**Standards and Quality Report 2019-2020**

**Neilsland Primary School**

**Context of the School:**

Neilsland Primary is a non-denominational school located in Laighstonehall, Hamilton. Our current school building opened in October 2013 and provides an excellent modern environment in which our children can learn and achieve. Our catchment area is Laighstonehall. However, a number of our pupils are placing requests into the school from Fairhill. The catchment area is predominantly social (Local Authority) housing.

Currently 28.2% of our children are eligible for a free school meal. Our Scottish Index of Multiple Deprivation profile highlights for that 58.4% of our pupils live in deciles 1-3, with a further 26 % living in decile 4.  1% of our pupils live in deciles 8 or 9. No children live in decile 10.

The current roll of the school is 142 pupils.  We have 6 classes, 6 support staff, 2 office staff, a janitor, 3 dinner ladies, 3 cleaners and a 0.6 CCC teacher.

The Senior Management Team has changed considerably over the last couple of years with a new Head Teacher being appointed in November 2018 and a new Principal Teacher being appointed in January 2019. The teaching staff turnover is low, with a stable and committed team in place.

Neilsland Primary School shares a campus with Woodlands Nursery Centre. Some areas and facilities are shared including the dining hall, gym hall, kitchen, staffroom, meeting room, staff tutorial room and visiting services room.

Our school vision is

**In Neilsland Primary School community we aim to provide our children with opportunities to learn in a happy, caring and safe environment**

Our values are honesty, fairness and respect and we aim to promote these through all our relationships and within our curriculum.

We have an active Parent Council who support the school in many ways, especially via fundraising. We have many parent helpers supporting within classrooms and running successful clubs such as the Breakfast Club and Nature Club.  We have good links with the local community and make good use of our Active Schools Co-ordinator to provide learning opportunities for children of all stages.

We are part of Calderside Learning Community and we have good links with local schools to take forward joint Learning Community initiatives.

We engage in many joint ventures with Woodlands Nursery Centre to share learning experiences for both staff and children.

We work well with Woodlands Nursery and Calderside Academy to ensure smooth transitions.

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| **School priority 1**: **To raise attainment in Numeracy and Mathematics.** | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | **National Improvement Framework Key Drivers**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information |
| HGIOS 4 QIs: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3 | |
| **Strategies**   * New tracking and monitoring system developed in line with outcomes, experiences and benchmarks. * Attainment and tracking and monitoring data analysed more systematically with all staff at regular and agreed points throughout the session, with a specific focus on the extent to which cohorts are making progress over time as well as identifying and addressing barriers to progress. * Variety of assessments used to support teacher’s professional judgement and to plan appropriate groupings. * Some staff trained in Maths Recovery. Maths Recovery implemented at relevant stages and with targeted children. * New numeracy planners linked to SLC progression pathways developed. * Peer learning opportunities in numeracy extended to most stages. * AifL strategies embedded in all Numeracy sessions with focus on learning intentions, success criteria, oral and written feedback. * Increased parental engagement in Numeracy promoted through open door session with key focus on Numeracy. * Holistic assessments linked to revised Numeracy Pathways developed. * Numeracy based World of Work week planned and implemented – this did not take place due to school closure. * Play based, investigative and exploratory approach to numeracy in P1 developed and implemented. * Numeracy interventions used with targeted children based on assessment evidence, teacher’s professional judgement, discussion, observation and classwork.   **Progress**   * A new tracking system has been developed to provide consistency across all stages in measuring progress against benchmarks, in supporting identification of next steps and in identifying the need for interventions, for all learners. All teaching staff have been trained in how to use the tracking system. It is used in almost all classes. * New pupil tracking sheets have been developed for all levels to actively involve learners in tracking their own progress. * All teachers now use a range of ongoing and periodic assessment methods (formative and summative) to demonstrate progress and achievement in levels. Standardised assessments in numeracy (MALTS) are used in June and December by all teachers. Results are analysed by class teachers and SMT then used to support teacher professional judgement of attainment, to analyse gaps in learning and to identify next steps for groups and individual across all stages. * 3 members of teaching staff are trained in Maths Recovery. Resources have been purchased to support learning and teaching of maths Recovery in relevant stages. Maths Recovery is now used in P1 and P3/4 classes as part of a planned approach teaching and learning. * New numeracy planners have been developed in line with SLC pathways for all levels. They are being used across the school to ensure consistency and progression across all classes. * Peer learning has now been extended to the majority of classes (P2-P7). * A consistency in expectation has resulted in AifL strategies now being used more effectively across all classes. In all classes, learning intentions are shared. Success criteria are now co-constructed by the teacher and pupils in the majority of classes during numeracy lessons. LI and SC are always discussed. They are displayed visually and now written in jotters in most classes. * Effective questioning is now used in most classes to check understanding and encourage deeper thinking. Instant oral feedback is given whenever possible, written feedback is given otherwise. Learners are now encouraged to reflect more purposefully on their learning, in some classes. * High Quality assessments have been produced for first and second level. Early level assessments are almost completed. The assessments will be used in all classes next session. * World of Work numeracy week was planned but did not take place due to school closures. Most children know what they are learning and can explain why it’s relevant to them-especially in relation to higher/further education choices and career paths. * All teachers plan numeracy lessons that meet the needs of almost all learners and ensure appropriate progress over time. * Barriers to learning are identified early due to more robust analysis of the wide range of assessment data and teacher professional judgement. Appropriate interventions (such as 5 minute box, extra help with tables etc.) are put in place quickly. These are now monitored more consistently so that that impact of interventions can be assessed.   **Impact**  The new tracking system enables both class teachers and SMT clear focus on attainment data and progress for all children across levels. It clearly identifies trends and attainment over time for cohorts.  The new pupil tracking sheet has provided all learners with direct access to their individual learning targets. This has allowed most pupils to take increased ownership of their learning and has facilitated a better understand of where they have made progress. Most pupils are now more aware of how their learning is progressing and are able to focus on areas of improvement and development more effectively. Discussions with pupils during focus groups reflect this.  Almost all staff P2 – 7 have expressed increased confidence in using biannual MALT assessment data to support effective grouping of children and to identify gaps in learning. They have identified that many errors made were not due to lack of mathematical skill, but an inability to apply knowledge. They have subsequently made this a teaching focus over the course of the session.  There has been a greater focus on all teaching staff being data informed this session. The new teacher tracking system in numeracy has helped almost all staff to develop their understanding of pupil progress against benchmarks and to begin to reflect on cohort progress and attainment progress over time. This information is shared with all teaching staff regularly over the course of the session. Termly pupils progress discussions with SMT have allowed for more robust tracking and monitoring throughout the school. All staff use the information to support planning, learning and teaching.  Maths Recovery approaches have been used to support learning and teaching in the P1 and P3/4 classroom. This has helped to close some gaps for a few learners targeted using this approach.  The new maths planners linked to SLC pathways have supported consistent, progressive planning from Early to Third Level in all classes ensuring that all E’s and O’s are taught. They have also facilitated an increased pace of teaching and learning across the level in some classes. Almost all staff report a greater understanding of where the children within their class are as learners as well as identifying a clearer line of progression across a level. The use of the new planners has increased familiarisation with the outcomes and experiences. More staff are referencing these during discussions regarding the progress of children.  Weekly peer learning from P2-P7 has enhanced skills in numeracy and maths and has helped to foster confidence in the majority of targeted individuals.  ***I like helping other children with their maths. It is good when they start to get something they had been stuck with. P7 Peer Tutor***  Observations from SMT and teachers and discussions with learners reflect that most children engage well with AiFL strategies. Instant feedback raises pupil awareness of where they are in their learning and what their next steps are. For some pupils, it also allows them to be curious about where their learning might lead. Almost all learners demonstrate a high level of engagement and positive attitudes to numeracy and most are challenged appropriately.  One member of staff has been working on the development of holistic assessments as part of a small working group with other members of staff from 2 other schools. This task will be completed in August 2020 with planned implementation in early Sept 2020 to support a gap analysis as children return to school after closure period.  The majority of children have made progress with the additional support from number boxes and/or support staff intervention, some even being removed from these interventions. Individual learners make measured progress through targeted interventions as detailed on ASPs/IPs. | |
| Next Steps:   * Develop a Curriculum Rationale for Numeracy and Mathematics. * Implement and evaluate High Quality Assessments across all stages. * Plan, organise, deliver and evaluate a World of Work week based on the importance of Numeracy skills. * Continue to promote the importance of numeracy skills with pupils in the upper school, with reference to high school and further/higher education qualifications and career choices. * Implement Number Talks throughout the school. * Survey parents on required support in numeracy and mathematics. Create Maths teaching videos to support children and families. * Staff trained in Maths Recovery to share knowledge of training with all staff. Embed Maths Recovery at relevant stages. * Build stronger links with the nursery by sharing the numeracy planners for Early Level and working together on numeracy planning. * Continue to find innovative ways to improve parental engagement with numeracy (workshops/blether sessions). * Continue to hold an open morning with a focus on numeracy. * Ensure that all staff are consistent when teaching numeracy skills. * Develop a more coherent and robust strategy for peer learning - including training in strategies to be used. | |

