to be strong, our self-evaluation highlights the need for a more consistent approach across the school to the planning, teaching and assessment in these areas.

It also highlights the need for a greater number of opportunities for pupils to identify their strengths and next steps in writing and numeracy.

**Progress and Impact****Numeracy**

Number Talks has been introduced across the school as our main approach to mental mathematics. Teachers received training as part of Inservice time and have developed a clearer understanding of the methodology of Number Talks. They have been introduced to the Number Talks Progression Pathway developed by SLC and provided with additional guidance that is age and stage appropriate. Teaching staff across the partnership have worked together to develop stage appropriate resources.

Maths Recovery training has not yet been accessed and this will sought during next session.

95% of all pupils are either on track or exceeding expected levels in Numeracy and Mathematics across the school and teachers report that almost all pupils are more confident in talking about number and most able to explain the strategies used. Teachers report that they are gaining in confidence in the use of Number Talks as a format for the teaching of mental mathematics and that they recognise the improvement in pupils' ability to discuss number in general. Teachers also report becoming more confident in their professional judgement of pupils' attainment of a level in numeracy.

**Literacy**

All pupils are given the chance to write everyday through a range of tasks across the curriculum. Along with the content of written tasks, staff ensure they highlight the relevant age and stage appropriate tools for writing required for tasks and have provided clear feedback to pupils on all writing tasks, creating an ethos across the school of the importance of writing. Pupils have been able to demonstrate and apply skills and knowledge in a variety of contexts across learning.

In order to develop their own skills in the teaching of writing and to ensuring consistency of approach and expected standards, staff have worked collaboratively in the teaching of writing across all stages. This has also increased staff confidence in their professional judgment of pupil achievement.

A literacy policy has been developed, which clearly outlines the methodology, assessment and teaching resources used across all stages at Black Mount Primary School to ensure that all pupils have the opportunity to progress in writing.

Parental workshops in Literacy and Numeracy were offered to parents in September 2022 with 68% of families showing interest. Out of the 68%, 53% were interested in Literacy, 68% in numeracy and 47% interested in homework. At the time of the workshops, 30% of the original 68% attended, with all attendees commenting that they found the workshop useful in supporting the learning of their child/ren going forward.

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

Development of Number Talks will continue as part of the maintenance agenda to facilitate a complete academic year following the progression pathway and the guidance for each stage.  
 New staff will be brought up to speed on the Number Talks methodology. Teaching staff will engage in Maths Recovery Training as soon as possible.

New teaching staff will be introduced to the Literacy policy and will be supported to embed its principles into their teaching practice. The policy will be reviewed in May 2024 to ensure that it is fit for purpose going forward.

**School priority 3: Personalised Support**

NIF Priority (select from drop down menus)  
 Improvement in attainment, particularly in literacy and numeracy.  
NIF Driver  
 Parent/carer involvement and engagement  
 Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)  
 3.2 Raising attainment and achievement  
 2.3 Learning, teaching and assessment  
 2.2 Curriculum

**Strategy**

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

Raise attainment through a review of Staged Intervention processes and Literacy Consultation Profile and Planning tool procedures in relation to our setting.

**Progress and Impact**

All teaching staff undertook training by the Extended Community Team on the Literacy Consultation Profile and Planning tool. This enabled staff to develop their knowledge and skills and to be able to focus on the distinct area of literacy that are proving challenging for identified pupils.

Learners' needs have been identified early through a range of reliable and valid assessment information. This session we have 8% of children identified as requiring additional support. Staff have become more familiar with the staged intervention process and have been able to use this to ensure that barriers to identified pupils' learning have been reduced. Individual learners are being supported through well planned interventions, which are closely monitored and has led to positive outcomes for all identified pupils.

We have continued to build strong relationships with parents and carers and have worked effectively with them to ensure they are fully involved in decisions about the learning and the supports in place for their child/ren.

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

Staff will continue to develop their knowledge and understanding of the Staged Intervention Process along with the South Lanarkshire Literacy Consultation Profile and Planning tool.

**School priority 4: Leadership of Learning**

NIF Priority (select from drop down menus)  
Improvement in skills and sustained, positive school-leaver destinations for all young people  
NIF Driver  
Teacher and practitioner professionalism  
School Improvement

HGIOS?4 QIs (select from drop down menus)  
3.2 Raising attainment and achievement  
2.3 Learning, teaching and assessment  
2.2 Curriculum

**Strategy**

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

Increase the skills and achievements of all learners, within and beyond the classroom.  
Continue to develop and make explicit the four capacities in each of our learners.  
Further develop and embed Pupil Leadership roles.

**Progress and Impact**

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



Pupil Groups implemented with pupils from P4 upwards; Eco & Sustainability; Enterprise and a Press Group. Remits were established for each group along with adult facilitators.

House Groups were introduced across the school, enabling all pupils to participate in the schools Pupil Parliament.

Skills for life, learning and work have been introduced as a general part of teaching and learning activities, however this is yet to be embedded across all stages, Pupils understand the need to develop their skills for learning, life and work across a range of contexts (including their digital skills) however the type of skills need to be unpicked and pupils knowledge and understanding of these deepened. Pupils are starting to identify the skills they are using in some more obvious tasks, however this knowledge and understanding needs to be deepened.



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

Develop a school action plan in line with the Biggar Learning Community Improvement Priority of Skills Development. The Principal teacher will work with PT's across the learning community to develop Young Leaders of Learning alongside the school's Pupil Leadership Groups and Pupil Parliament.

**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**

**Key Interventions Undertaken in 2022/2023 – Learning and Teaching**

We invested in online programs that could be used in school and at home.

- IDL (Literacy and Numeracy)

- First News
- Mathletics
- Purple Mash

We invested in resources that would support and develop learning and teaching in numeracy and literacy, including:

- Active Literacy resources
- Library books
- Stile Activity sets (Literacy and Numeracy)

We committed an amount of PEF Funding to extend our SSA to full time within the school. This enabled the SSA to provide targeted support for identified learners.

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

All identified pupils made improvements in their reading, spelling and numeracy ages by at least 1 year

**Key Interventions Undertaken in 2022/2023 – Health and Wellbeing**

We invested in resources and activities that would support and enhance the health and wellbeing of our pupils:

- Afterschool activities and clubs
- Outreach Workshops
- School trips linked to curricular topics – no cost to parents

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

Trips have all been linked to the four contexts for learning and engagement in learning activities of all pupils has been excellent across all stages.



### **Key Interventions Undertaken in 2022/2023 – Cost of the School Day**

- Our preloved uniform rail is available during the school day and at any evening events. The rail is also available during the school holidays as the Rigside and Rural Community Nursery is on site and happy to allow parents access.
- It was agreed that the Participatory Budget would be allocated to school trips, this has allowed all trips to go ahead with no cost to parents/carers
- We continued to provide all stationary items for learning.
- We used the Winter Clothing allowance from SLC to provide a selection of waterproof clothing for use during the school day.

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

- **Continue to identify pupils who require support/interventions in order to achieve recommended levels across P1 – P7**
- **Continue to ensure pupils have opportunities for wider achievement across the school.**
- **Continue to look at ways in which to reduce the cost of the school day for all families.**
- **Introduce tracking of wider participation and extra curricular activities.**