



Neil Island Primary School

Standards and Quality Report 21/22



Context of the school:

Our School:

Neil Island 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 41.2% of our children are eligible for a free school meal. Our Scottish Index of Multiple Deprivation profile is shown below.

SIMD	1	2	3	4	5	6	7	8	9	10
% of children	28.19	23.49	6.71	6.71	20.81	7.38	0	3.36	2.01	1.34

Our overall attendance is 91.39%

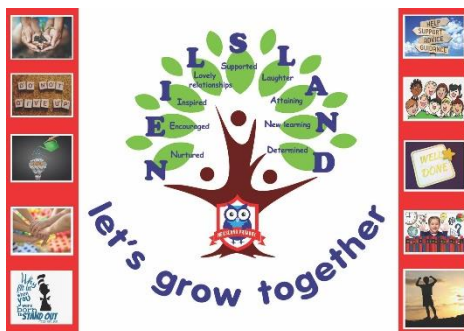
The current roll of the school is 149 pupils. We have 6 classes, 6 support staff, 2 office staff, a janitor, 3 dinner ladies, 3 cleaners and a 0.6 CCC teacher.

The Senior Leadership Team has changed over the last few years with a new Head Teacher being appointed in November 2018, a new Principal Teacher being appointed in January 2019 and a Principal Teacher of Equity in August 2021. The teaching staff turnover is low, with a stable and committed team in place.

Neil Island 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. We have very close links with the nursery and engage in many joint initiatives.

Our school vision has recently been updated. Our vision is:

At Neil Island Primary School we ensure that everyone in our school community is welcomed, included, safe and respected. We are all happy to achieve, play and grow together.



Our values are **N**urtured, **E**ncouraged, **I**nspired, **L**ovely relationships, **S**upported, **L**aughter, **A**ttaining, **N**ew learning and **D**etermined. 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 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.

Key Successes and Achievements for the Session

- The school has recently achieved our Reading Schools Silver Level.
- The whole school took part in Maths Week Scotland in September 2021.
- The whole school took part in Challenge Poverty Week in October 2021.
- The whole school took part in Book Week Scotland in November 2021.
- We successfully applied for a Cash for Kids grant to support identified families with the purchase of food and winter clothing.
- We achieved our 7th Eco flag for our ongoing work towards sustainability and climate change.
- P4-P7 took part in Eco-Schools Scotland Litter & Waste Live Lessons in March 2022.
- All classes have taken responsibility for developing and maintaining a garden area within the outdoor area.
- Our JRSO Committee have organised a number of whole school activities and competitions and led whole school assemblies.
- Our school captains have led whole school virtual assemblies and organised a range of whole school activities.
- Our whole school took part in the Road Safety calendar competition, with a P6 pupil receiving a 'highly commended' certificate.
- Our whole school took part in a range of Burns Day celebrations as part of their learning about Scotland in January 2022.
- 12 of our P5 and P6 pupils have taken part in Rock Up & Ride project in collaboration with Scottish Cycling.
- Our P6/7 class organised and ran a very successful 'children only' Christmas Fayre in December 2021.
- Our P5/6 class organised and ran a very successful Summer Platinum Jubilee Fayre for the whole school community in May 2022.
- Our P7 pupils have completed the Pioneer Award in collaboration with Universal Connections.
- Our P5, P6 and P7 pupils have taken part in Bikeability training at Level 1 or Level 2.
- One member of staff has completed Fire and Tools training to support the outdoor learning curriculum at all stages.
- 2 P6 pupils have taken part in the Forest School programme run by Hamilton Specialist Support Team.
- P4/5 and P5/6 took part in the Youth Music Initiative FUNdamentals of Music through a combination of online and face to face sessions.
- The whole school took part in a variety of activities as part of World Book Day celebrations in March 2022.
- All P5 pupils took part in Hamilton Club SL Games in May 2022.
- Over 20 families have benefitted from support provided by Community Wellbeing team.
- All pupils have taken part in a twelve week programme of STEM workshops focusing on Engineering/Design, Computer Science, Rights Based Learning, Sustainability and Cooking Technology/Skills.
- All P5 and P6 pupils have attended swimming lessons.
- All classes have gone on an educational excursion in the final term to support in class learning.
- All parents/carers had the opportunity to engage in virtual classroom visits twice over the course of the session.
- All P6 pupils have been trained as play leaders and as peer mediators to support positive playground play in junior and senior playgrounds.
- P3/4, P4/5 and P5/6 took part in the Instrumental Music Showcase 2022 'Be the Change'.
- We have offered a wide range of extra curricular clubs this session including dance, torchlight book clubs, cooking club, rugby club, breakfast book club, literacy club. 76.4% of children have attended at least one extra curricular club over the course of the session.
- We have established a foodbank within the school and are supported by our local LIDL store.