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| **School priority 2**: **To raise attainment in Literacy.** | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | **National Improvement Framework Key Drivers**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information |
| HGIOS 4 QIs: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3 | |
| **Strategies**   * Completed Literacy audit (self-evaluation against framework of Active Literacy implementation) August 2019. Update Literacy audit completed Jan 2020. * All staff trained in Active Literacy as part of SLC phase 1 programme to support the improvement of attainment in Reading and Writing and Spelling through improvements in pedagogy of Learning and Teaching approaches. * P1/2 children benchmarked and NGRT tests completed with all P3-6 children. * Literacy Coaches identified and trained. * P1-3 texts book banded and P4-7 texts organised using moderated book list (SLC). ‘Read aloud’ texts for each stage (fiction +poetry) identified and procured. * Termly reading challenges introduced for all stages. * Parental engagement in children’s reading and Literacy increased through open door sessions and workshops with key focus on Literacy. * Literacy Lead Officer and Active Literacy Support Officer visits to support Active Literacy implementation. * All aspects of Active Literacy implemented in all classes. * Foundations of Writing implemented in Primary 1. * PM Writing implemented across all P2-P7. * Targeted phonological awareness small group support. * Stage engagement in moderation activities to ensure progression and consistent approach. * Moderation writing trios established to support teacher professional judgement and consistency across the Learning Community.   **Progress**   * Literacy audit (self-evaluation against framework of Active Literacy implementation) completed August 2019. * All staff were trained in Active Literacy by October 2019. * Most staff (including support staff) have engaged with the Learn on Line Active Literacy modules for all stages. Some staff attended further drop in CLPL sessions with Literacy Development Officer. * All P1/2 children were PM benchmarked (August 2020) and NGRT tests completed with all P3-6 children (June 2019). Assessment data submitted to SLC. * Literacy Coaches have been trained and provided support to all staff over the course of the session. * All teaching staff have been part of an internal moderation trio and have been involved in peer observations during Active Literacy Lessons. Some staff have engaged in team teaching opportunities in Active Literacy. * We have audited our reading resources. P1-3 texts have been organised using book banding. ‘Read aloud’ texts for each stage (fiction+poetry) have been identified and resourced. Additional texts including non-fiction and P1-3 texts have been bought to support early literacy skills. P4-7 texts have been organised using the moderated book list (SLC). A variety of novels have been purchased for P4-7 using the moderated list to allow pupils to experience a range of different genres and authors. P4-7 reading planners (two year rolling programme) have been created and are ready to use from August 2020. * Termly reading challenges have been implemented in most stages. * Open door sessions/showcases with key focus on Active Literacy to promote increased parental engagement in Literacy Sept 2019/Jan 2020. * Parent Council have been working with PT to create story sacks for P1-3 pupils to promote reading for enjoyment at home and to encourage collaborative parent/child engagement in reading. * Literacy Lead Officer and Active Literacy Support Officer visited school. * P7 teacher has worked with with PT Literacy at Calderside Academy to support consistency across sectors. * All staff have implemented the Active Literacy programme for phonics, spelling and reading. Active Literacy working party have devised and resourced a 2 year rotation of book studies. * Almost all staff took part in moderation trios across the learning community sharing good practice in writing. * Tracking and monitoring being analysed by all teachers and SMT and starting to involve pupils more often to ensure they are aware of how to achieve a level. All staff are using new writing tracking systems to monitor progress in writing. * Use of PM Writing Planners and resources across P2-7. * Barriers to progress are identified early and appropriate interventions (such as 5-minute boxes) are put in place quickly.   **Impact**  At the start of session, we identified and trained 2 ‘Literacy Coaches’ who successfully completed a whole school literacy audit to find out where we were in terms of consistency in the teaching of reading. This helped us to clearly identify our school’s baseline in terms of Active Literacy implementation.  In order to be able to assess the impact of Active Literacy, we also completed PM Benchmark assessments with all of our P2/3 children, in addition to NGRT tests will all of our P4-7 children. NGRT and PM benchmarking at relevant stages has ensured we are now starting the pupil at the optimum reading stage and has helped to back up professional judgement.  Evidence from SMT Quality Assurance of forward plans, and through classroom visits shows that all classes are now using active phonics/spelling and reading approaches. Our pupils are now working on a progressive literacy curriculum. Early indications from informal, class based assessments indicate that this is beginning to positively impact attainment and achievement for most children.  ***I like diacritical marking. It helps me understand words better. P6 pupil.***  Sharing practice continues to be a valuable tool for our teaching staff. Almost all staff regularly engage in professional dialogue to share experiences about Active Literacy. Moderation trios, team teaching and peer visits have helped to provide a shared understanding of the progression of learning between levels.  