



**Kirklandpark Primary School & Nursery Class**  
**Standards and Quality Report 2022/23**

**Context of the school:**

**Our School:**

Kirklandpark Primary School is situated in parkland on the outskirts of the market town of Strathaven. We have a large area of amenity ground adjacent to the school, which we use for outdoor learning, sports and games. We now have a substantial outdoor learning area that is both well used and very popular with staff and children.

Our new school building officially opened in June 2017. It is on three levels, one and a half storeys and has a very open and spacious feeling. Due to a substantial increase in our school roll we now have an additional modular classroom with capacity for 25 children. We have 13 classrooms, a nursery playroom, a gym hall, dining hall and several large open areas. One of our open area spaces has been adapted to create an additional classroom to accommodate our expanding school roll.

Approximately 88% of our children live within SIMD levels 6-10 and 12% live within SIMD levels 3-5. Our catchment area incorporates SIMD levels 3-10. Our combined school and Nursery roll is 399 with 32 children attending our nursery and 367 in our primary classes. Our anticipated roll in August 2023 is 403 (32 in nursery and 371 in P1-7).

**Poverty Related Attainment Gap – PEF Target Group**

Within our school population, we do not have children who live within SIMD Deciles 1 or 2. For this reason our target group includes children who are experiencing barriers to learning and are entitled to income related free meals and / or live within SIMD Deciles 3, 4 and 5.

Currently, 2.7 % of children attending Kirklandpark receive FME and 9.9% of children are in receipt of clothing grants.

10% of our FME children live in SIMD 3  
20% of our FME children live in SIMD 4  
10% of our FME children live in SIMD 5  
60% of our FME children live in SIMD 6 - 10

**Breakdown Of Attainment Of Children With FME**

Within SIMD 3 - 5

- 25% with FME are achieving of a level consistent with most children of their age and stage and have not required any additional measures to be put in place to support their learning in any areas of the curriculum.

- 75% of children receiving FME are supported in their learning. Progress has been made throughout the year but they are not yet achieving a level consistent with most children of their age and stage in Literacy and Numeracy. Supports and interventions will be continue to be in place and extended.

#### Within SIMD 6 - 10

- 17% of children receiving FME are achieving a level consistent with most children of their age and stage and have not required any additional support in Literacy.
- 83% of children receiving FME are supported in their learning within Literacy. Progress has been made throughout the year but they are not yet achieving a level consistent with most children of their age and stage. Supports and interventions will be continue to be in place and extended.
- 33% of children receiving FME are achieving a level consistent with most children of their age and stage and have not required any additional support in Numeracy.
- 67% of children receiving FME are supported in their learning within Numeracy. Progress has been made throughout the year but they are not yet achieving a level consistent with most children of their age and stage. Supports and interventions will be continue to be in place and extended.

#### Those Living Within SIMD 3, 4 & 5 Who Do Not Receive FME

##### Within SIMD 3

- Of those who do not receive FME, 70% are achieving a level consistent with most children of their age and stage and have not required any additional support.
- Of those who do not receive FME, 30% experience barriers to their learning which affect their progress.

Most of those falling within this 30% experience significant difficulties in all aspects of learning. Interventions in all areas have been put in place and will be continued. Significant one-to-one support is required and progress is limited. ASPs and individual programmes of work are in place. None of the children falling into this category engage with homework activities.

##### Within SIMD 4

- Of those who do not receive FME, 100% are achieving a level consistent with most children of their age and stage and have not required any additional support.

##### Within SIMD 5

- Of those who do not receive FME, 82.1% are achieving a level consistent with most children of their age and stage and have not required any additional support.
- Of those not receiving FME, 17.9% experience barriers to learning but have made some progress during this academic year. 40% of children within this group have minimal engagement with homework activities. Classroom based support is currently in place and we are seeking to extend this further.

Attendance for almost all of the children who are entitled to FME and / or live within SIMD 3, 4 or 5 is high with 50% showing an attendance rate above 90%.

Attendance for almost all of the children who live within SIMD 3, 4 or 5 but are not entitled to FME is high with 79.5% showing an attendance rate of 90% or above.

Our target group accounts for 18% of the group of children who are entitled to FME and / or live within SIMD 3,4 or 5. Our target groups accounts for 8.5% of our school population.

