Context of the school:

Our School
Cathkin Primary and Nursery Class is one of 124 primary schools in South Lanarkshire Council. The school is situated in Rutherglen, an urban area of South Lanarkshire. The area is predominately social/private rented accommodation with some newer privately owned housing.

In session 2019-2020, 77.9% of pupils reside in SIMD 1&2 and 49.8% of pupils are entitled to Free School Meals. The school received £108,000 PEF to close the poverty related attainment gap. We are also one of the 12 SLC Scottish Attainment Challenge Primary schools.

The school was opened in 1959 and as part of South Lanarkshire Council’s Schools modernisation programme a new building was constructed and officially opened in 2006.

We are part of the Cathkin Learning Community and have developed strong links with other local establishments to ensure smooth transitions and a coordinated approach to learning and teaching.

Vision
Our vision is that we work together to nurture every child, providing opportunities for them to achieve and grow; a stepping-stone to their future.

Aims
While children are at school our aim is to plan and deliver, in partnership with parents/carers, learning opportunities which allow our children to progress at their own pace.

We fully support pupils with additional needs, offering individual support if required.

We encourage all children towards independent learning, equipping them with the necessary skills to develop skills for learning, life and work.

At Cathkin we encourage our pupils to work hard and to do their best in class while reinforcing the importance of what happens outside the classroom too.

We encourage our pupils to take a pride in their surroundings, to look after the school environment, to respect other people’s property and to be helpful and polite.

We have a Parent Council who support the school through fundraising and who are keen to further engage the wider parental body in school life and decision-making.

We also work in partnership with our local community and have close links with Fernhill and Cathkin Parish Church and Barnardos.

In session 2019-2020, the school had a roll 213 pupils spread over 8 mainstream classes, 5 supported classes (ASN) and a 40/40 nursery catering for 2 to 5-year olds. Most of the pupils within our supported classes are transferred from elsewhere in South Lanarkshire.

There is a staffing complement of 1.0FTE Head Teacher, 2.0FTE Depute Head Teachers, 1.0FTE Principal Teacher, 14.0FTE Teachers, 1.0FTE Early Years Team Leader, 8 Early Years Workers and 15.0FTE Support Staff.
**Review of progress for session Aug 2019 - March 2020**

<table>
<thead>
<tr>
<th>School Priority 1: To raise attainment in reading through embedding Active Literacy approaches.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NIF Priority</strong></td>
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<tr>
<td>Improvements in attainment, particularly in literacy and numeracy</td>
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<tr>
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<td>Assessment of children's progress</td>
</tr>
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**Strategies**

- Increase staff understanding of effective pedagogy in Active Literacy (reading) through continued professional learning/ peer visits
- Write a whole school position statement which identifies our rationale and strategies for teaching reading
- Create reading progression pathways supporting and informing learning and teaching
- Increase the range of differentiated materials to facilitate the teaching of reading through poetry/ plays/ media
- Support for Learning texts - develop a planner with all the texts included so that staff are aware and clear of the progression and how to use
- Continue to support ASN learners to be included in mainstream literacy activities (where appropriate)
- Termly monitoring and tracking dialogue sessions - use the data from PM Benchmarking and NGRT to inform discussions about raising attainment of learners

**Progress**

Almost all teaching staff have been trained in Active Literacy approaches in reading and participated in an active literacy peer visit both within and out-with our establishment to observe good practice. Staff are accessing Active Literacy webinars during the current Covid-19 pandemic to continue to extend their professional learning.

Learning visits by the senior leadership team noted staff using Active Literacy Approaches appropriately for the stage.

Non-fiction texts have been purchased at the P4-P7 stage to allow staff to select from a wider range of texts to suit the interests of groups.

**Impact**

**Tracking / Monitoring Data: March 2020:**

- P3 – Predicted (63% by June 2020) (60% at March 2020)
- P5 – Predicted (66% by June 2020) (70.4% at March 2020)
- P6 – Predicted (55% by June 2020) (68.8% at March 2020)

The number of learners on track to achieve CFE levels in reading increased by 10% (in mainstream classes) between October 2019 and March 2020, based on teachers’ professional judgement.

Predictions for Achievement of a Level for P4 and P7 mainstream learners at March 2020 in reading were in line with predictions. P4 – 55% (predicted 55%) and P7 – 84.6% (predicted 55%)

Observations through learning visits in almost all classes indicated an increase in effective learning and teaching and 78% of learners sampled illustrated improved confidence in applying active literacy strategies. All staff were using active literacy approaches appropriately for their stage and had a good understanding of how learners acquire and develop reading skills.