All staff report that there is a more consistent approach to the teaching/learning through the implementation of Active Literacy. Through this, an increased number of staff have familiarised themselves with the associated benchmarks. This is evidenced during professional discussions regarding progress of the children. Any potential barriers to progress are discussed during these dialogue sessions and next steps are identified through the staged intervention model or via PEF Interventions. Some children who experience literacy difficulties have accessed Active Literacy at a lower level or via the alternative pathway. Five-minute boxes are still being used for some children. All children in P1 who had additional targeted phonological awareness intervention made significant progress.  Across the school, all teachers are using the NLC Active Literacy Planners to ensure a consistent and progressive approach to planning. Through self-evaluation, we identified a need to further examine the appropriateness of this approach to planning and have developed new planners to support the planning of core literacy lessons. These will be used from August 2020.  We have increased our opportunities for family learning in literacy this year. All parents were invited to an open session where they had the opportunity to learn alongside their child. This was well attended and parents/carers were very positive.  ***The children work so hard and it is good to be able to work with them and get a better understanding of what they do in class. (Parent/Carer)***  ***This was a great session. The learning was made fun for the pupils. Parent/Carer***  ***I love watching my child learn. (Parent/Carer)***  ***I liked showing my gran my work. She thought it was hard. (P2 Pupil)***  All pupils and staff planned and delivered an ‘Active Literacy Learning Showcase’ where parents/carers were invited to participate in samples of learning experiences linked to Active Literacy. Attendance was limited (possibly weather related). Feedback from parents/carers who attended this was very positive. All reported that they had found the session worthwhile and felt much more confident about supporting their child at home in Active Literacy strategies. We plan to offer this again in 2020/21. We plan to offer further opportunities for family learning in literacy next year through the introduction of story sacks.  ***I really like the fact that children ran this event. They explained the activities they do in class so clearly. The leaflets really help to explain the Active Literacy approach. (Parent/Carer)***  ***The showcase is a good way of finding out how Active Literacy works. It has helped me to understand what and how my children are learning. (Parent/Carer)***  ***Staff clearly are continuously developing their skills as new teaching approaches are introduced across the school. New approaches are regularly shared with parents with ample opportunities offered for parents/carers to ask questions. The involvement of pupils to help explain new learning is a nice interactive way to introduce these to parents/carers. (Parent Council)***  At Learning Community Level, we have focussed our moderation work on the bundling of Experience and Outcomes with a key focus on assessment of writing. Almost all staff engaged in peer visits, gathered evidence for one learner’s progress and used this as a basis for moderation with colleagues from Townhill and Udston Primary Schools. This enabled all teaching staff to work collaboratively to measure the impact of writing interventions and share teaching and learning strategies and resource ideas.  The new pupil writing tracking sheet has provided all learners with direct access to their individual learning targets. This has allowed most pupils to take increased ownership of their learning and has facilitated a better understand of where they have made progress. Most pupils are now more aware of how their learning is progressing and are able to focus on areas of improvement and development more effectively. Discussions with pupils during focus groups and learning conversations reflect this.  During one of the in-service days, a visiting specialist support teacher delivered training to all teaching staff on the use of the ‘Addressing Dyslexia Toolkit’. This had a positive impact in terms of increasing the professional knowledge and skills of all staff in relation to what they should do should if a child presents with a literacy difficulty. As a result, a few teachers have started using the new paperwork and have been able to identify possible strategies that they can use to support an individual within their class.  Some of our P6 are ‘reading buddies’ to younger children and now make good use of these skills to read aloud to once a week. This has helped to boost the older children’s confidence, as well as formed positive relationships between children from across different stages of the school.  Our Eco Committee organised a very successful Book Swap. This hugely popular event tied in well with our target to reduce the cost of the school day for children since it allowed everyone to acquire new books without having to pay any money. | |
| Next Steps:   * Develop curriculum rationale in Literacy * Introduce termly reading challenges for all stages. * Continue to resource the ‘read aloud’ texts for each stage (fiction+poetry) * Ensure comprehension strategies are being applied to poetry and media by providing rich and varied sources suitable for all levels. * Develop reading and comprehension assessments in line with active literacy and CFE. * Continue to promote reading for pleasure through whole school initiatives and teacher reading to pupils on a daily basis. * Continue to find innovative ways to increase parental engagement in children’s reading. * Build stronger links with the nursery by encouraging the nursery to use the last term in the pre-school year to focus heavily on phonological awareness and nursery rhymes. * To continue to actively involve pupils at all levels in tracking their progress throughout all areas of Literacy. * Train infant teachers in implementation on PM Benchmarking. * Continue to develop literacy interventions for identified children to overcome any poverty related barriers and help close the attainment gap, particularly in Writing. * Establish a lending library within the school. | |