Our PEF target group for 2022 – 2023 increased to include children who reside in SIMD 6- 10 and who do not receive FME as many children who reside in SIMD 3-5 and receive FME are working at an academic level that is consistent for most children of their age and stage. They are well motivated and engaged with learning. Their attendance levels are high and they do not demonstrate any distressed behaviours.

## **Vision**

It is our vision for every child in Kirklandpark Primary and Nursery to achieve their full potential by developing their knowledge and skills through challenging learning experiences in a nurturing, positive and motivating environment where high expectations are set and success is celebrated. We ensure inclusion and equality leads to improved outcomes for all children and we work to provide all with opportunities to be involved in the life of the school. We encourage our children to strive to be successful learners, confident individuals, responsible citizens and effective contributors. Our ethos is nurturing and founded on a climate of mutual respect with shared values and expectations, secured through positive relationships, providing children with a quality broad general education. We are committed to ensuring the highest standards are in place for learners through our shared vision and values.

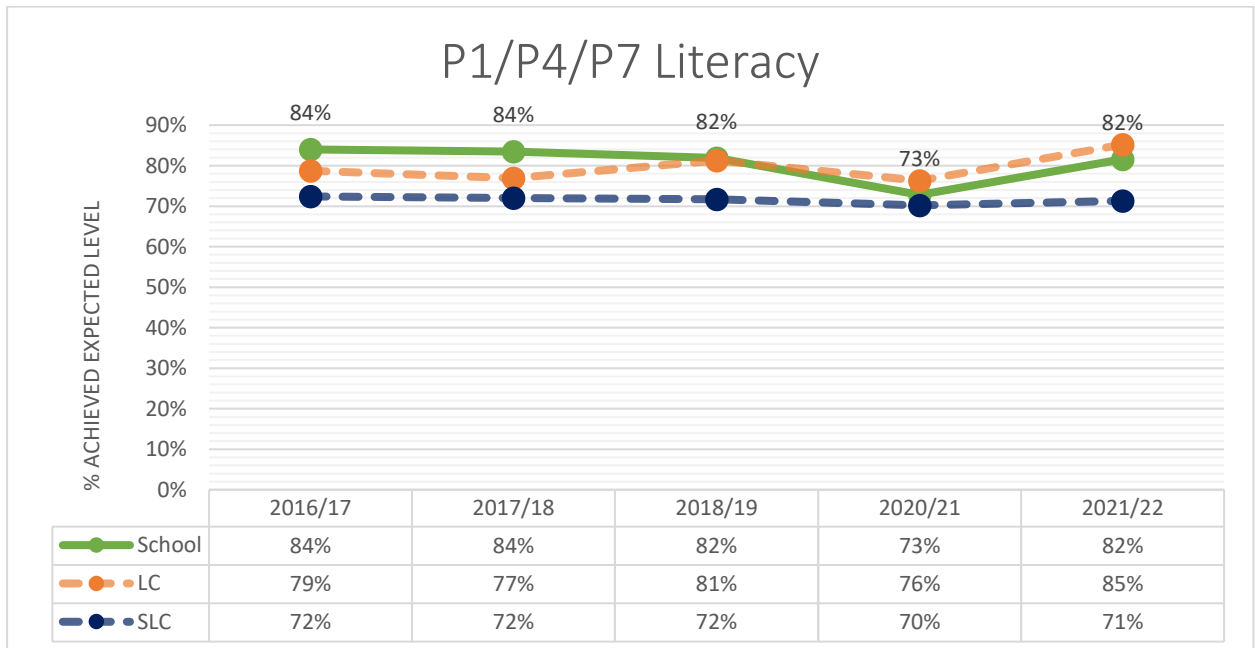
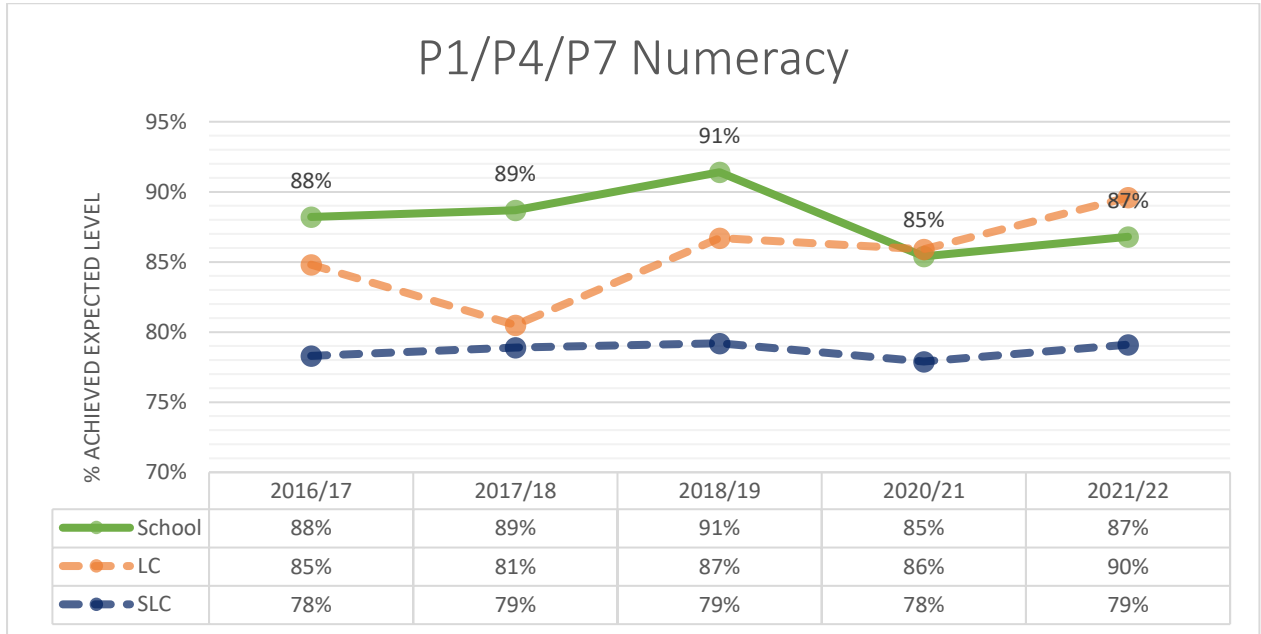
## **Aims**

