



## Murray Primary School

### Standards and Quality Report 2021/2022

#### Context of the school:

##### About our school:

Murray Primary School is a non-denominational primary school situated within The Murray area of East Kilbride in South Lanarkshire. Our school comprises 7 mainstream classes, we have 4 classes within our Additional Support Needs (ASN) Base and a large Nursery Class. Our vision statement is 'Learning Together, Achieving Forever.' Our core values are Inclusion, Respect, Kindness, Friendship, Honesty, Ambition and Achievement.

At the end of session 2020/2021 our school roll was 264 pupils. Our Nursery Class was expanded in October 2020 and we can now provide 64 places for children aged 3 to 5 years of age. Murray Primary is a highly motivated school where the principles of Curriculum for Excellence and Getting it Right for Every Child are embedded in our practice. Our core values are promoted through all relationships and within our curriculum. We promote positive relationships within the school and foster an ethos which encourages all pupils to respect themselves and others. We place a very high value on nurturing our inclusive and positive ethos which encourages the participation of all and which values and embraces diversity.

We have a large staff team of 50 staff. Our Senior Leadership Team includes Head Teacher, Depute Head Teacher (ASN Base,) Depute Head Teacher and Principal Teacher. Our staff team includes 16 FTE teachers and a large team of 15 school support assistants. Our Nursery Team includes an Early Years Team Leader, 9 Early Years Practitioners and an Early Years Support Assistant. Facilities staff including our janitor, catering and cleaning staff complete our staff team at Murray Primary.

We have active and engaged Parent Forum in Murray Primary School with several Parent Groups who play an integral role in school life. Our 'Parents Together' Parent Council group meets regularly across the school year to discuss the life and work of the school and offers parents the chance to be informed and consulted on all aspects of school life. We have a Parent Staff Association (PSA) group. This group supports our school in many ways, including organising fundraising events and activities, when it is appropriate to do so. Our Nursery Natter Parent Group meets regularly across the year to communicate, inform and consult with Nursery parents about the life and work of our Nursery.

Our school is part of the Calderglen Learning Community and we work effectively in partnership with the schools within our learning community.

## Review of progress for session Aug 2021- June 2022

<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> Teacher and practitioner professionalism Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 1.2 Leadership of learning 1.3 1.3 Leadership of change</p>
<p><b>Strategy</b>  <b>What did we set out to do?</b>            In session 2021/2022 schools were asked to provide a Recovery School Improvement Plan giving consideration to the varied experiences learners had during session 2020/2021 as a result of the impact of the pandemic on schools. Our priority was to focus on teaching and learning experiences within Literacy &amp; Numeracy, assessing pupil progress and attainment and identifying gaps within learning. We also wanted to increase teacher confidence in assessing pupil progress and pupil achievement within A Curriculum for Excellence levels of attainment. Our teachers engaged in moderation activities with colleagues using The West Partnership Model. This helped to develop a shared understanding of how to determine valid and reliable decisions on learners' progress towards the achievement of a level. Three staff participated in "Talk for Writing" training. The teachers piloted this approach and became Teacher Ambassadors for this programme.</p> <p><b>Progress and Impact</b>  <b>What difference did we see? What did we achieve?</b>            The Teacher Ambassadors for the "Talk for Writing" programme began delivering this approach in school with their classes. They shared their knowledge and expertise within this area with the staff team. This impacted positively on teaching and learning within the area of writing and will be rolled out school wide next session. Staff skills and confidence in the moderation process has increased which impacts positively on learning, teaching and assessment processes.</p> <p><b>Next Step(s) to inform SIP for 2022/2023:</b>            Our assessment data, including the Scottish National Standardised Assessment (SNSA) data and teacher professional judgement highlights that improvements should continue to be made within the area of writing. Following the pilot of this programme in session 2021/2022 by 3 staff we will roll out the "Talk for Writing" training across the school with the desired impact of improving teaching and learning experiences within writing leading to increased attainment in writing.</p>	

**School priority 2:** 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> Teacher and practitioner professionalism Assessment of children's progress	<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
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**Strategy**

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

Ensure that the health and wellbeing of our pupils, staff and families remains a key priority. Consistent application of key school policies from all staff. Learners are well supported and their health and wellbeing needs are paramount. Whole school approach towards creating and maintaining a positive ethos and positive behaviour.