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| **School priority 3**: To make more effective of use of self-evaluation to inform school improvement. | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | **National Improvement Framework Key Drivers**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information |
| HGIOS 4 Qis: 1.2, 2.1, 2.2, 2.7, 3.1. | |
| **Strategies**   * Cost of the School Day Position Statement produced and approaches introduced to ensure barriers to participation and engagement in the wider life of the school were reduced for all pupils. * Quality assurance and assessment calendar updated to monitor and assess impact of school improvement priorities. * Vision and values review in consultation with all key partners. * Continued self-evaluation using HGIOS 4 indicators 1.2, 2.1, 2.2, 2.7, 3.1. Time allocated to self-evaluation as part of CAT agenda. * Increased parental engagement in school self-evaluation. * Raised staff awareness of ‘How Good is OUR School’ * Increased pupil engagement in school self-evaluation. * Use of CAT and inset meetings in order to discuss and evaluate and assess school improvement priorities. Formation of focus groups (such as trios and so on). Use of surveys in order to gauge parental opinion on how we are progressing as a school.   **Progress**   * Cost of the School Day Position Statement has been produced – June 2019. * Vision and values are being reviewed with Parents, Parent Council and pupils. * The Parent Council have been engaging with the parents and the children in line with updating the vision and values statement. * Staff have worked collaboratively to evaluate school effectiveness against HGIOS indicators 1.2, 2.1, 2.2, 2.7 and 3.1 and have been able to identify strengths and development needs of the school. * Parental engagement in school self-evaluation is improving. * Parent Council are actively involved in school self-evaluation. * Some staff have an increasing understanding of ‘How Good is OUR School’ * All staff have worked collaboratively to identify priorities for next session’s school improvement agenda. * Parent questionnaires have been used to gauge parent’s views on a number of different aspects of the school. * Pupils involved in evaluation of every area of school life eg. Blether sessions, Pupil Council, Eco Committee etc.   **Impact**  After an audit was completed by staff of all levels, as well as sample of pupils focus groups and the Parent Council, we produced a Cost of the School Day position statement for our school. In this, we clearly stated what we currently do to support those experiencing poverty under a range of different themes, including uniform, school trips, etc. We then identified manageable next steps that we would implement during 2019/2020 and were successful in achieving all of these. This will be a continued focus in 2020/2021.  Through consultation with pupils, parents and the Parent Council, the core values underpinning the ethos of the school have been evaluated. The Parent Council have worked with the Pupil Council to discuss whether the existing values are still relevant and appropriate. Consultation is in the final stages and will then be discussed with staff. Our Shared Vision and Values, once finalised and agreed, will underpin all future school improvements.  More parents are becoming involved through the parent council, leading to their voices being heard and increasing the welcoming environment of the school. Increasing numbers of parents are working in partnership to support the improvement work within the school.  ***Neilsland primary have always had a hands-on approach with all areas of school life from the curriculum to individual pupils emotional and wellbeing. I could not speak highly enough of the staff within Neilsland. They have helped our family through a very difficult time with amazing support, kindness and guidance I will be forever grateful. My kids are thriving since attending Neilsland with both their education and also their confidence.  (Parent/Carer)***  We continue to develop our approaches to self-evaluation to ensure that all stakeholders are represented in the collection of evidence. Throughout the year, all staff are involved in self-evaluation activities using ‘How Good is Our School? 4’ (HGIOS4). Parents/Carers have opportunities throughout the year to provide feedback when they attend special events. Through the use of a questionnaire, those parents who attend Parent Consultations in May have an opportunity to reflect on the progress of the school and are consulted on the use of Pupil Equity Funding. Parent/pupil questionnaires and surveys reflect that almost all parents and pupils feel that their voice can and will be heard.  The Pupil Council meet regularly to plan pupil-led improvements to the school. This year they have been involved in reviewing the school vision and values.  All pupils are involved in a leadership committee such as JRSO, Pupil Council, Community Links, RRSA and Enterprise. They are encouraged to participate in decision making and lead whole school initiatives. Senior pupils have an opportunity to lead through programmes such as Reading Buddies, P1 Buddies and Monitors.  Some Staff have an increasing understanding of ‘How Good is OUR School’ and are aware of the approaches that are/can be taken in ensuring all pupils can engage with and participate in all aspects of school life. All children engage in learner discussions and have the opportunity to engage in school self-evaluation through ‘Let’s Have a Blether’ sessions. | |
| **Next Steps**:   * Continue to work with the Parent Council to continue identify ways to reduce CoSD for families. * Complete update of Vision and Values. * Plan opportunities for children to engage in school self-evaluation - Pupil focus groups who could work on producing a simple, child-friendly version of the Improvement Plan and children involved in classroom observations. * Increase parental engagement in school self-evaluation. * Share assurance and assessment calendar with all staff. * Continue with reflective practice involving all stakeholders against HGIOS indicators. | |