We aim to:

- Provide a safe, nurturing and engaging environment in which our children develop positive attitudes, good self-esteem, resilience and become confident individuals.
- Give children the opportunity to explore emotions, cultures and beliefs to foster respect and understanding for others and themselves.
- Create stimulating experiences which promote positive attitudes towards learning, independence, intellectual development and enquiring minds.
- Enable all children to access an inclusive education that provides support and challenge to encourage them to fully develop their skills and talents for life, learning and work.
- Work in collaboration with partners (parents, carers, local / wider and learning community and other agencies) to enhance and support learning opportunities, share good practice and facilitate smooth transitions, enabling them to become effective contributors in society.

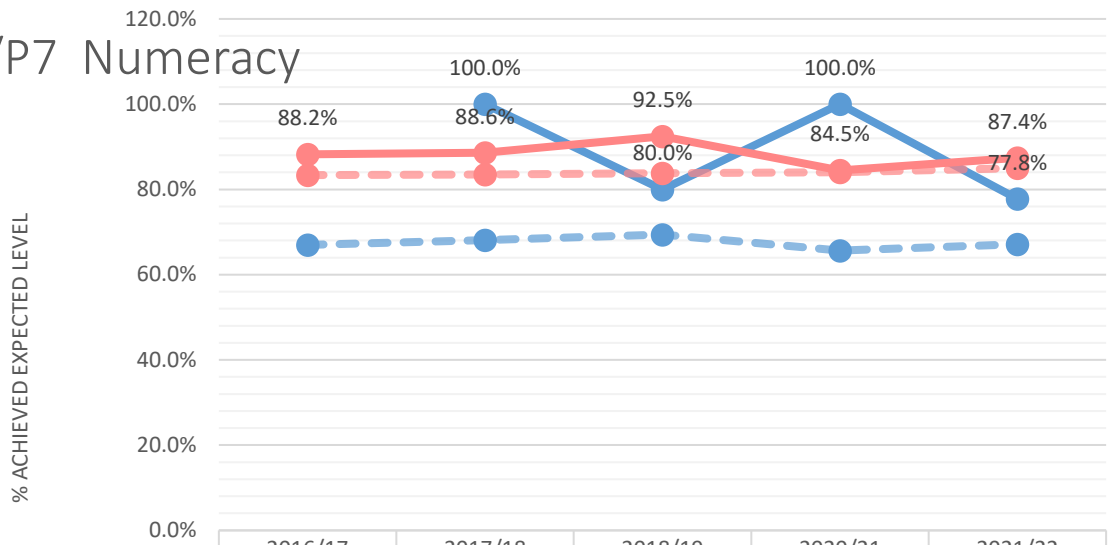
**Performance Data – Achievement Of Curriculum For Excellence Levels (2021 – 2022)**

The following data informs our school improvement plan and self-evaluation as part of our standards and quality reporting.