Understanding of effective pedagogy has increased for 84% of staff through their own professional learning and/or peer visits.

Involvement in reading was assessed using the Leuven Scale. All primaries showed an increase in ‘extremely high’ (5) involvement in reading activities. Overall, there was a 63.15% increase in the number of children from October 2019 to June 2020.

Across P1-7, 3 stages (P4, P6 and P7) showed less children being assessed as ‘extremely low to moderate’ (1-3) involvement in reading activities from October 2019 to June 2020.

P1, P3 and P5 have the highest numbers of children being assessed as ‘extremely low to moderate’ (1-3) involvement in reading and the majority are boys.

Out of all the 64 children who were assessed as ‘extremely low to moderate’ (1-3) involvement in reading only 14 were girls (21.9%).
**Next Steps:**

- Purchase non-fiction texts, poems, plays to enhance the development of reading skills
- Audit reading books looking specifically to increase the engagement of boys at Early and First Level.
- Track the learners identified as 1-3 from Leuven statistics and closely monitor their engagement in reading through moderation activities.
- Devise a system to track attainment over time using the Leuven Scale data
- Create a reading progression pathway supporting and informing learning and teaching to ensure all staff are aware of how reading is taught in Cathkin
- All staff to have undertaken further professional learning through completion of the Active Literacy webinars
- Baseline Assessments for P1, PM Benchmark for P2/P3 and NGRT- P4 to P7 to be completed to inform learners’ reading level post lock-down, if required.

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**School Priority 2:** To embed nurturing approaches across the school.

<table>
<thead>
<tr>
<th>NIF Priority</th>
<th>HGIOS?4 QIs</th>
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<tbody>
<tr>
<td>Improvements in attainment, particularly in literacy and numeracy</td>
<td>3.2 Raising attainment and achievement</td>
</tr>
<tr>
<td>NIF Driver</td>
<td>2.3 Learning, teaching and assessment</td>
</tr>
<tr>
<td>Assessment of children's progress</td>
<td>2.2 Curriculum</td>
</tr>
<tr>
<td>Teacher professionalism</td>
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**Strategies**

Revisit our school vision, values and aims taking account of the views of staff, pupils and parents

- Develop a promoting positive behaviour policy across the school and embed positive behaviour practices in line with the new school vision, values and aim.
- Extend existing nurture provision within the school to meet the mental, emotional, social and physical wellbeing of learners via a nurture facility delivered by a trained nurture teacher and supported by a Barnardos worker
- Develop a whole school approach to nurture which supports improvements in wellbeing and relationships and the growth and development of learners
- Embed whole school nurturing approaches through raising staff awareness of nurture through training, workshop and personal research
- Senior Leadership Team to participate in Level 1 staff training and share learning with staff
- Middle Leadership and Advanced Behaviour training – Pivotal Curriculum for Behaviour and Safety
- Pupil, staff and parent/carer workshops throughout the school session, as appropriate, on mindfulness, resilience, growth mindset etc.

**Progress**

Consultation took place with groups of pupils, staff and parents and the new school vision and values were agreed.

- Almost all staff were trained and supported in developing nurturing approaches across the school community via Pivotal Education and the Head Teacher and Depute Head Teacher took part in Level 1 training to support embedding approaches across the school.
- Identified staff took part in Advanced Behaviour training to further support learners displaying distressed behaviours.
- As a result of staff training and discussion values are being embedded through a consistent approach to remind learners of the importance of being ‘ready, responsible learners. The Head Teacher held an assembly to introduce ‘Ready, Respectful, Responsible’ and this has been reinforced within all classes and by staff at break and lunchtimes. Pupils have received ‘reward bands’ when noted to be displaying one of the 3R’s.
- Throughout the school session the Senior Leadership team have carried out observations of randomly selected learners within the school environment to assess their ‘readiness to learn.’
- All staff received training on SLC PPRUDB policy by the SLC Inclusion Lead Officer.
- A ‘Cathkin Chat’ session for parents was held to raise awareness of nurturing principles to parent/carers. Biscuit and Blether sessions took place within our nursery department.
- Staff assessed learners’ wellbeing pre and post embedment of nurturing approaches using the Leuven scale.
- Learners supported via our Nurture provision were assessed using the Boxall profile pre and post - intervention.
- Staff, pupils and parents’ views were also sought at the beginning of the school session to assess their views on ‘how nurturing is our school’.
Impact
The school vision and values have been shared to all stakeholders and all staff surveyed agreed that there has been good progress towards achieving this priority and a positive impact has been noted by staff who have observed their colleagues adopting more nurturing approaches when working with learners.

