

**Carmichael Primary School**

**Standards and Quality Report 2022/23**

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| **Context of the school:** |
| **Our School:**  Carmichael Primary School is a small school in a very rural area of Clydesdale in South Lanarkshire. The current roll is 35 pupils over 2 classes. In the local area there is a mixture of privately-owned housing, social housing and farms as well as a village hall and a church. There is no public transport available for the village of Carmichael. The new school building was opened in 2010 and provides an excellent, modern environment in which our children can learn and achieve.  In Carmichael Primary School our vision is to create a safe and nurturing environment which encourages independence and resilience, inspiring pupils to reach their full potential. Our school values are kindness, resilience, individuality and effort, and we aim to promote these throughout our school community and the curriculum. Our school motto ‘Shine Brightly’ was devised by the children and selected by all stakeholders as a mantra for our school.  Our role remains steady with our healthy intake of P1 pupils over the last few sessions The projected role for session 2023/2024 is 32 children. We have a small number of pupils who are SIMD 1&2 or FME (9%).  We are very fortunate to have an active and engaged Parent Council who play an integral role in school life. They have managed to support our aim to limit the cost of the school day by securing funding through grants for school outings such as the Pantomime and a summer trip, resulting in no costs at all for our families. We have taken full advantage of the ending of Covid measures and have been able to invite parents and carers into school for a number of events and activities.  This session the acting Head Teacher became permanent in October allowing greater long term planning for the school community. All members of teaching staff are permanent, one member of staff has their substantive contract supplemented to cover our 0.1 additionality, this will continue into next session. Our Principal Teacher is about to start a two year career break in August, an acting Principal teacher has been appointed and will begin in August.  We are part of the Lanark Learning Community, and continue to share good practice with colleagues across the learning community. This year we re-established our Learning Community aligned CAT sessions focusing on practitioner enquiry. The aligned CAT sessions were welcomed by all staff and evaluated very positively, many newly qualified teachers since 2020 had not had these opportunities before.  In addition to High School led transition programmes from Lanark Grammar and Biggar High, we collaborated with Rigside and Douglas Primaries, delivering a more community based approach to transition with our partners in Lanark Grammar, Active Schools, Universal Connections, and the Forestry Commission. This was funded by Windfarm grants. Pupils involved, their parents, and staff felt the very practical nature of the sessions made it worthwhile for future transition planning.  We further strengthened our links with our partner school, Braehead Primary, we also developed links with Lanark Primary as part of the Principal Teacher's Strategic Change Initiative (SCI) for Into Headship. The SCI focus was developing the social capital of pupils in rural schools. |

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

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| **School priority 1**: | |
| NIF Priority (select from drop down menus)  Improvement in attainment, particularly in literacy and numeracy.  NIF Driver  Choose an item.  School Improvement | HGIOS?4 QIs (select from drop down menus)  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement   * 1. 1.3 Leadership of change |
| **Strategy**  **What did we set out to do?**  **Raise attainment in Literacy by;**   * **Increasing attainment for reading by at least 5%** * **Creating a positive reading culture and achieving a reading schools accreditation,** * **A focus on spelling linking it to attainment in reading and writing,** * **Investigating play pedagogy within our infant classroom.**   **Progress and Impact**  **What difference did we see? What did we achieve?**  **Attainment**  86% of pupils are on track or above for reading compared to 84% on track in session 2021-2022, showing an increase of 2% of pupils across the whole school on track for reading. However, there has been a significant amount of movement in our school role this year - both families moving in and out of the school which has had an impact on data. Of the pupils not on track for reading 66% have diagnosed additional support needs. 29% of pupils are working at least 3 months or more in advance of their chronological age according to standardised test data.  **Reading schools accreditation**  We have just received accreditation as a Reading School. In addition to the work done in school to achieve accreditation our Reading Schools Lead has also undertaken a practitioner enquiry with colleagues from other schools in the Learning Community through our aligned CAT sessions throughout the year.  