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| **National priority: How we are ensuring Excellence and Equity?** |
| **Intervention 1: Developing HWB through Nurture**  This intervention focused on developing children’s Health and Wellbeing and readiness to learn through the use of Nurture provision within the school. This involved separate Nurture sessions:  P7 targeting 2 children 5 x weekly in the morning and 5 x weekly in the afternoon.  P2 targeting 2 children 5 x weekly in the morning and 5 x weekly in the afternoon.  12 targeted children from P2-P5 attended 3 nurture sessions per week.  Nurture sessions were delivered by 2 members of support staff who had attended training and a teacher with nurture accreditation.  During 2019/2020, we also ran our ‘Give Us A Break’ groups over 8 week blocks to support targeted groups of children from P5-P7 who had experienced trauma or loss in their lives. This was delivered by 2 trained members of support staff.   * All children targeted for Nurture intervention demonstrated improved wellbeing based on evaluation of their Boxall profiles in February. They achieved more than 80% of targets set. * All targeted children from P2-P5 attending 3 nurture sessions made very good progress and achieved identified targets. * Of the P2 children who attended nurture daily (am and pm) one child is made very good progress and achieved almost all identified targets. The other is made good progress and achieved almost 70% of targets. * Both P7 children achieved targets set according to Boxall profiles. * Prior to lockdown, the P7 afternoon children are were spending over 80% of their time in mainstream class with their barriers to learning showing significant signs of improvement. Both P7 engaged with enhanced transition for ASN secondary placements. * Prior to lockdown, one of the P7 children had an attendance rate of 87.5% which is exceeded target and a showed 17% increase since April 2019. The other P7 child had an attendance rate of 75%. This was an increase of 10% since April 2019. * All children who attended nurture sustained longer periods of time in their mainstream classes with increased levels of engagement in most curricular areas. * Prior to lockdown, tracking and monitoring of progress towards targets, class and nurture observations, professional dialogue and discussions with pupils reflected that we were on track for 25% of the morning children to be fully reintegrated into their mainstream class by June 2020 with a further 25% expected to transition out of the Nurture group by October 2020. We were also on track for the remaining 50% to spend 50% of their time in mainstream class by June 2020 with their barriers to learning showing signs of improvement. * Our nurture lead teacher delivered training to all staff. Class observations reflected that all staff incorporated nurturing principles across all classes and all aspects of school life. Each class took responsibility for showcasing one nurturing principle over the course of the session. * There have been no behaviour related incidents involving children attending Nurture. * 55% of children attending morning nurture were at school on time every day. Previously this was less than 10%. * 44% of children attending morning were at school on time for over 95% of the time. * All children who attended ‘Give Us A Break’ said that they had enjoyed the sessions and that they had found the group work helpful.   **Intervention 2: Raising Attainment in Literacy**  This intervention focused on raising targeted children’s attainment in Literacy through the universal implementation of Active Literacy and group interventions in Phonological Awareness (P1) and writing support in the upper stages.   * All teaching staff were trained in Active Literacy at the relevant stage. Active Literacy has been rolled out across all classes. This is a new, universal intervention this session. There has been an increased consistency in the teaching of Literacy in all classes. * The Literacy coaches have provided ongoing support to all members of staff in Active Literacy. * All teaching staff have worked in learning trios to support consistency in pedagogy and to increase capability, capacity and confidence in the learning, teaching and assessment of literacy. Regular opportunities for professional dialogue were timetabled into the school calendar. Regular dialogue with staff (formal and informal) reflected that this had a positive impact on classroom practice and staff confidence for almost all members of staff. * We increased our opportunities for family learning in literacy this year. All parents were invited to an open session where they had the opportunity to learn alongside their child. This was well attended and parents/carers were very positive. * All pupils and staff planned and delivered an ‘Active Literacy Learning Showcase’ where parents/carers were invited to participate in samples of learning experiences linked to Active Literacy. Feedback from parents/carers who attended this was very positive. All reported that they had found the session worthwhile and felt more confident about supporting their child at home in Active Literacy strategies. * Time during Inset and CAT was spent developing consistency in approach to making teacher professional judgements in writing. The new writing tracking system supports this, and all teachers reported that they felt more confident in measuring children’s progress against experiences, outcomes and benchmarks. * Additional 0.2 FTE worked with groups of identified children in P4-P7 in partnership with class teacher to provide writing support for children within targeted group who were not achieving expected writing levels. Our tracking and monitoring predictions and assessments from February 2020 showed that our gap in writing significantly decreased at P4 (from 83% to 20%, a decrease of 63%), closed at P6 and decreased in P7 (from 50% to 35%, a decrease of 15%). * Phonological Awareness interventions in Primary 1 have resulted in significant improvements for all targeted children. * Overall, our February 2020 predictions supported a 10% increase in targeted children achieving expected CfE levels in P4-7 in writing. We were partially on track to meet the target of closing the poverty related attainment gap in writing by 15%. * Through professional dialogue, assessments and tracking and monitoring meetings with all teaching staff in February 2020, in reading, we were on track to close the gap in in P6 from 38% to 4%, a decrease of 34%. * Our tracking and monitoring predictions from February 2020, professional dialogue, class observations and assessments showed that our gap in listening and talking was on track to significantly decrease at P4 from 44% to 11%, a decrease of 33%, to close at P5 and to decrease at P6 from 60% to 11%, a decrease of 49%.   **Intervention 2: Raising Attainment in Numeracy**  This intervention focused on raising targeted children’s attainment in Numeracy through the implementation of Maths Recovery as part of main teaching approach in P1 and P3/4 classes, and 0.6 FTE working with groups of identified children in P4-P7 in partnership with class teacher to provide specific interventions for children within targeted groups who were not achieving expected Numeracy levels.   * New maths planners were developed in line with SLC maths pathways and used across all stages. Almost all staff reported that the new planners supported a better pace of learning. * We also introduced a more robust tracking system for measuring pupil progress against outcomes and experiences. This increased confidence for almost all members of staff in assessing pupil progress and attainment against the experiences, outcomes and benchmarks. * Learner conversations reflected that most pupils spoke confidently about their learning in numeracy and were aware of the level at which they were working and the steps that they needed to take to improve. * Our tracking and monitoring predictions from February 2020, professional dialogue, class observations and assessments in P2 showed that all children within the targeted group were on track to achieve expected levels which would mean that there was no poverty related attainment gap. * Our tracking and monitoring predictions from February 2020, professional dialogue, class observations and assessments in P3 show that 80% of targeted group were expected to achieve expected levels, with a gap of 9% resulting from a child joining the P3 class. * Our tracking and monitoring predictions from February 2020, professional dialogue, class observations and assessments in P4 show that 58% of targeted group were predicted to achieve expected levels with a gap of 20%. Maths Recovery approaches have been used to support learning and teaching in the P3/4 classroom. This has helped to close some leaning gaps for a few children although we need to be more robust in the use of Maths Recovery strategies. * Our tracking and monitoring predictions from February 2020, professional dialogue, class observations and assessments in P5 show that the gap in P5 would close. * Our tracking and monitoring predictions from February 2020, professional dialogue, class observations and assessments in P6 show that 50% of targeted group were predicted to achieve expected levels which would mean that there was no poverty related attainment gap. Although there would be no attainment gap, our figures are below SLC average and there will be a continued focus on raising attainment for all. This is our rationale for a universal approach to improving attainment in numeracy. * In P7 the number of children in the targeted group increased and the needs of some children within the targeted group changed. The poverty related attainment gap increased. Interventions were in place for all children not achieving expected Numeracy levels. |