Data collated from September 2019 to March 2020 noted 83% of learners were observed being ready, respectful and responsible and 94% of a random sample of learners across the school demonstrated that they were on task within 10 minutes of returning from intervals and lunch breaks indicating their readiness to learn.

Class teachers used the Leuven Scale for Wellbeing and Involvement to assess all children in the mainstream classes. From October 2019 to June 2020, there was an increase at all stages in learners’ Wellbeing and Involvement scores. Overall, Wellbeing scores increased by 5.03% and Involvement scores by 10.58%.

87.5% of pupils surveyed in November 2019 reported that they felt safe. Those who didn’t feel safe stated the main issues were the dining hall being noisy and some children being unsafe around others. Pupils describe their school as ‘friendly’, ‘caring’ and hardworking.

68.8% of parent/carers surveyed in November 2019 felt very welcomed in the school and 37.5% felt involved in the life of the school. Some parents commented that they would be keen to be involved but due to work commitments they were unable to attend activities during the school day.

A member of our Early Years staff was trained in order to extend our nurture provision. 27% of children who attended the Rainbow Room for time at nurture have been able to be reintroduced back into the mainstream class full time. They have regular check-ins with the nurture staff. Additional children have been identified and were being included in the Rainbow Room and assessed using the Boxall Profile. 25% of children had the same Boxall Profile scores from the previous assessment and 62.5% of children had increased scores from the previous assessment.

Next Steps:
- Staff, pupils and parents will be involved in further training via Pivotal Education, with a focus on ‘Culture’ to ensure that the culture shift already noted in session 2019-2020 continues.
- Promote an understanding of attachment theory and support the implementation of attachment informed practice.
- Raise staff awareness of supporting learners post lockdown using the six principles of nurture. All staff to participate in the SLC webinar
- Increase our nurture provision to support learners

School Priority 3: To extend parental engagement and increase the positive impact of working with families to improve learning and achievement.

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<td>2.2 Curriculum</td>
</tr>
</tbody>
</table>

Strategies
Parents/carers workshops and information sessions - Monthly ‘Cathkin Chat’, Biscuit and Blether and Welcome Wednesday (nursery)
Identify families to work with Barnardos and extend the Five to Thrive Programme and Family Learning (Stay and Play)
Pilot Online pupil profiles to engage parent/carers off learners within our supported classes in their child’s learning
Coordinate staff training on utilizing the new functions available on the school app and use the school app to include appointments for parents’ evenings
Extend opportunities for parents to further engage in their child’s learning e.g. class showcase, outdoor learning, meet the teacher.
Update list of parent/carer volunteers with PVG to support learning across the school community.
Engage with staff, pupils and parents to review the Cost of the School Day, discuss the impact of this cost and plan activities/initiatives to reduce this impact.
Coordinate the planning of a whole school performance to celebrate the school 60th anniversary.

Progress

Five Cathkin chat sessions have been held on a monthly basis focusing on a variety of topics. The nursery department extended their 'Biscuit and Blether' sessions by holding parent-led yoga sessions, a parents lending library and a breast-feeding clinic. P1-3 Stay and Play was arranged, and 4 families benefited from accessing the Nurture Room and support from our Barnardos Family Support Worker. Ten families have been supported on a weekly basis post and during Covid-19 pandemic. Due to the closure of schools the extension of the Five to Thrive programme and Family Learning (Stay and Play) was not extended.

A successful 'meet the teacher' session took place in September 2019. All parents within our supported classes have registered with learning journals as a platform to feedback on their child’s progress. Parent/carer emails were gathered to support using the school app for booking parent evening consultations scheduled for June 2020.

Due to the current pandemic and resulting school closure the review of the Cost of the School Day and the whole school performance to celebrate the school’s 60th anniversary did not take place. Our Early years staff continue to track, monitor and report to parents/carers via Learning Journals. Our nursery expanded on their 'Welcome Wednesday' to include ‘biscuit and blether’ parent led groups. Biscuit and Blether sessions have allowed us to maintain contact with families. Our nursery also ran successful 'Meet your Key Worker' and Stay and Play sessions for 2/3 year olds and 3-5 year olds.

