



Castlefield Primary School and Nursery Class
Standards and Quality Report 21/22

Context of the school:

Our School

Castlefield Primary School is situated in the Greenhills area of East Kilbride. It has a mix of council and privately owned properties and is part of the Duncanrig cluster. Our catchment is growing as new houses are built. Our role varies year on year with between six and eight classes. The role for 2021/22 is 133 children in 6 classes and 60 in the Nursery. Access to transport and facilities are very good. The new school building was opened in 2007 and provides an excellent, modern environment in which our children can learn and achieve.

The staffing for session 2021/22 is 7.4 full time equivalent teachers (FTE) which includes the Head Teacher and Principal Teacher. This is complemented this year by 0.6 FTE CCC cover and 1.0 FTE from our PEF budget. From August in the nursery class we will have 9.0 FTE Early Years Workers and one support worker, who will be supported by the Nursery Depute and Excellence in Equity Lead (one year only). The work of the school is further supported by 1 School Team Leader, 5.0 FTE Support Assistants, 1 janitor, 4 catering staff and 4 cleaners.

All staff promote positive relationships within the school and foster an ethos which encourages pupils to respect themselves and others.

Our school vision is '**Building a future, Building it strong**'.

Our values are Respect, Knowledge, Honesty and Determination. All staff promote positive relationships within the school and foster an ethos which encourages pupils to respect themselves and others. We aim to provide an appropriate, balanced curriculum to suit the needs and abilities of individual pupils. We also strive to give our pupils the knowledge and skills they will need to enable them to become active and valuable members of the community.

We have an active and engaged Parent/Carer Council (PCC) made up of parents from both school and Nursery who work together to effect change in school practice via curriculum consultation and school improvement. We have links with our local community through the Library, our Councillors and various businesses such as Morrison's. Over the past two years, since COVID hit, the PCC have not been able to raise funds, however we have not been able to hold functions for the children or go on excursions. We hope this fundraising part will come back during the following sessions.

Access to transport and facilities are very good. The new school building was opened in 2007 and provides a modern environment in which our children can learn and achieve. We work closely with our own and local Nurseries as well as Duncanrig Secondary to ensure transitions are planned for and smooth. Since COVID this has been somewhat different, but this year it has very much returned to a more 'normal' series of events, including visits and workshops.

We work closely with our colleagues in the Duncanrig Cluster and our children benefit from the strong links created.

Review of progress for session Aug 2021- June 2022

School priority 1:

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment

Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)

2.2 Curriculum

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

Strategy

What did we set out to do?

- Literacy – reading for pleasure and a focus on writing, including Talk for Writing (TfW)
- Numeracy - use of Heinemann Active Maths (HAM) to support problem-solving and digital learning
- Parental Engagement – more contact with parents through online meetings and workshops

Progress and Impact

What difference did we see? What did we achieve?

- Literacy – Reading. We achieved 'Reading School Core Accreditation'. Our evidence showed a change in reading habits across the school, with the incidence of reading for pleasure increasing in every class and at home as evidenced in our submission.
Achieved – time spent reading has increased for most children. Awards for reading given monthly at whole school assemblies. A culture of reading/talking about reading and books has permeated the whole school and home.
Writing. All staff are now trained in Talk for Writing. The Literacy Working Group created a lesson plan format for all staff to use for planned writing. Staff still follow NL Active Literacy, with writing taught alongside. An increase in teacher confidence using the more structured approach, ensures better moderation, progression and teacher judgement.
Achieved – Lesson plan format in place, with weekly focussed lessons at all stages P2-7 with P1 added in the last term.
- Numeracy – Heinemann Active Maths (HAM) was introduced at each stage. Staff have continued to use it both for class and home learning (as required) throughout the session, with pupils and parents reporting positive engagement with games based activities being a motivation for children.
Achieved – all children engaged in games based learning. All children able to use HAM both in class and online games at home.
- Parental Engagement – Parent's nights were carried out successfully online twice in the session and the feedback was more positive than not, with parents liking the flexibility of setting their own time and being in a place of their choosing. Online workshops were set up at the beginning of the year, but the combination of staff absence due to COVID (particularly for EY 'PEOPLE' workshops) and parents not engaging well online meant that these were poorly attended, with general feedback that it wouldn't be long until we were 'back to normal'. Parents wanted just to wait and get the 'real deal' of coming in to school.
- Achieved – Parent Carer Council and Parents Nights carried out successfully as online meetings, but staff absence/no appetite among parents for online workshops. During the final term we carried out a full in person P1 induction program which was very well attended and a series of in person P7 Maths workshops which no parents attended at all, despite many opportunities and invites.

EY EEL introduced 'Sway' for parents and trained EY staff to use this. It has gone out weekly to EY parents and increased communication, resulting in EY parents also communicating by email.

Use of our school Parent Mail has increased exponentially and this communication is two-way. We have increased our email communication with parents to (at least) weekly for information, but we have found that parents are using this as a way to contact us at a time to suit **them and often advise us of sensitive issues**. It is working very well as **SMT** access it daily. We have also increased the use of SEEMiS texts and now that it can accept replies, this is also working very well. In addition, Google Forms are being used to gather views and we find it generates more replies than paper (prior to COVID).

Next Step(s) to inform SIP for 2022/2023:

- Literacy – Reading. Consolidate the progress in Reading for pleasure. Widen the variety/ genre of texts available to children to encourage reading. Refresh of NL Active Literacy for all staff. Follow the Literacy Calendar for this session. Writing. Revision of the basics at the start of the year – all classes P2-7. Follow the Literacy Calendar.
- Numeracy – HAM. Consolidate the HAM usage and introduce P1 to HAM. Follow the Numeracy Calendar.
- Parental engagement – In person parent workshops as a full program, using parent/carer feedback to gauge days of the week and time of the day to ensure they suit parents/carers. Hopefully this will maximise attendance at workshops. Continuation and expansion of communications.