**Literacy and Numeracy**

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| --- | --- | --- |
| Leuven Scale Point | % of pupils from SIMD 1-2 plus FME | % of pupils from SIMD 3-10 with no FME |
| 1. Extremely low | 2.5% | 1.6% |
| 1. Low | 8.9% | 6.6% |
| 1. Moderate | 31.6% | 9.8% |
| 1. High | 27.8% | 34.4% |
| 1. Extremely high | 26.6% | 49.1% |

This shows that, prior to lockdown, 54.4% of our targeted children are either highly or extremely highly engaged in Numeracy and Literacy, compared to 83.5% of those living in SIMD 3-10 with no FME, a difference of -29.1%. We will look to investigate the reasons why this might be once schools re-open.

**Exclusion:**

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| --- | --- | --- |
|  | Number of children | % of children excluded |
| Whole school | 0 | 0% |
| SIMD 1 + 2 plus FME | 0 | 0% |
| SIMD 3-10 no FME | 0 | 0% |

**Attendance:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 95% attendance or above | 90 – 94.9% attendance | Less than 90% attendance |
| Whole school | 35.2% | 31.7% | 33.1% |
| SIMD 1 + 2 plus FME | 27.4% | 35.7% | 36.9% |
| SIMD 3-10 no FME | 59.4% | 28.1% | 12.5% |

This shows that, prior to lockdown, children from SIMD 3-10 with no FME attend better than targeted children. The gap between children with 95% attendance or above is 32% and a gap of 24.4% for those attending less than 90% of the time. We will continue to work with families to support them in ensuring that their child attends school regularly

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| **Primary 1 – Attainment October 2019** | | | | | | | |
| SIMD 3 - 10 & Non FME on track: Reading | SIMD 1-2 & FME on track: Reading | SIMD 3- 10 & Non FME on track: Writing | SIMD 1-2 & FME on track: Writing | SIMD 3 - 10 non FME on track: listening and talking | SIMD 1-2 & FME on track: Listening/Talking | SIMD 3- 10 & Non FME on track: Numeracy | SIMD 1-2 & FME on track: Numeracy |
| 55% | 58% | 55% | 58% | 56% | 50% | 56% | 67% |
| -3% gap | | -3% gap | | 6% gap | | -11% gap | |
| **Primary 1 – Attainment February 2020** | | | | | | | |
| 78% | 75% | 67% | 67% | 67% | 75% | 78% | 83% |
| 3% gap | | 0% gap | | -8% gap | | -5% gap | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Primary 2 – Attainment October 2019** | | | | | | | |
| SIMD 3 - 10 & Non FME on track: Reading | SIMD 1-2 & FME on track:  Reading | SIMD 3 - 10 & Non FME track:  Writing | SIMD 1-2 & FME on track: Writing | SIMD 3 - 10 non FME on track: listening and talking | SIMD 1-2 & FME on track: Listening/Talking | SIMD 3- 10 & Non FME on track: Numeracy | SIMD 1-2 & FME on track: Numeracy |
| 93% | 88% | 93% | 100% | 100% | 100% | 100% | 100% |
| 5% gap | | -7% gap | | 0% gap | | 0% gap | |
| **Primary 2 – Attainment Feb 2020** | | | | | | | |
| 93% | 88% | 93% | 88% | 93% | 100% | 100% | 100% |
| 5% gap | | 5% gap | | -7% gap | | 0% gap | |

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| **Primary 4 – Attainment October 2019** | | | | | | | |
| SIMD 3 - 10 & Non FME on track: Reading | SIMD 1-2 & FME on track: Reading | SIMD 3- 10 & Non FME on track: Writing | SIMD 1-2 & FME on track: Writing | SIMD 3 - 10 non FME on track: listening and talking | SIMD 1-2 & FME on track: Listening/Talking | SIMD 3- 10 & Non FME on track: Numeracy | SIMD 1-2 & FME on track: Numeracy |
| 44% | 42% | 77% | 58% | 78% | 67% | 67% | 58% |
| 2% gap | | 19% gap | | 11% gap | | 9% gap | |
| **Primary 4 – Attainment February 2020** | | | | | | | |
| 78% | 58% | 78% | 58% | 78% | 67% | 78% | 58% |
| 20% | | 20% | | 11% | | 20% | |