Impact

40 parents (18.7%) attended at least two Cathkin Chat sessions so far this session and were able to participate in discussions with staff and pupils on vision, values and aims and embedding nurturing approaches and ‘How Good is our School?’.

60% of our parents attended the meet the teacher event at the beginning of the school session. Staff report that this increased significantly from the previous session (2018-2019).

100% of families who accessed the P1-3 Stay and Play commented that they thought this should be continued and extended.

Next Steps:

- Celebration of Catkin event in collaboration with all stakeholders
- Continue the Cathkin Chat sessions- with a focus on increasing parent workshops and showcases to allow all parents/carers to know about current and new developments in the school
- Develop Barnardos Family Time Clubs and Stay and Play- to involve a healthy eating focus/ cooking session with families
- Family Movie Time- was identified in parent’s night as a popular activity
- PVGs for parents/carers
- Continue to upload relevant information to our school website

National priority: How we are ensuring Excellence and Equity?

Attainment Summary

Our data indicates that the gap in attainment, over a three year period, for our targeted learners (SIMD 1&2 +FME), in reading, writing, talking and listening and numeracy has improved by higher percentage points than the attainment of learners in SIMD 3-10 and non-FME i.e. In Reading (+11.79%), Writing (+22.75%), Listening and Talking (+18.36%) and numeracy/maths (+20.05%). We made the biggest progress within writing, over three years. The smallest progress had been in reading and therefore we continued with our whole-school approach to reading, by embedding Active Literacy approaches across all stages.

Attainment across all four areas over the past three years is significantly lower than local and national averages. In session, 2017-2018 attainment in reading, writing and numeracy/maths was below 60%, and therefore we continued to use our Pupil Equity Funding to support all learners, not only learners affected by poverty.
**Attendance**
Pupils from SIMD 3-10 with no FME attend school slightly more than our targeted pupils do. The gap between these groups is just over 4%.

**Exclusion**
Over the past three years the exclusion rate has continued to fall steadily.

**Participation**
A summary of our pupil participation profile in November 2019 reported a total of 121 pupils: 56 boys (46.3%) and 65 (53.7%) girls were participating in activities during and at the end of the school day.

**Engagement**
Parent/ Carers engage with their child’s learning and what is going on in the school via our school app and learning journals.

**Strategies**
- Tri-annual tracking and monitoring meetings with practitioners to analyse attainment data and assess learners’ progress.
- Monthly attendance checks. Letters issued to parents when attendance falls below 90%.
- Attendance stickers/ awards - termly / annually.
- Embed nurturing approaches. Embed our vision, values and aims to encourage learners to be ‘ready, respectful and responsible’ learners.
- Liaise with Active Schools coordinator and staff to increase the number and availability of leadership groups and clubs.
- Samples of learners’ work sent out to parents on five occasions throughout the school session.
- School app utilised more regularly to share information with the wider school community.

**Progress**
Staff have adopted a consistent approach when teaching reading and have insured that weekly writing sessions focus on the development of skills. Writing assessments are completed tri-annually (bi-annually for supported classes) and staff have worked collaboratively to moderate writing.

- Attendance data has been analysed monthly by the HT and contact has been made with parents regarding low attendance.
- Nurturing approaches have been embedded across the school to support learners who may be displaying distressed behaviours.
- Our Barnardos worker, funded by PEF has continued to support our nurture provision and families during the school closure.
- This session we have run 10 pupil leadership groups within the school. 12 clubs were also running during September to December 2019.
- Parent/Carers have been invited to attend our Meet the Teacher/ Stay and Play event, Awards assembly and Cathkin Chat sessions.

**Impact**

**Attainment**
Current attainment in reading, writing, talking and listening and numeracy across the mainstream school is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening/Talking</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 19</td>
<td>66%</td>
<td>63%</td>
<td>94%</td>
<td>73%</td>
</tr>
<tr>
<td>March 20</td>
<td>76%</td>
<td>71%</td>
<td>91%</td>
<td>78%</td>
</tr>
</tbody>
</table>

70.5% of children who are being supported on the Catch-Up Literacy programme have increased their standardised scores and reading ages.