Pupils have had access to an extended range of literature, and have been encouraged to bring in their own reading materials that they enjoy. Pupils were also encouraged to share their own favourite books in assembly. There has been a 100% increase in pupils with a library membership but this still only takes us to 50% of pupils with an active membership. The focus has been on digital services since the cost to get to the library is prohibitive and there is no longer a mobile library service. A librarian did visit the school and this is something that will be repeated on an annual basis.  As part of the Reading Schools action plan a calendar of events was planned including world book day and a live author visit from Alan Windram with our partner School, Braehead Primary. This was followed by a day of literacy activities jointly planned by both staff teams. Pupils evaluated the activities very highly but many were worried about meeting new pupils, particularly the older pupils. Through discussions with staff and parents it was agreed that it was important for pupils to have a broader range of pupils to mix with and that moving forwards we would get both schools together once a term.  The reading schools committee published a termly newsletter for pupils and parents and carers. A parent member was co-opted onto the Reading Schools group**.** Our Participatory Budget was allocated to developing our 'reading lodge', the Reading Schools group led the developments, collating ideas from students, sourcing reading materials and furniture, and reporting back to the school community via the Reading Schools newsletter.  **Spelling**  Although spelling is still a concern it is does not appear to be impacting on overall attainment in literacy. Spelling progress is discussed at pupil progress meetings, and the multi-composite nature of classes means that teachers have flexibility with groupings for spelling. We have sought advice from our Educational Psychologist and are planning on introducing more sensory and active approaches to spelling, where possible using technology to engage learners.  Pupil progress is shared through parents' nights, open sessions, and where there are specific concerns the introduction of the Literacy Consultation Tool (currently 6% pupils).  **Play Based Learning**  We have started planning to develop our play based pedagogy next session, staff attended online training, we have not been able to carry out any visits to other schools due to staffing issues in Carmichael and the schools we wanted to visit. Support staff completed play training during the May inset day and we will be sending at least one member of teaching staff on the the Play Pedagogy training with Deirdre Grogan (cohort 4). We have a £2000 grant to be used for play equipment secured through Tesco and Groundworks UK.  Our partner school has already started using a play based approach and has adapted planning, this has been shared with Carmichael and staff have visited to see the classroom layout, both schools will work closely to develop our play pedagogy. We have accessed resources on the Play Hub and are in the process of developing our play based learning policy for session 2023-2024. | |
| **Next Step(s) to inform SIP for 2023/2024:**   * Develop play-based learning in P1-4 class with links to SL Skills Framework * Collaborate on Play Based Learning approaches with Braehead, Kirkfieldbank and New Lanark Primaries. * Create Play Based Learning policy * Continue to develop a reading culture in school and in the community. | |
| **School priority 2**: ­ | |
| NIF Priority (select from drop down menus)  Placing the human rights and needs of every child and young person at the centre of education  NIF Driver  Curriculum and assessment  Parental engagement | HGIOS?4 QIs (select from drop down menus)  2.2 Curriculum  2.7 Partnerships  3.2 Raising attainment and achievement |
| **Strategy**  **What did we set out to do?**  **Raising attainment through Learning for Sustainability.**  **Progress and Impact**  **What difference did we see? What did we achieve?**  A member of staff took on responsibility for STEM linking into the South Lanarkshire STEM lead network. They worked with Glasgow Science Centre on an outreach programme focusing on the human body culminating in a workshop session for the whole school in Carmichael Primary. They also developed links with the Royal HIghland Education Trust (RHET) collaborating on a RHET topic focusing on STEM and sustainability in farming. Our STEM lead also participated in an practitioner enquiry project through Learning Community aligned CAT sessions with colleagues from other schools in the Learning Community.  Our STEM lead also organised a STEM week, culminating in a showcase for parents to join us to try some challenges with pupils and observe the work that has been carried out. This showcase included a demonstration of pupil's coding skills using the Lego challenge equipment we accessed through the South Lanarkshire STEM development officer. Our STEM lead and other members of staff have undertaken several CLPL opportunities, particularly in relation to technologies.  Through our on-going commitment to Keep Scotland Beautiful's Eco Schools, we were awarded our 3rd Eco flag and were accepted as one of only 20 schools across Scotland to be part of the pilot Learning about Forests (LEAF) programme. Our action plan has focused on biodiversity and has culminated in our Eco week, which featured our One Planet Picnic, inviting pupils and parents and carers to join us for a picnic with a serious message focusing on packaging, waste and food miles.  