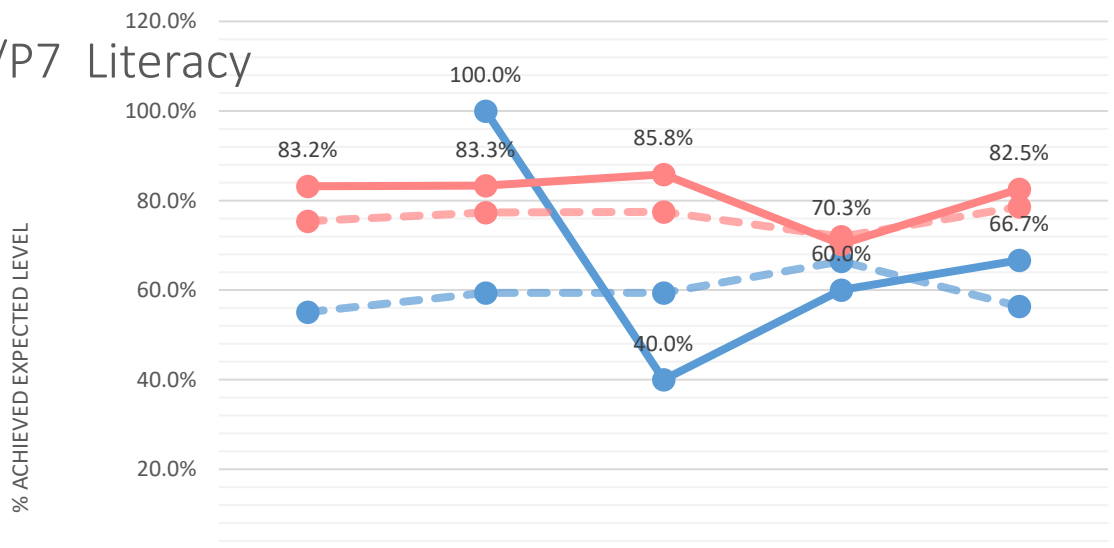
### Performance Data - Closing The Gap

#### P1/P4/P7 Numeracy



	2016/17	2017/18	2018/19	2020/21	2021/22
School SIMD 1-2 or FSM	67.0%	68.1%	69.4%	65.7%	67.1%
SLC SIMD 1-2 or FSM	67.0%	68.1%	69.4%	65.7%	67.1%
School SIMD 3-10 no FSM	88.2%	88.6%	92.5%	84.5%	87.4%
SLC SIMD 3-10 no FSM	83.4%	83.5%	83.8%	84.0%	85.0%

#### P1/P4/P7 Literacy



	2016/17	2017/18	2018/19	2020/21	2021/22
School SIMD 1-2 or FSM	55.1%	59.4%	59.4%	66.4%	56.4%
SLC SIMD 1-2 or FSM	55.1%	59.4%	59.4%	66.4%	56.4%
School SIMD 3-10 no FSM	83.2%	83.3%	85.8%	70.3%	82.5%
SLC SIMD 3-10 no FSM	75.4%	77.3%	77.5%	71.9%	78.6%