School priority 2:

NIF Priority (select from drop down menus)
Improvement in children and young people's health and wellbeing
NIF Driver
Parent/carer involvement and engagement
Parental engagement

HGIOS?4 QIs (select from drop down menus)
3.1 Ensuring wellbeing, equality and inclusion

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

- Health and Wellbeing - Introduction of the 'PATHS Programme for Schools'
- Refresh of growth mindset

Progress and Impact**What difference did we see? What did we achieve?**

- PATHS was introduced in two classes prior to October break and then throughout the school. This led to a shift in language used both by children and by staff when dealing with conflict – following PATHS.
Achieved - the incidences of conflict reduced dramatically from several incidences being recorded per week prior to October week to a reduced number after the introduction of PATHS. This decrease continued as other classes came on board. In the final term there have only been four instances of conflict for the whole term, with two of the recordings stemming from one incident.
- Growth mindset was reinforced throughout the school and nursery.
Achieved - Teachers report that the growth mindset refresh has led to an increase in resilience when children are tackling new or challenging concepts in class.

Next Step(s) to inform SIP for 2022/2023:

- Health and Wellbeing – Reinforce the use of PATHS in order to maintain the conflict free ethos/language in school. Additional CLPL and resources for PATHS. Continue promoting growth mindset. Follow the Health and Wellbeing Calendar.

School priority 3:

NIF Priority (select from drop down menus)
Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

Teacher and practitioner professionalism
School Improvement

HGIOS?4 QIs (select from drop down menus)

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

1.3 Leadership of change

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

- Participatory Budgeting (PB)
- CLPL including Froebel training for EY staff
- Attendance

Progress and Impact**What difference did we see? What did we achieve?**

- PB was discussed with children, parents and staff and their views taken into account.
Achieved – musical instruments, stationery for home and PE kits were the ideas that came from the consultation.
Musical instruments – 4 trumpets and 4 trombones were purchased, so that children who take up free lessons also could have the loan of an instrument, removing the barrier of the cost of hiring/buying an instrument. Also, stands have been purchased. Books are outstanding as a purchase card has yet to be issued
Stationery for home – purchased and in use (with spares in place for use), removing the barrier of cost for and engagement in homework
PE Kits – for use during PE, to ensure children have correct/safe equipment for taking part, removing the barrier of cost.
Achieved – not yet. A purchase card was applied for, but hasn't yet been received. On follow up, there was a misstep between HQ and the bank, resulting in time lost. This will be purchased as soon as the purchase card arrives (in the new term)
- CLPL was undertaken by a number of staff throughout the session
Literacy/Numeracy/HWb – as per priority 1.
Froebel – 2 EY staff undertook Froebel training.
Achieved – training completed. Also, the staff have cascaded the learning to other staff and have trialled it this session. This has led to a change in both children's play and staff outlook, with much more time spent outdoors on more purposeful play, added use of loose parts and more (such as wood working with real tools). Children's experiences have been expanded and enhanced.
EY 'PEOPLE' training was undertaken.
Achieved – not yet. A combination of staff absence due to COVID and parents not wishing to engage online has meant that the program of workshops has been pushed into next session.
- Attendance. Attendance was monitored on a daily/monthly basis and parents kept informed via stickers in the Homework Diary, or letter, if needs be (SLC policy).
Achieved - more than 1/3 of targeted families, improved their attendance to 90% or over. One family improved from (average) 46% to 76%, so although we didn't quite reach the overall rise we had anticipated due to COVID absences and hospital admissions, we had good successes with individuals and families. Laura Mitchell, QIO/Lead Officer Equity, has asked if we will share our best practice for monitoring/recording of attendance with other schools and we have agreed.

Next Step(s) to inform SIP for 2022/2023:

- PB – expand the teaching of music (and art) using PEF funding and CCC teacher. Following agreement with the PCC (now done), expand the percentage allocated to PB in order to minimise core curriculum charges.
- Literacy/Numeracy/HWb – as per above.
- CLPL – Froebel to be expanded and workshops/PEEPLE workshops to be carried out (in person).
- Attendance – continue to work with families and use our system to improve attendance.

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

- Attendance – the effect of COVID on our children and their parents cannot be underestimated. A few of our parents had their own issues around it and this meant that, despite being well, their children didn't always attend. We worked hard to engage these parents and had varied success with them – from small gains to 30% increases.
- CoSD – this has always been at the forefront in Castlefield. We have been reducing core curriculum/uniform costs here since my arrival in 2008, with our PTA fundraising in order to help keep costs down. COVID meant that there has been no fundraising and only PEF money over the last 2 years. PB was used this session to mitigate costs for musical instruments used for tuition and home stationery (PE kit to follow).

Scottish Government funding had been available to ensure that all families had access to online learning. We didn't have a big uptake on this during this session when we asked families if they needed it to continue, but hope to expand the use of Google forms to mitigate any discomfort felt by parents needing help.

Progress and Impact

What difference did we see? What did we achieve?

- Attendance – as listed above.
- CoSD – we have maintained our input and reduced costs to zero where possible for most children, for most activities.

Next Step(s) to inform SIP for 2022/2023:

- Attendance – maintain and continue to improve.
- CoSD - Expand the % of PEF used for PB to reduce core curriculum costs (with parental consultation).
Use of the purchase card to ensure best value.