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| **Primary 3 – Attainment October2019** | | | | | | | |
| SIMD 3 - 10 & Non FME on track: Reading | SIMD 1-2 & FME on track: Reading | SIMD 3- 10 & Non FME on track: Writing | SIMD 1-2 & FME on track: Writing | SIMD 3 - 10 non FME on track: listening and talking | SIMD 1-2 & FME on track: Listening/Talking | SIMD 3- 10 & Non FME on track: Numeracy | SIMD 1-2 & FME on track: Numeracy |
| 89% | 89% | 78% | 78% | 78% | 67% | 89% | 89% |
| 0% gap | | 0% gap | | 12% gap | | 0% gap | |
| February 2020 | | | | | | | |
| 89% | 80% | 78% | 60% | 78% | 90% | 89% | 80% |
| 9% | | 18% | | -22% | | 9% | |

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| **Primary 5 – Attainment October 2019** | | | | | | | |
| SIMD 3 - 10 & Non FME on track: Reading | SIMD 1-2 & FME on track: Reading | SIMD 3- 10 & Non FME on track: Writing | SIMD 1-2 & FME on track: Writing | SIMD 3 - 10 non FME on track: listening and talking | SIMD 1-2 & FME on track: Listening/Talking | SIMD 3- 10 & Non FME on track: Numeracy | SIMD 1-2 & FME on track: Numeracy |
| 83% | 44% | 83% | 0% | 83% | 78% | 67% | 20% |
| 39% gap | | 83% gap | | 5% gap | | 47% gap | |
| **Primary 5 – Attainment Feb 2020** | | | | | | | |
| 56% | 33% | 56% | 33% | 56% | 56% | 56% | 78% |
| 23% | | 23% | | 0% | | -22% | |

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| **Primary 6 – Attainment October 2019** | | | | | | | |
| SIMD 3 - 10 & Non FME on track: Reading | SIMD 1-2 & FME on track: Reading | SIMD 3- 10 & Non FME on track: Writing | SIMD 1-2 & FME on track: Writing | SIMD 3 - 10 non FME on track: listening and talking | SIMD 1-2 & FME on track: Listening/Talking | SIMD 3- 10 & Non FME on track: Numeracy | SIMD 1-2 & FME on track: Numeracy |
| 63% | 50% | 38% | 29% | 75% | 64% | 38% | 50% |
| 13% gap | | 9% gap | | 11% gap | | -12% gap | |
|  | | | | | | | |
| 75% | 71% | 63% | 64% | 75% | 64% | 38% | 50% |
| 4% | | -1% | | 11% gap | | -12% gap | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Primary 7 – Attainment October 2019** | | | | | | | |
| SIMD 3 - 10 & Non FME on track: Reading | SIMD 1-2 & FME on track: Reading | SIMD 3- 10 & Non FME on track: Writing | SIMD 1-2 & FME on track: Writing | SIMD 3 - 10 non FME on track: listening and talking | SIMD 1-2 & FME on track: Listening/Talking | SIMD 3- 10 & Non FME on track: Numeracy | SIMD 1-2 & FME on track: Numeracy |
| 79% | 29% | 79% | 29% | 93% | 29% | 71% | 29% |
| 50% gap | | 50% gap | | 64% gap | | 42% gap | |
| **Primary 7 – Attainment February 2020** | | | | | | | |
| 71% | 29% | 64% | 29% | 93% | 43% | 57% | 29% |
| 42% gap | | 35% gap | | 50% gap | | 28% gap | |

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|  | Decrease in attainment gap for same cohort year on year (June 2019 - June 2020) |
|  | Increase in attainment gap for same cohort year on year (June 2019 - June 2020) |
|  | No change in attainment gap for same cohort year on year (June 2019 - June 2020) |

This shows that we during 2019/2020, we have managed to narrow the gap for some stages for Reading (P2, P5, P6); we have work to do to support targeted children in our existing P3 and P4 cohorts in particular. 33% of P4 children have additional support needs.

In writing, we have managed to narrow the gap for P1, P2, P4, P6 and P7. Next session we will focus on P3 and P4.

The gap has decreased at all stages in Listening and Talking.

In Numeracy, the gap has stayed the same in P4 and P6. It decreased in P5. The gap in P7 increased. In P7 the number of children in the targeted group increased and the needs of some children within the targeted group changed. Interventions were in place for all children not achieving expected Numeracy levels. P4-P7 will be a continued area of focus in session 2020-2021.