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

<b>School priority 1:</b>	
<p><u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School and ELC leadership Teacher professionalism</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.5 Management of resources to promote equity 2.2 Curriculum 1.3 2.7 Partnerships</p>
<p><b>Strategy</b> <b>What did we set out to do?</b></p> <p>To further embed nurture principles to promote a strong sense of community, mutual respect and positive relationships across our school community.</p> <ul style="list-style-type: none"> <li>- <i>Increased number of Health &amp; Wellbeing lessons delivered each week.</i> <i>Implementation of the 'Do Be Mindful' programme over three year period to compliment existing nurture principles.</i></li> <li>- <i>Children to further develop their emotional literacy and resilience. Increased positive interactions and tolerance across all stages and reduced number of disputes / quarrels. Greater positivity towards self, learning and school measured through GL PASS Assessment results, Chit Chat groups, Pupil Council, SHANARRI wheels and Rights Respecting Rangers.</i></li> </ul> <p>To strengthen relationships and partnerships across our school and nursery community.</p> <ul style="list-style-type: none"> <li>- <i>Increasing opportunities for parent / carer engagement with school and nursery community and children's learning.</i></li> <li>- <i>Parents / carers operating extra-curricular clubs and participation in learning initiatives eg. WoW Week, Maths Week, Reading Schools Award, J.R.S.O., Parent Council and P.T.A. Increased attendance at Parents' Evenings and school / nursery activities. Staff and sports specialists to operate extra-curricular clubs.</i></li> </ul> <p>To ensure our provision appropriately reflects CfE Relationships, Sexual Health and Parenthood (RSHP) education.</p> <ul style="list-style-type: none"> <li>- <i>To adapt our existing Health &amp; Wellbeing curriculum to better reflect experiences &amp; outcomes and benchmarks.</i></li> <li>- <i>Updated curricular planning materials and framework to be created through consultation with parents &amp; carers. Implementation and evaluation of improved learning provision during Term 4.</i></li> </ul> <p><b>Progress and Impact</b> <b>What difference did we see? What did we achieve?</b></p> <p>Throughout the session, all staff have undertaken Do-Be-Mindful training to develop knowledge and understanding of how best to support themselves and our pupils in developing positive growth mindsets and maintaining positive mental health. The training is part of a three year programme and this will continue in session 2023 – 2024, extending to develop classroom practice. Although not directly impacting on children's learning at this stage, many staff members are beginning to employ the strategies to support children to sustain self-regulation through breathing techniques, and knowing and understanding their own behaviours and reactions.</p> <p>Our Nurture groups were restarted and the lead practitioners employing Boxall profiling, restructuring groupings and targets areas to support children. The Nurture space has been further developed with additional resources and the number of sessions offered to targeted children have increased. Boxall profiling has been carried out during Term 4 by Nurture leads and class teachers, showing a positive impact on children's engagement with learning and ability to self-regulate. All children have made significant progress. All children have recorded increased positivity towards school both in their own evaluations, conversations with staff members and through GL Pass assessment feedback.</p> <p>We have seen an increase in attendance and time keeping from all targeted children who were experiencing difficulties in transitioning from home to school. In most cases, earlier patterns have ceased with absences reducing. A combination of nurture and providing alternative pathways to navigate the school day eg. responsibilities that are non-classroom based or phased entry to the classroom in the morning have contributed towards positive outcomes for children.</p> <p>Increased health and wellbeing lessons, utilising Emotion Works to develop children's understanding of emotional language and their emotional literacy has enabled them to self-assess situations leading to a decrease in reported quarrels and reported disputes. There is however, still work to be done in this area to further develop children's resilience and tolerance towards others. In addition to this, children will also benefit from further support to promote independence to apply relationship related problem solving skills.</p>	

We have increased our parent / carer involvement across our community and all events have been highly supported by parents. This session these have focused on informal events to enable parents to share in children's learning. Next session this will continue and incorporate events to help parents to support their child's learning at home. We will also be extending our parental involvement further by including parents and carers in curricular events, capitalising on the huge success of our parent volunteers who ran events during our Health Month.

Parents have been invited to join nursery Book Bug sessions which were led by our local librarian. All classes from Nursery - P7 have visited the local library and these visits have been supported by our parent / carer helpers. We had 'expert' visitors in the form of parents / carers who led learning in areas such as Italian and on outdoor learning related to scouting activities.

Learning links were further enhanced by 'try at home' sessions and activities. Adventure Ted also continued to support home links as the children were able to use him as a vehicle to share aspects of their home life with their peers.

We strengthened collaborative working and liaison between our nursery and primary classes through daily Primary 7 buddy visits, regular attendance and participating in school activities, Pre-school children working collaboratively with Primary 1 children and Junior Road Safety Officers working with Nursery children on a regular basis.

Extra-curricular clubs operated by parents did not happen this session but our Parent Council are planning for this to take place in the new academic session having ascertained activities and a model that the children have shown enthusiasm to engage with.

Our PTA have worked closely with us and have encouraged and included a large number of our parents in helping to run school events and in supporting school events, strengthening relationships and partnerships across our community.