Pupils attended the first South Lanarkshire Conference of Schools focusing on climate action and the positive differences we can all make. Our climate conference representatives fed back to the rest of the school during an assembly, reinforcing that everyone can make a difference.  This session we have established partnerships with the Royal Highland Education Trust (RHET) participating in local projects, attending training events online and at Ingliston, visiting a local RHET farm, and accessing a farmer (and tractor!) visit to the school. The local Young Farmer group have also helped us with projects and volunteering in our school grounds. We have attended online training and have applied for funding to develop our outdoor space through Learning Through Landscapes. We have also made links within our direct community, in particular Andrew Carmichael, of Carmichael Estates who came to talk to all the pupils and assisted us with appropriate areas for tree planting.  **Sustainability & COTSD**  We made a conscious decision to link COTSD measures to sustainability rather than poverty to increase uptake of preloved uniform and other items. This was supported through a clear focus on recycled / upcycled costumes at Halloween and World Book day to reduce waste and items going to landfill. | |
| **Next Step(s) to inform SIP for 2023/2024:**   * Consult with stakeholders as part of our revision of our vision, values and aims. * Complete whole School and Community Approach to Learning for Sustainability audit. * Carmichael position statement on Learning for sustainability * Review & update curriculum rationale to reflect focus on Learning for Sustainability | |

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| **School priority 3**: | |
| NIF Priority (select from drop down menus)  Improvement in children and young people’s health and wellbeing  NIF Driver  Curriculum and assessment  Parental engagement | HGIOS?4 QIs (select from drop down menus)  2.2 Curriculum  2.7 Partnerships  3.3 Increasing creativity and employability |
| **Strategy**  **What did we set out to do?**   * **Increase educational and social opportunities for pupils** * **Increase family engagement** * **Raise school's profile within the wider community** * **Reintroduce leadership roles for senior pupils** * **Monitor levels of pupil engagement and wellbeing** * **Increased links with high Schools to aid transition** * **Increase range of partner agencies working with the school**   **Progress and Impact**  **What difference did we see? What did we achieve?**  **Increase educational and social opportunities for pupils.**  There has been a significant increase in our interactions with, and profile within, our immediate and more extended community. Pupils identified more than 30 different agencies or individuals that have had involvement with our school this year.  Pupils participated in Netball, football, rugby, athletics, cross country, and dance events organised by South Lanarkshire Active Schools. Pupils also participated in multi-sports and rugby tuition through active schools as part of their P.E programme. We also hosted Lego club, dance club, multi-sports and rugby clubs after school.  Pupils had brass music instruction weekly and now have 6 brass musicians across Carmichael and Braehead receiving joint lessons using a hybrid model of in-person teaching and on-line teaching. Pupils also participated in the Fundamentals of Music programme, and the Instruments of the Orchestra programme, also delivered by the instrumental music service.  Pupils participated in Glasgow Science Centre's outreach programme focusing on 'our bodies', all pupils had the opportunity to engage with interactive activites when the GSC roadshow and staff came to the school. Pupils undertook tree planting with Forest and Land Scotland, competed in potato and pumpkin growing with Royal Highland Education Trust (RHET).  **Increase Family Engagement**  We hosted a community cafe which was very well attended, and through leafleting, social media, and word of mouth we had visitors who were not in any way related to pupils in school. This was an important opportunity for pupils to gain confidence and develop skills in a community environment in their roles as waiters, servers, kitchen staff, runners, marketing, etc.  We invited parents and carers back to school for mince pies and carols at Christmas, and also started a new tradition of a 'JIngle Bell Walk in the Woods'. We invited parents and carers into classes for STEM week, our one Planet Picnic and a Roman fashion show and banquet. Parents and carers have been co-opted onto our pupil groups and our Participatory Budget Team although this is at an early stage. These events have generally been very well attended, all pupils have had parents and carers attend school events at some point throughout the school year.  We made the transition from using a private Facebook group to using the school App, this was funded by the Parent Council. Parents and carers were given information about the process of downloading and logging into the app, this was supplemented by phonecalls and direct modelling as required. There was a difficult spell between November and January when there were significant glitches with the app, but we worked hard to continue to communicate and be transparent with parents who stuck with it! All parents can access the school app, however, as an authority we have now moved to the Parent Portal, it is anticipated that we will move to using the app function within the Parent Portal next session so will not need to pay for the school app. We will supplement this by reinstating our twitter feed and producing a monthly SWAY with pupils, alongside our weekly newsletters to parents.  **Raise school's profile within the wider community**  We started to engage with local businesses with pupils approaching local businesses to advertise events such as our Community Cafe and Bingo Night, and requesting support for fundraising through prizes, ticket sales, and publicity. We also followed up support with thank you letters from pupils delivered by hand to allow pupils to engage with a range of different business contexts in our community.  We had input from Andrew Carmichael from Carmichael Estate talking about the running of the estate, particularly in relation to working towards being net zero. We established links with Jim Warnock, a local farmer through RHET, and the younger class visited a local farm. We were also supported by Angela Brydson and Calum Keys as our Chaplaincy team. Rosemairi Galloway also welcomed us into the church for Thanksgiving, Remembrance, Christmas, and Easter.  **Reintroduce Pupil Leadership Roles.**  P7 pupils have taken on House Captain responsibilities, our Junior Road Safety Officers attended the JRSO event at Chatelherault and have subsequently ran competitions to raise awareness of road safety. Every pupil is part of a pupil voice group, either Reading Schools, Rights Respecting Schools, or Eco Committee.  **Monitor levels of pupil engagement and wellbeing**  As a small school, staff tend to know pupils and families very well, this session we introduced the Glasgow Motivational and Wellbeing Profile this was completed three times across the school year. This produced some surprising results and was a really useful measure of pupils perceptions regardless of attainment data or teacher judgement. We plan to liaise with another Head Teacher who has extensive experience of using the GMWP in a range of contexts to discuss next steps in how we use it in school.  All pupils have attended at least one club across the session, and all senior pupils have had the opportunity to participate in events outwith school, such as cross-country, dance or the Euro Quiz  **Increased links with high Schools to aid transition**    This year two pupils are transitioning to Lanark Grammar, and six pupils are transitioning to BIggar High. Both Secondary Schools have their full transition programme reinstated after COVID. Active schools started transition sessions for Lanark Grammar from November. Pupils moving to Lanark were also invited to be part of an additional transition pilot programme with pupils from Douglas and Rigside primary schools. This was a partnership project with Lanark Grammar, Active Schools, Universal Connections, and was funded by Windram grants.  Pupils requiring enhanced transition were discussed at the JAT and had access to enhanced transition visits. Staff from Lanark Grammar also visited pupils in school. This year we also started to bring pupils from Braehead and our partner school, Carmichael Primary together. This has allowed pupils to start to build relationships with other P7s in preparation for going to HIgh School, we intend bringing the schools together once a term in future to give pupils opportunities to build these links over time.  **Increase range of partner agencies working with the school**  This session we have worked in partnership with Educational Psychology, Speech and Language Therapy, social work, Specialist support team and SMPS to ensure the needs of all our pupils are being met.    To ensure pupil wellbeing we work closely with Active schools on a range of projects - external events, after school clubs, and transition programmes. We have accessed activities through voluntary agencies, such as Land and Forestry Scotland and RHET, and accessed links in our community such as Carmichael estate to ensure pupils have access to a range of opportunities.  Children and Youth Worker for 2CY Trust has become an established member of our Chaplaincy  team alongside Angela Brydson, Church of Scotland Outreach worker. They have both contributed to our assembly programme, key celebrations and supporting our pupils with transition. | |
| **Next Step(s) to inform SIP for 2023/2024:**   * Termly visits between Carmichael and Braehead Primaries. * Explore opportunities to link with other schools remotely. * Streamline agencies working with the school based on pupil feedback. * Consult with parents and partner agencies to update vision, values & aims, and curriculum rationale. | |

