



Leadhills Primary School

Standards and Quality Report 21/22

Context of the school:

Our School

Leadhills Primary School is a remote, rural school, which sits on the South Lanarkshire/Dumfries and Galloway border. It lays claim to being the highest school in Scotland. Our school was refurbished in December 2013. 95% of pupils live within SIMD 3-5. It serves the village of Leadhills but also the community of Wanlockhead (our neighbouring village, situated within Dumfries and Galloway Council). Our locale has a mixture of private and rented housing. The villages are served by some amenities such as village shop, public house, village hall. Both villages have a wealth of local history which we use to support teaching and learning.



We, currently, have 21 pupils, taught in two composite classes: p1-4 and p5-7. 43% of pupils are placing requests or requests to remain, with 14% of pupils receiving Free School Meal Entitlement. Our curriculum is structured to support children in attaining and achieving their highest potential. Although staffing at Leadhills has varied throughout the years we strive to maintain high standards at all times.

Our pupils are at the heart of what we do and who we are as a school. Our curriculum rationale takes account of learners' entitlements, Building the Curriculum and supporting the development of the 4 capacities through our work in school and within the wider community. This is reflected in our vision statement:

'To put Leadhills Primary at the heart of the local communities.'

The school is part of Biggar Learning Community and has good links with the wider cluster, and with adjacent small schools, to enhance learning and teaching and to build capacity for staff and enrich experiences for children.

Staff work collaboratively and liaise with other schools within our Learning Community. They work closely with others and engage in Biggar Learning Community activities, ensuring they have opportunities to moderate within and beyond their own establishment. Our curriculum is based on local and national advice and guidance.

We work closely with the local communities using their strengths and expertise to enhance the learning opportunities for pupils. School is well supported by our local chaplain, Rev. Nikki Macdonald, and have access to our local church, as well as participating activities within the parish.

Review of progress for session Aug 2021- June 2022

School priority 1: Promote the positive health and wellbeing of children & young people, parents/carers and staff	
<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School Improvement	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 3.1 Ensuring wellbeing, equality and inclusion 1.3 3.2 Raising attainment and achievement
Strategy What did we set out to do? Improve pupil engagement and mental, health and wellbeing through continued targeted intervention to individual pupils who need nurture aligned support. To continue to support learners in engaging with their learning through improved wellbeing.	
Progress and Impact What difference did we see? What did we achieve? Pupils told us We saw progress in the wellbeing of some pupils, especially through our neurodiversity and mental health and wellbeing project. Almost all P5-7 pupils were actively engaged and enthusiastic when looking at neurodiversity, how we are different and why. Parental feedback supported this data, with many saying it was the most they had seen their child engaged and enthused. Pupils showcased their learning to parents at an open afternoon, with all stages showcasing their learning. This on-going diversity project was funded through a £6500 Scottish Library grant, allowing staff to engage with other agencies to explore neurodiversity with P1-7 pupils: building on Mind Marvel strategies and support from Changing Faces. Pupils recognised that there were not many neurodiversity story book characters and have created, and published, their own to reflect this. Glasgow Wellbeing data indicated that almost all pupils' wellbeing and perception on school; and themselves, had improved. Staff observations of pupil's mental wellbeing also showed improvement. Glasgow Motivation and Wellbeing Profile data showed 39% of P1-7 pupils in October 2021 did not like school. This was reduced to 10% of P1-7 pupils in March 2022, following whole school and targeted mental wellbeing strategies. Accessing the outdoors has improved in P5-7 but consistency across the school is required. Some improvement was made in P1-4 however a more consistent approach is necessary. Almost all pupils wish to be outdoors more; whether learning in the outdoors, sustainability or learning about the outdoors. P5-7 pupils benefited from participation in Salmon School and Clyde in the Classroom, in partnership with Clyde River Foundation. P5-7 also undertook learning about the outdoors on a regular basis, accessing the local Nature Reserve and extending links with sustainability agenda. This needs to be more progressive and consistent across all stages. STEM links and learning in the outdoors needs to be consistent across all stages.	
Next Step(s) to inform SIP for 2022/2023: <ul style="list-style-type: none"> • Review HWB planners to reflect how we teach/manage Mental Wellbeing • Improve pupil resilience in coping with challenge: 	

- Mind Marvels strategies implemented consistently across P1-7 (greater self-regulation and use of known strategies = less referrals to external supports)
- Growth Mindset – The Power of YET!
- Glasgow Wellbeing Toolkit data collected and actioned
- Improved Staff confidence in interrogating HWB data

Edinburgh Resilience Programme – whole school approach

- Staff CLPL Edinburgh Resilience Programme – Whole School Approach
- Resilience River
- Pupil/Parent survey
- Tracking data
- Resources required

Outdoor Learning:

- Introduction of Fresh Air Friday P1-7 with targeted links to learning
- Outdoor Learning: sustainability, learning in the outdoors, learning about the outdoors built upon termly to improve mental wellbeing of all pupils
- Outdoor Learning Guidance
- Staff training – First Aid

Engagement with learning:

- Staged Intervention training for all staff
- Literacy Pathway training for all staff
- Targeted support and interventions
- External agency support where required
- Leuven Scale (or similar data) to monitor/track pupil engagement in their learning
- Improve attendance through a targeted approach to improve learning

Curriculum:

- Focus on mental wellbeing and how well it is taught throughout the school
- Robust tracking or writing
- Writing Guidance
- Tracking of coverage
- Reading School Bronze Award

School priority 2: Continuity of LearningNIF Priority (select from drop down menus)

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

Teacher professionalism

HGIOS?4 QIs (select from drop down menus)

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

Strategy: 2.2 Curriculum, 2.3 Learning, Teaching & Assessment**What did we set out to do?**

Revisit our Curriculum Rationale to ensure that it reflected the 4 contexts of learning, pupil voice and skills for learning. We wanted to ensure that our pupils receive a curriculum which takes account of the 4 Contexts of Learning through staff planning, regular engagement with the outdoors and celebrating pupil voice and wider achievement.

Revise our learner pathways and planning documentation to ensure continuity and progression of learning

Progress and Impact**What difference did we see? What did we achieve?****Curriculum Rationale:**

Staff discussion and revising of forward planning documents did begin but these need revisiting to discuss impact. Most staff did increase their outdoor learning activity but progressive and succinct links to learning about the outdoors, learning in the outdoors and sustainability is required to ensure all learners are accessing the outdoors on a regular basis. Our Curriculum Rationale requires to be finalised and shared with all stakeholders.

Learning and Engagement: All teaching staff have begun to have a shared understanding of the learning, teaching, and assessment cycle, with Leadhills Primary Learning and Teaching mat ensuring consistency of approach across all stages. All staff understand the moderation cycle and engaged with the moderation cycle across a small cluster of schools. Learner pathways were developed for 2nd level STEM and Talk for Writing but these need to be moderated, with first and early levels still to be developed.

Sustainability: P5-7 pupils accessed the outdoor spaces on a regular basis throughout the session taking account of the 3 aspects of outdoor learning. P1-4 pupils did not have the same exposure to outdoor learning and needs a consistency of approach throughout. Pupil evaluations support the desire for taking learning outdoors on a regular basis. Greater use of resources and staff planning for time in the outdoors is required. P5-7 engaged with Clyde River Foundation Salmon School and Clyde in the Classroom.

Pupil Voice: Assemblies and committees are regular in their occurrence, with celebration of wider achievements, and academic achievement happening weekly. Pupil voice is gathered on a regular basis linked to self-evaluation and extra-curricular activities. Pupil leadership opportunities increased last session with 100% of P7 pupils leading lunchtime activities or supporting younger pupils to lead.

Development of Curriculum:

All staff revisited Active Spelling training using SLC Glow webinars and North Lanarkshire Active Literacy Training CDs. Staff taught spelling and used follow up activities to revisit taught learning,

giving greater depth. Progress of all learners was tracked and monitored with targeted interventions and support, where necessary. Baseline data was interrogated, and results used to monitor progress. Almost all P5-7 pupils made improvement during the session through clear and consistent teaching approaches. Some P1-4 pupils made improvement, but this was not as significant.

Data gathered in June 2022 shows improvement in spelling, with 79% of P2-4 pupils making progress; however targeted support is required to ensure further improvement for 21% of P2-4 learners.

Stonelaw Reading strategies were implemented and moderated by a small cluster of P1-3 staff within Biggar Learning Community. Staff monitored the impact of the strategies and reading data suggests that there was improvement within Leadhills Primary P1-3 learners; however, staff were not robust in their discussions or approach leading to confusion and uncertainty of impact. Targeted interventions and support in P1-4 reading saw 100% of learners now on track in reading. Greater clarity of reading guidance is required to ensure consistency of approach.

P4-7 staff were clear, and robust, in their approach and outcomes, wishing to moderate pupil improvement in inference reading skills using a range of media, including digital literacy. P4-7 staff saw improved understanding of inference and NGRT and PM Benchmarking data supports improvement, with comprehension skills and understanding significantly improved for most P5-7 pupils in Leadhills PS. (20% of P5-7 learners require further targeted support in reading comprehension.)

A consistent and unified approach to teaching writing across P1-7 is required as data showed pockets of pupils who were not progressing as expected. Talk for Writing methodology and 6 basic principles were to be implemented across all stages, to develop a more consistent approach, however this has not been accomplished. T4W methodology was implemented however a universal approach is required before impact can be robustly measured. Consistent and universal tracking and monitoring of writing data is required, as is regular and robust internal and external moderation. A P5-7 Talk for writing overview is in place to be implemented 2022/2023. Clear writing guidance for all stages will be implemented by June 2023, alongside uniformed tracking, and monitoring of learner progress. 50% of P5-7 learners require further targeted support with writing, including the use of assisted technologies to aid the writing process.