We have further developed our Community links, working with the John Hastie Museum Trust, Friends Of Strathaven Park, The Gala Committee and Friends Of Strathaven Castle. We have also benefitted from close links with Avondale Radio and the local newspaper, 'The Echoes.' This has led to much of the successes and achievements of our children being communicated to the wider public, celebrating their success with a wider audience.

Our CfE Sexual Health And Parenthood (RSHP) improvement planning team have worked closely with the SLC Development Officer for Health & Wellbeing, creating an updated programme of study that reflects current guidance and the CfE outcomes, experiences and benchmarks. A clear, progressive curricular programme has been created with detailed lessons being provided for all stages. Resources have been sourced and organised to support teaching and learning. From August to October, the remaining consultation and staff training will be undertaken before the programme is implemented.

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

Our Parent Council will build on their planning to date. They have ascertained activities and a model that the children have shown enthusiasm to engage with.

We will further strengthen our community links, working closely with the Abbeyfield Sheltered Housing Complex to provide entertainment and companionship to the elderly residents and promoting community involvement with our children.

Our Sexual Health and Parenthood (RSHP) programme will be evaluated with our parent consultative group. Parent information sessions will be offered to our wider parent / carer group, training sessions will be undertaken by our teaching staff and the programme will be implemented across all stages.

**School priority 2:**NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

School and ELC leadership

Teacher professionalism

HGIOS?4 QIs (select from drop down menus)

1.2 Leadership of learning

2.2 Curriculum

2.3 Learning, teaching and assessment

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

To close the attainment gap in writing across all stages through coherent, progressive approaches to teaching and learning in writing.

- *Develop and implement whole school approaches to the development of writing.*
- *Whole staff completion of training and implementation of Talk For Writing across all stages.*
- *Increased staffing deployed to each class to support writing development.*
- *Raised attainment in writing demonstrated through moderation activities, SNSA results and teacher professional judgement, supported by Jotter reviews, lesson observations, planning and assessments to reflect consistent delivery and implementation of expectations and standards in writing (as a result of staffing changes)*
- *Children's work to demonstrate greater depth and spelling / grammatical accuracy.*

To raise attainment in Numeracy at Early Level.

- *Further develop ELC numeracy provision through staff CLPL and development of resources to promote numeracy through play*
- *partnership working with parents to promote numeracy home-nursery links*
- *Planning and creation of activities to show greater reflection of numeracy as a standalone area and linked to other curricular areas.*
- *Communication with parents to demonstrate increased participation and engagement with numeracy based activities adaptation of procedures to reflect more indepth recording of children's progress, tracking and monitoring increased attainment*

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

Almost all teaching staff have now undertaken Talk For Writing training. Staff were identified to undertake Talk For Writing Leadership training in order to ensure that Talk For Writing is consistently utilised throughout all stages to promote and support the development of writing. The training has not been completed due to the cancellation of training sessions organised through the CQIS. These sessions have been reorganised to take place at the beginning of session 2023 – 2024.

Following the Talk For Writing Leadership training, our identified team will identify aspect of teaching and learning in writing that are appropriately met via Talk For Writing and investigate the best approaches to be utilised to fill gaps.

Teaching staff trained in Talk For Writing have begun to implement the approaches and pedagogy suggested via their training. Although at the early stages, teachers have reported that the children have shown an increased level of engagement and motivation to write using their approaches. This is consistent across all stages but particularly prevalent at Early Level and lower First Level.

Additionality teacher: used to target writing and support in classes. Additional small group teaching sessions have operated to support less able learners to further develop their writing skills. ICT has also been deployed to support children with barriers to learning in writing.



Staff have not yet implemented Non-fiction writing using Talk For Writing approaches. Teachers have reported concerns at the time involved in utilising Talk For Writing as a vehicle to develop writing skills.

Children have generated good ideas and have utilised a rich vocabulary within their writing, however teachers have evaluated that previously learned spelling rules are not being transferred into their creative writing and general class work.

Our attainment data in writing shows that our children are attaining above the national averages in SNSA results with 48% of Primary 4 children attaining within bandings 8 & 9 and 53% of children in Primary 7 attaining within bandings 10 & 11.

Our ACEL data shows that 91% of our Primary 1 children are attaining what would be expected by most children of their age and stage in writing, 83% of Primary 4 children and 80.7% of Primary 7s.