18% of children who were on Catch-Up Literacy are no longer receiving the support as their scores are either meeting or beyond their chronological ages. The biggest impact has been observed when the programme has been followed and the time has not been interrupted.
65% of children who are being supported on the Catch-Up Numeracy programme have increased their standardised scores and numeracy ages.
10% of children who were on Catch-Up Numeracy are no longer receiving support as their scores are beyond their chronological ages. The biggest impact has been observed when the programme has been followed and the time has not been interrupted.

Attendance Statistics/Exclusion Data
The average attendance for each session from 2017-2020 has remained slightly above 90%. with average attendance from Aug - Dec 19 at 91.98% and form Jan-March 20 89.69%. Attendance at school in the two weeks prior to school closures fell by just under 30%. This session we will celebrate with 16 learners who maintained 100% attendance since August.
An impact of the whole school approach to embedding nurturing approaches has been a reduction in the number of exclusions this session. Days lost through exclusion fell by 5 days this session.

Participation
61.2% pupils SIMD 1&2 +FME and 38.8% pupils SIMD3-10 + non FME were involved in pupil leadership groups.
SIMD 1&2 + FME accounted for 81.4% of participants (149 pupils) attending after school clubs run by school staff and active schools’ staff. SIMD 3-10 + non FME accounted for 18.6% of participants (34 pupils).

Engagement
100% of parents from our supported classes have registered with learning journals. 58% (22 out of 38) regularly contribute feedback on their child’s progress.

Next Steps:
- Focus on Health and wellbeing of all our community
- Health and wellbeing baseline assessments- using the SHANARRI indicators and a survey
- Implement SLC Attachment strategy through initially completing a ‘readiness’ audit
- Extend the nurture provision by having additional staff trained
- Develop the 6 principles of nurture in all classes
- Tailor the Pivotal approaches to suit the current situation in schools- a different meet and greet (thumbs up, smile etc...), recognition boards continuing, language being developed across the school including the dining hall and corridors
- Continue the Barnados additional family support work
- Supported Classes practitioners to moderate writing with peers from other ASN bases
- Continue Catch-Up Literacy
- Continue Catch-Up Numeracy


Our response to the COVID-19 pandemic was to ensure that learners and families were effectively supported given the short timescale leading up to the school closure.

Prior to the school closing ‘home learning’ packs were prepared for all pupils. These included stage appropriate activities for learners as well as details for learners to be able to access their learning online. Around 90% of the home learning packs were distributed prior to the school closure with a further 5% delivered during the spring break.

During the school closure, staff have supported 110 (77.6%) of our P2-P7 mainstream learners to join their Google Classrooms, 100% of parents/carers in our supported classes to join Learning Journals (38 pupils) and 75% (24) of our P1 pupils to be able to access their learning via the school app. This has involved phoning parents/pupils and talking them through the steps involved, providing ‘How to’ information via the school app, learning journals, emailing instructions, providing ‘web-links’ etc.

Parent/Carers were surveyed to ascertain what support they required to assist them with home learning. Approximately 78 families responded (43%) to the survey. From our data and our knowledge of our families, we identified 19 families (11%) who were entitled to free meals (based on income) with no access or suitable device and 30 families (17%) who were FME (based on income) and had no access to a suitable device. Through funding sourced by Cora Foundation been able to provide 10 devices and 10 internet access routers to families who were unable to access on-line learning.
40 families also received an equity pack from South Lanarkshire as part of the council’s strategy to centrally provide an equity resource pack for the most disadvantaged families.

Throughout the school closure the SLT has monitored learner engagement. Engagement of learners has been low. Approximately 52 of 125 mainstream learners (41.6%), who we know have access to the internet and a device, have regularly engaged in their on-line learning. 22 parents/carers (58%) from our supported classes regularly contribute to their child’s learning journal. We are very concerned regarding this data, particularly as we move to a ‘blended learning’ model in August 2020. We plan to continue to inform parents/carers of the importance of online and home learning and to focus in the early weeks of the new session on how to access resources at home via Google Classroom etc. We will also seek to support parents/carers via blogs/video tutorials.

During the school closure we have continue to provide support for our vulnerable families (approx. 20 families) as well as 10 families via our PEF Funded Barnardos worker. This support has been via phone calls, visits – as appropriate. Maintaining weekly contact with these families has allowed us to provide a Hub placement for 4 pupils, technology (device and internet access) for 1 family, an emergency food parcel for one family, baby clothes and baby food for 1 family and food vouchers/emergency payments for 4 families.

The SLT have also supported families through regular phone calls to assess their well-being and offer support/advice. Parents have been appreciative of the support that has been provided by the school.