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| **Response to Covid 19 Lockdown closure – March 2020 – June 2020** |
| **Continuity of Learning**  Neilsland Primary was required to close at 3pm on Friday 20th March due to directives issued from the Scottish Government.  Children were issued with a letter on Friday 20th March, explaining the situation and detailing, as much as possible, plans for the forthcoming weeks. Staff began a programme of Home Learning for pupils, which commenced on Monday 23rd March. At the time of school closure, the school provided a 5/6 week supply of home learning. Home Learning packs were issued to over 90% of children prior to schools closing. Packs were stage specific and organised according to CfE levels for Literacy and Numeracy. They also included a variety of activities to support other curricular areas. The home learning packs were also uploaded to Neilsland Primary School website and Twitter. All children who received a hard copy of the learning pack prior to school closure received resources such as jotters and pencils, to enable them to complete their work at home.  As the national picture changed, the school took a more targeted approach to home learning. We created a format for staff to record home learning tasks and this was accessed by parents/carers through the school website. New home learning packs were uploaded for children on a weekly basis until the end of June. Staff provided a structured and varied programme of home learning that aimed to deliver challenge, enjoyment and choice across all curricular areas. Children were asked to submit certain completed tasks electronically (if possible) and work was marked, and feedback given. On average, 36% of children returned work on a weekly basis.  We were able to celebrate children’s engagement in home learning on Twitter by posting photographs and videos. We were also able to celebrate the wider achievements of some of our families as they shared their own examples of children’s successes during lockdown.  Using staff professional knowledge of their pupils, as well as messages on the school’s social media, we were able to identify families who required support with physical resources (stationery) and/or sanitary products, and IT devices (including internet access). This information was then fed back to the local authority who were taking responsibility for distribution of things on a priority basis, focusing primarily on those who qualified for FME. We also made physical resources available for collection for those who needed it.  **Emergency Childcare Hubs**  Most staff from Neilsland volunteered to help staff the South Lanarkshire Hubs during the time of school closures and worked two weeks at St Cuthbert’s Hub. During this time, staff provided childcare for children of key workers vulnerable children. Staff provided a stimulating and enjoyable programme of activities for pupils attending the Hub, with social distancing and hygiene measures strictly adhered to.  Children who attended school in the last few weeks of term (children of key workers and vulnerable children form Neilsland Primary) were provided with breakfast, lunch and snacks. Pupils felt safe and happy and undertook a range of fun activities with different teachers. They also completed some Home Learning tasks.  **Transition**  Staff worked to ensure that pupils transitioning from P7 to S1 could access relevant information from secondary schools and all transition work was completed and sent to the high schools. The P7 teacher phoned all P7 pupils and accompanied some of them to their high school transition visit. End of year autograph books and ties were hand-delivered by the P7 teacher.  Staff developed a P1 Handbook for the new intake, and these were hand-delivered to the children who are due to start in August. The P1 teacher contacted the parents of all new P1 children to introduce herself and to personally invite the child to their induction day. P1 induction days took place in small groups.  A virtual tour of the school was also created to give children and families a clearer idea of what to expect on return to school in August, to introduce members of staff and to help to ease anxiety for those who may have been worried about sending their child back to school.  **Care and Welfare of Children and Families**  The wellbeing of our school community has been a priority for us during lockdown. We have communicated this as widely as possible to ensure that our families felt that they were being supported.  The school regularly communicated updates from both the National Government and SLC with parents/carers via the school website, and Twitter. Additionally, the school has used these platforms to share children’s home learning experiences, additional activities from support staff and to celebrate children’s wider achievements. Our staff have also created regular video messages for the pupils.  Newsletters were posted, as normal, on the school website and parents had the opportunity to email either their child’s class teacher or the Head Teacher, as required. Feedback from parents/carers showed that they felt that they were kept informed of developments.  During the months of March-June, phone calls were made to families to ‘check in’ and discuss any issues that they might have. Regular contact was made with vulnerable families and management were available daily should families need to contact them. All families were emailed to check in and find out how things were at home. Staff have also had the opportunity to check in with children. The personal level of communication was welcomed by all.  School reports were emailed to families and follow up emails and phone calls ensured that these had been received. This also allowed us to check in with families.  ***The school has been incredibly supportive to both myself, and my children during what has been a difficult and challenging year. Always willing to lend an ear, and most importantly, look after the needs of my children. The care and compassion shown by all the staff at the school is second to none.  (Parent/Carer)***  **Care and Welfare of Staff**  The care and welfare of all staff has been maintained throughout the period of school closure. Staff have been emailed information from SLC on resources to support them both professionally and personally. Staff were continually informed of local and national updates through email, phone calls and Teams meetings. All teaching staff were allocated a member of SMT as a mentor during lockdown. Staff at all levels also communicated frequently through the school WhatsApp group.  As well as regular meetings between the leadership team, all teaching and support staff engaged in meetings via Microsoft Teams. These were effective in keeping everyone updated on developments and gave the opportunity for staff to ask any questions. Small groups of staff also made effective use of this resource to facilitate school development work and to link in with other establishments in order to support children’s transitions, as well as with other agencies.  Prior to returning to work to prepare for school restarting in August, the Head Teacher briefed all staff on the Safe System of Work and completed regular risk assessments, ensuring that all identified control measures were put in place. A detailed capacity audit was also undertaken to ensure that the 2-metre social distancing guidelines could be facilitated throughout the building.  In the last three weeks of the term, staff were issued with a rota which provided a good balance of working from home and working at school. When working in school, staff were mindful of social distancing and hygiene rules and planned their activities in accordance with guidelines issued from SLC.  The Head Teacher also arranged for a virtual Parent Council meeting to take place. This allowed parents/carers to be consulted on school business, including the school’s response to lockdown, as well as the recovery plan and how we planned to manage transitions for the different stages.  ***In the early stages of lockdown families were a little unsure of what approach to take with their children's education.  Once guidance on learning was shared it was extensive and varied allowing pupils to choose their learning.  The school's focus is, quite rightly, the wellbeing of the children and their families.  This care and concern is evident at all times from the school and has been the constant message throughout lockdown.  The staff have made an amazing effort to ensure that the school is well prepared for a blended learning approach.  It is evident that a great deal of time has been put into creating the virtual tour, which will be extremely beneficial in preparing the children for the changes to expect.  All information on the return to school has been shared with the Parent Council with the transparency that is now standard in all our interactions with the school.  Questions are always answered patiently, honestly and in detail, no matter how many concerns are raised. (Parent Council)***  ***I think the school's response to the Covid outbreak has been nothing short of phenomenal. During such uncertain times, information about closure was relayed timeously to all parents, and since the school has shut, that has not changed. Moreover, and more importantly, the school has been in regular contact to ensure the mental and physical welfare of all the children is being met. Regular communication, updates on the school website and twitter feed have allowed the children to feel part of the school community even when they are not seeing their friends or teachers.***  ***The staff have worked tirelessly to ensure that the children have materials - both physically and electronically - to continue to work from home. Furthermore, all staff have been available for any queries, whether in the office, or teachers helping with work assignments. Problems or concerns arising from the work has always been well explained, and the staff have always been happy to help with any issues. (Parent/Carer)***  ***The whole approach from Neilsland to the COVID situation again has been very hands on making sure each pupil and parent are kept in the loop and all our worries, anxieties are taken into consideration. The plan has been very clear, precise and honest which makes it easier for us to help best prepare our children for their return.  (Parent/Carer)*** |