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

Complete Talk For Writing Leadership training.  
Identify strategies and approaches to ensure appropriate challenge and progression in writing development.  
Create common marking scheme for all classes across school to ensure consistency.  
Support writing development through targeted teaching using additionality teacher.  
Widen use of Talk For Writing to support the development of Non-fiction based writing.

Further training and targeted support is required to ensure consistency in approach across all stages.  
Continued use of IDL to engage pupils and further development of work on holistic assessment approaches should support greater progression, breadth, challenge and pace of learning within writing.

Children's proficiency in multi-tasking aspects of extended writing approaches should be further developed through the planning and implementation of a series of lessons to develop knowledge and skills within writing individual writing genres eg. letter or report writing, as opposed to a series of standalone lessons.

Evidence to be gathered via pupil voice questionnaires including Chit Chat groups and Learning Conversations, pupil writing jotters with self, peer and teacher marking feedback and learning plan projections and evaluations.

**School priority 3:**

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  
 Teacher professionalism

HGIOS?4 QIs (select from drop down menus)  
 2.3 Learning, teaching and assessment  
 3.3 Increasing creativity and employability  
 2.3 Learning, teaching and assessment

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

To further develop children's motivation for learning, self-confidence, communication skills, resilience and collaboration skills, promoting lifelong learning and developing critical thinking and problem solving skills.

To provide opportunities for children to employ previously learned knowledge and skills within a range of contexts and experiences.

- *Further develop outdoor learning facilities, resource appropriately, develop and implement increased range of outdoor learning activities.*
- *GL Pass Assessment results reflecting increased positivity towards learning and engagement with school.*

To use digital technologies to enhance and personalise learning in school.

- *Further develop community links to extend children's knowledge and understanding through communication and interaction with parent/ carers/ local gardening / grounds experts.*
- *Engagement and participation in Digital Schools Award Scotland.*
- *To encourage children and staff to be innovative, confident and responsible in the use of technologies.*
- *Pupil feedback through Target Setting, Chit Chat groups, Pupil Council and Rights Respecting Rangers.*
- *Teacher professional judgement and assessment records demonstrating children's transfer of skills across curricular areas.*
- *Achievement of the national Digital Schools Award will recognise the promotion and encouragement of a whole school & nursery approach to the use of digital technology across our setting.*

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

Outdoor learning opportunities and provision has increased with all classes being engaged across a range of curricular areas. In addition to this, we have worked closely with external partners including local groups such as 'The John Hastie Museum' and 'Friends Of Strathaven Park.' Partnership working with the local newspaper has also engaged children who have enjoyed having a wider audience in whom they can share their learning.

Extensive opportunities for learning beyond the school environment have been utilised with visits to local historical sites and areas to extend and promote scientific learning.

All Primary 6 pupils have worked on the 'Clyde In The Classroom' project, fully engaging in learning experiences and developing their knowledge of the World Of Work through the relationships that they built with staff from the University Of Glasgow. All pupils enthusiastically participated and shared their learning through their creation of a museum, inviting parents and carers to join them, in order that they could describe and discuss their scientific knowledge.

Raised planters were initially created and maintained by targeted children within our nurture groups. Individual classes have undertaken responsibilities for these under the direction of the targeted children and our Gardening Club. Our targeted children all participated enthusiastically in our gardening club, some joining an extra-curricular activity for the first time.

All learning plans now refer to outdoor learning and incorporate termly planning and evaluations to show how this is being developed across different stages.

Further funding has been obtained and significant support provided by local groups in order to resource outdoor learning activities. Den building materials and problem solving resources have been purchased and a bank of teaching resources and prompts have been made accessible to teachers to assist in creating meaningful learning opportunities.

Digital learning has been further developed and incorporated into the timetables of all PEF and ASN targeted children. It has proven to be popular and embraced by all of our older pupils who have provided feedback that they prefer to be learning independently and within their classroom environment as opposed to targeted one-to-one sessions with teachers and support staff. We will further utilise targeted digital interventions to consolidate learning with identified pupils to promote independence and engagement.

Digital learning has also enabled targeted children within our senior classes to share and demonstrate their learning through the use of speech to text facilities. Substantial increases in attainment have been noted through gathering evidence of learning using these tools. Children show increased levels of engagement, concentration and tolerance despite having to demonstrate very high levels of accuracy in order for the tools to accurately represent their learning. We have seen the greatest impact of this in pieces of extended writing completed by targeted children. A small number of our targeted children have not engaged with this increased provision as they do not wish to appear to be different from their peers.