**Progress and Impact**

**What difference did we see? What did we achieve?**

Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. Our approach is based on nurturing approaches and attachment informed practice. We use our knowledge and application of the SLC policy on Promoting Positive Relationships and Understanding Distressed Behaviour to build and maintain positive relationships in the school.

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

Whole school approach towards creating and maintaining a positive ethos and positive behaviour must maintain a high priority in our SIP for 2022/2023 to ensure consistent application from all staff both new staff and existing staff. We will continue with our commitment towards adopting a whole school approach towards Augmentative and Alternative Communication (AAC.) This is a range of strategies and tools to support communication and ensure that all children have a voice.

**School priority 3: Planning for Equity Closing the Poverty Related Attainment Gap**

<u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Driver</u> Curriculum and assessment Assessment of children's progress	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 2.4 Personalised support
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**Strategy**

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

In session 2021/2022 we used our Pupil Equity Fund to increase our teaching staff by one full time teacher. This enabled us to have a non-class committed Raising Attainment Teacher to work with targeted pupils from P1 to P7 to raise attainment in Literacy & Numeracy.

**Progress and Impact**

**What difference did we see? What did we achieve?**

Progress in raising attainment through PEF funded staffing additionality did not have as great an impact as desired. This was due to the challenges encountered in the school session 2021/2022 arising due to the impact of the pandemic on staff absences.

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

We will use our Pupil Equity Fund to increase our teaching staff by 1 full time teacher. The teacher will be a Principal Teacher of Equity. Our priorities will be to raise attainment and achievements in Literacy and Numeracy, promote pupil health and wellbeing, increase school attendance for targeted pupils and close the poverty related attainment gap. Data evidencing learner wellbeing, attainment, attendance, punctuality, engagement & participation will be rigorously analysed to identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related.

### **National priority: How we are ensuring Excellence and Equity?**

A great deal of our commitment towards ensuring equity relates to our commitment to our position on The Cost of the School Day and to keeping this to an absolute minimum for our families.

#### **Cost of the School Day**

Stakeholders are aware of our position on the Cost of the School Day and how this impacts on our school ethos and practice. The practical measures we take to minimise financial costs for our families are described below.

**P7 Residential Trip:** In order to substantially minimise the cost of the P7 residential visit we booked for the two day trip to take place on a weekend in May 2022. Having the trip on a weekend substantially reduced the cost of the trip for our families as bookings at this centre are much cheaper at the weekend than they are midweek.

**Uniform recycling project:** We ask our families to donate school uniform clothing which can be recycled and used again for other pupils within the school community.

**Trips:** We are committed to keeping the cost of any trips as low as possible. Where possible we look for trips which have no added on costs such as entry fees so that where possible the costs involved are only the cost of coach transport.

**Events:** Our pupils have an annual excursion to see a pantomime at Christmas time. We keep the cost to an absolute minimum by going to a performance at the local East Kilbride Village Theatre. The tickets are more reasonably priced in a local theatre and we walk to the venue as this saves the additional cost of transport.

**Maximising local Amenities:** We access local venues such as The Dollan Baths and The John Wright Sports Centre in order to enable our pupils to engage in sporting activities which we can walk to within our local area ensuring there is no need for the added cost of transportation.

**Pupil Attendance and Latecoming:** We know from our data that poor attendance at school has a direct impact on pupil attainment. We monitor pupil attendance at school and follow SLC procedures to maximise pupil attendance at school. We communicate and engage with families with the aim of improving attendance and timekeeping.

**Pupil Attainment:** Through tracking and monitoring pupil attainment we know which pupils need additional support in Literacy, Numeracy and Health & Wellbeing.

#### **Progress and Impact**

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

Stakeholders are aware of our commitment to reducing the cost of the school day and ensuring equity for all.

**Next Steps to inform SIP for 2022/2023:**

We will continue to build upon our existing good practice within this area ensuring that our families are aware of our commitment to our position on the Cost of the School Day and how this translates into our practice. We will continue to offer families support and signpost families to relevant agencies for specific supports.

For session 2022/2023 we have used our PEF Funding to put in place a Principal Teacher who will be our Equity and Excellence lead. Our Principal Teacher will have a key focus on raising attainment through improving attendance for a targeted cohort of pupils.