In numeracy all staff had CLPL to support their understanding of Concrete, Pictorial, Abstract methodology, using Numicon resources to strengthen depth of learning and understanding, and Number Talks methodology to enhance pupil skills in deepening their understanding/learning of numeracy. Learner conversations and observations saw improved confidence in almost all learners in P5-7, with slower impact being shown in P1-4. MALT assessment data showed improvement in almost all learners. Targeted support has shown impact in most learners targeted. Updated Numeracy guidance has still to be completed. (100% of P1-7 learners are on track in numeracy as of June 2022)

Our aim was to improve pupil resilience and mental wellbeing through enhancing curricular opportunities and using a universal approach to teaching mental wellbeing. Previous Glasgow Motivation and Wellbeing data showed that most pupils in P1-7 were not resilient in their learning or emotional wellbeing, with 39% of learners not liking school. Staff used Glasgow wellbeing information to gain baseline data and further supplemented with Boxall profile information for targeted individual support. Almost all pupils saw an improved wellbeing profile, however, consistency of approach and materials is required going forward to support further impact. A

health and wellbeing curricular overview are also required to provide support to staff in ensuring coverage and delivery, as well as tracking and monitoring. Staff saw an improvement in wellbeing with only 10% of learners still not liking school.

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

Reading

- Stonelaw Reading Strategies taught in P1-4, alongside Active Literacy methodology to improve reading comprehension
- Reading Schools Bronze award to improve reading culture and engagement with reading
- 10% improvement in reading comprehension P5-7 by June 2023

Writing

- 14% improvement in writing at across P1-7
- Writing moderation – regular, planned, inhouse and external
- T4W methodology used across all stages
- Clear tracking and monitoring of progress
- Clear writing guidance by June 2023
- Clear and concise targeted intervention strategies to support learners

Spelling

- 18% Improvement in spelling P1-7 by June 2023
- Spelling, including common/tricky words taught consistently P1-4
- Universal approach to spelling P1-7 using NL Active Spelling
- Regular tracking and monitoring of spelling data
- Clear and concise targeted intervention strategies to support learners

Numeracy

- Monitor progress of P1-4 learners to ensure depth of learning
- High expectations of all learners and targeted support where required

HWB

- **XXX% improved attendance across P1-7**
- 10% improved learner engagement across P1-7
- Whole school curriculum overview for HWB to ensure greater depth of learning and coverage

School priority 3:

<p><u>NIF Priority (select from drop down menus)</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Teacher professionalism School Improvement</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p>
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Strategy
What did we set out to do?

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

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

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

38% of pupils in 2021-22 are Free School Meal entitled with rural poverty being an identified barrier to learning. School takes cognisance of local knowledge and supports pupils and families access learning, ensuring equity for all.

Cost of the School Day is acknowledged as a barrier to learning and school has measures in place to reduce this through use of PEF funding, Participatory Budgeting, and external funding where appropriate.

In P5/7 identified children will display increased engagement in learning by June 2022. This will be facilitated through adopting a nurturing approach, reducing barriers to learning and using PEF funding to facilitate further support where appropriate. Tracking of engagement will be monitored via Leuvens Scale. It is expected that 7% of P6 will be within 12 months of chronological age in spelling by June 2022, and 7% of P4 will be within 6 months of chronological age within reading by June 2022.

Progress and Impact

What difference did we see? What did we achieve?

A nurturing and supportive approach to wellbeing has been adopted within the whole school with various approaches being used. (Neurodiversity, Mind Marvels strategies, Emotion Works.) Data gathered indicates that 100% of targeted pupils have increased engagement but consistency of staff has meant that this still needs to be embedded further.

Pupil's in P5-7 had increased access to Outdoor learning opportunities which also increased engagement in learning; with almost all pupils wishing for this to continue next session.

Participatory Budgeting was used to access the wider curriculum and expose pupils to wider, extra-curricular opportunities. Transport costs to Wiston Lodge Outdoor Centre and Edinburgh Playhouse – The Lion King, through funding streams, were utilised to enhance pupil equitable experiences. Costs were met by funds making it accessible for all.

P4 (7%) made significant progress and are above their chronological age by 6 months. Additional support staff hours and targeted intervention for reading fluency has supported this improvement.

SWST data shows that the gap has closed for P5-7 (7%) and in class teacher judgements also indicate progress. Our most recent PM Benchmarking has seen an improvement in reading, and 7% of P5-7 are now within 12 months of their reading age, having closed the gap.

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

- Cost of the School Day Toolkit
- Cost of the School Day Audit
- Participatory Budget
- After School/Extra Curricular Activities
- Outdoor Learning Resources
- Staff CLPL – GMWB Toolkit