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| **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**  **Strategy**  Currently we have 9% of pupils who live in SIMD 1 or 2 or are entitled to FME. The majority of our pupils reside in deciles 4 and 7. Although we have a poverty related attainment gap this is due to additional support needs rather than a direct link to poverty. Significant levels of support are in place and pupils are making good progress and are now working within 12 months of their chronological age for literacy and numeracy. We have a high percentage of pupils on staged intervention, (40%), many of these pupils have been diagnosed or are awaiting assessment from the Neurodevelopmental team.  Living in a very rural environment with no access to public transport or basic services, such as a library, church, or village shop, access to services and experiences is a major equity issue for many of our pupils. The impact of the cost of living crisis disproportionately impacts on our families, particularly in relation to fuel poverty. Families need a car and need to travel for the most basic requirements increasing the demand for petrol and diesel and associated costs. Homes are not able to access mains gas so are more likely to use oil, electricity, or solid fuel, all of which have soared in cost.  Although attainment figures are generally good pupils a significant barrier to learning is access to educational and social experiences and pupil confidence beyond their small, nurturing learning environment.  **Progress and Impact**  **What difference did we see? What did we achieve?**  **Targeted pupils**  Our targeted pupils have all made significant improvements this year as a result of specific interventions and opportunities for challenge. Pupils requiring support are now ahead of their chronological age for numeracy and within 12 months of their chronological age for literacy. Pupils already on track are still on track for literacy and exceeding their chronological age by 6 months or more for numeracy.  **Additional Support Hours**  We have allocated an additional 17 support staff hours to support pupils and implement literacy and numeracy interventions across all stages. Specific PEF funded interventions support 23% of pupils through 5 minute box, monitoring of IDL and targeted literacy and numeracy support co-ordinated by the principal teacher.  **Cost of the school day measures**  COTSD measures have included minimising costs to families for school events. Where there has been a cost, e,g, Panto and end of term trip, through grants and generous donations there was no costs to our families for either of these events.  We have had some success with our preloved uniform, costume, and Christmas Jumper stock. This has been promoted through whole School sustainability challenges such as recycled Halloween costumes and recycled World Book day costumes. Preloved uniform is always available at school events and the uptake has increased.    This year we have been keen to engage pupils with a range of experiences, including music. Working with South Lanarkshire Instrumental Service we have been able to access instruments for free for pupils who would not have been able to accept the offer of regular music instruction otherwise.  **Additional Funding**  In addition to our core budget, PEF funding, and fund raising, we have accessed funding through Community Council grants, Corra foundation grant, Tesco awards for good, and very generous donations from families.  **Equity of access**  There are many advantages to working in a small rural context, however, one of the biggest challenges is ensuring pupils have equity of access and opportunity. Braehead has no public transport, no shop, no church or library.  Where possible we have invited agencies to come to us to ensure our pupils are getting the same educational opportunities as their peers in more urban areas, the cost of transport is prohibitive -approx £150 for a minibus to Lanark, our nearest town. This year the library came to our school, Calum Kets 2CY outreach worker has taken on the role of our chaplaincy team and has developed fantastic relationships with the pupils over the year. As mentioned we have expanded our music tuition and now share lessons with Braehead Primary. All pupils enjoyed our live author visit, the Glasgow Science Centre roadshow, working with Foresty and Land Scotland, and having the Lego Challenge kits on loan.  Where it is not practical to have people coming to us we have maximised our resources through grants, fundraising, teachers using their cars and the Head Teacher is now qualified to drive the Universal Connections Community Bus. This year pupils have participated in Netball, football, rugby, athletics, cross country, and dance events organised by South Lanarkshire Active sports.  We know our pupils find interacting with others in new environments challenging, they lack confidence and do not participate fully, or overcompensate and take over, making relationships difficult. We witnessed this when we had shared visits with Carmichael Primary, and when our pupils make the transition to High School. Based on observations, pupil evaluation, and discussions with staff and parents we have agreed to continue a termy joint activity between the two partner schools to allow pupils time to build relationships over a period of time, increasing the number of pupils they are comfortable working with and will know more pupils when transitioning to High School. This will be monitored through on-going GWMP data, pupil evaluations, discussions with staff and parents. |
| **Next Step(s) to inform SIP/PEF Plan for 2023/2024:**   * Development of Nurture in Nature guidelines. * Finalise Cost of the School Day policy. * Continue to monitor pupils who have made progress but are not yet on track. * Ensure appropriate staged intervention is in place to meet the needs of pupils with additional support needs. |