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

Staff CLPL in Outdoor Learning.

Extend use of text-to-speech facilities, training and incorporation into wider class provision to ensure that there is no stigma.

Purchase ai based teacher resource facility that allows professionals to target reading comprehension and writing through utilising outdoor learning that has engaged pupils, increasing personalised activities for a wider range of pupils.

P5-7 Skills Development programme. Primary 7 participation in Youth Scotland's 'Dynamic Youth Award.'

Continue to engage with 'Clyde In The Classroom' to engage reluctant learners and provide greater IDL opportunities and WoW links.

Increase opportunities for children to lead own learning and influence learning across wider school through, 'Young Leaders of Learning' engagement.

Create and implement progression framework for digital learning skills to support communication through ICT (ie word processing skills, emails and creating presentations) and specifically to share learning of pupils experiencing barriers to learning in reading and writing.

## 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

To ensure that no child or family experiences difficulties in participating in school and nursery based activities as a result of cost.

- *Revisit our 'Cost Of The School Day' policy.*
- *Identify and overcome barriers that children from low income families face in terms of the costs associated with their participation and engagement at school.*

### Progress and Impact

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

Each year we now limit all classes to our whole school pantomime excursion and one school trip where there is a financial cost to families, in order to minimise the cost of the school day.

The allocation of our PEF including our participatory budget enabled us to substantially subsidise all school trips, limiting the cost of P1-6 day trips to £5 per child. Further to this, parents / carers of our FME children were not required to fund the trip, which was fully subsidised to enable all to participate.

In addition to this we have adapted all planning to ensure that FME children and those who are eligible for Scottish Government lunch provision (all children in Primaries 1-5) can order lunches in advance of school trips to further decrease the cost of the school day for families. This has proven to be popular across all stages with approximately 25% of each class taking advantage of this process.

Participation in school trips from our target group was 100%.

88% of our Primary 7 pupils participated in our week long residential trip. The trip was partially or fully funded for our target group. Additional children who were not part of our target group also benefitted from partial / full funding to enable them to participate in the activity. The 12% of children who did not participate in the residential trip did so as a result of personal choice.

100% of our target group of children participated in the residential trip.

Pre-loved school uniform stalls are available for parents / carers during both parents evenings and at key events during the school year eg. our Christmas Fayre and Sports Day. There is no charge for items and parents / carers can select as many items as they need / wish to. In addition to this, our Parent Council and a local business have set up provision for our parents / carers to access pre-loved uniform during the summer holidays in the premises of 'Climate Action, Strathaven.' We have also widened this to the wider community by offering non-branded items to any member of the community who can benefit from them.

We have secured funding to enable us to purchase a metal container that will be located adjacent to our main entrance. This will allow us to extend access to pre-loved items including jackets, wellington boots, scarves, hats and gloves.

Our Eco Committee have now established an annual Christmas jumper exchange and this will be extended to include pre-loved Halloween Costumes during the coming year.

Our outdoor learning provision has continued to expand with the resourcing of equipment to support gardening and den building. This has been used across all classes but specifically targeted towards some of our Nurture groups, especially groups where the focus has been on engagement, cooperation, collaboration and relationship building.

All targeted children have shown greater resilience and have been motivated to be involved. There has been improvement in their ability to transition back into their classroom and sustain learning within the traditional classroom setting in all, however this remains an area for development with focus and concentration being limited in approximately 40% of cases. Working on the raised beds and undertaking responsibilities to care for the areas has enabled targeted children to foster greater engagement and motivation for school. All have shown greater tolerance with others and more positive relationships.

Timetabling to include more practical and outdoor learning has benefitted all targeted children with those in our older classes now beginning to take ownership of their own learning and identify what and how they would like to develop their knowledge and skills further (within this area).

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

Continue to subsidise school trips as much as is possible.

P5-7 Skills Development programme. Primary 7 participation in Youth Scotland's 'Dynamic Youth Award.'

Continue to engage with 'Clyde In The Classroom' to engage reluctant learners and provide greater IDL opportunities and WoW links.

Increase opportunities for children to lead own learning and influence learning across wider school through, 'Young Leaders of Learning' engagement.