Review of progress for session Aug 2021- June 2022

School priority 1:	
<p>NIF Priority (select from drop down menus) Improvement in attainment, particularly in literacy and numeracy. NIF Driver School and ELC improvement Performance information</p>	<p>HGIOS?4 QIs (select from drop down menus) 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>
<p><u>Strategy</u> <u>What did we set out to do?</u></p> <p>Analysis of reading standardised assessment data from 2020-2021 identified 39 pupils who were behind their expected age range, with 16 pupils significantly (>1.5 yrs) behind their expected age range particularly those in P4-7.</p> <p>The analysis of data identified the need for a more focussed whole school approach to building and sustaining a whole school reading culture.</p> <p>The Reading Schools programme offered a coherent structure for all reading initiatives and activities. Engagement data showed that 14 pupils scored lower than 3 when undertaking learning in reading. Pupil dialogues reflected that a number of children did not have access to reading materials at home. Consultation with stakeholders identified that pupils would like more choice in their reading materials to ensure that they are challenging, contemporary, enjoyable and relevant.</p> <p><u>Outcomes:</u> By June 2022, there will be a 5% decrease in the number of children whose reading age is >1.5 years below their chronological age. By June 2022, the number of children who score 3 or above for engagement in Reading using the Leuven Scale of Engagement will increase by at least 10%.</p> <p><u>Measures:</u> Children's reading age will be assessed twice over the course of the year. Leuven Scale of Engagement will be completed termly by class teachers. Attainment data will be monitored in October, January and April.</p> <p><u>Progress and Impact</u> <u>What difference did we see?</u></p> <p>The number of children scoring 3 or above in Leuven scale is 94.6%, an increase of 10.2%. 87.2% of pupils score 4 or 5 on the Leuven scale.</p> <p>Reading attainment has increased 8.75% across P4-7. Reading attainment has increased 5% across P1-P7 from June 2021.</p> <p><u>What did we achieve?</u></p> <ul style="list-style-type: none"> • The school signed up for Reading Schools award. We have recently been awarded Silver Reading Schools award. • The Reading Schools action plan was integrated fully into all forward planning. • All staff have engaged in CLPL via INSET, courses, professional reading and webinars. • Following extensive consultation with pupils regarding the requisition of texts, a range of new books have been purchased for all stages, including fiction, non-fiction and contemporary books. • The school library has been re-established and is used weekly by all pupils. • All P7 pupils were trained as junior librarians. • The majority of P5 and P6 pupils were trained as paired readers. • Book Nooks have been established throughout the school and are used by all pupils. • All classes have class Book Buzz areas and Reading Forests have been established for use by all classes and adults within the school. • Library time, Reading Forest time, Book Nook time and DEAR time are all now part of weekly planning. • All staff and pupils have engaged in a range of Reading for Pleasure events throughout the 2021/22 session, including monthly reading focused assemblies. 	



- Each class has 2 Reading Ambassadors who encourage Reading for Enjoyment at class level and who contribute to the Reading for Enjoyment school improvement group.
- Most classes have visited the local library.
- Mobile playground libraries have been established and are available throughout the week to all pupils.
- A wide range of clubs to promote reading for pleasure were implemented for all stages over the course of the session, including Torchlight Bookclub, Breakfast Bookclub, Lunchtime Bookclub, drop-in library sessions and Book Tasting Club. All clubs were very well attended with 33% of pupils attending at least one of the extra-curricular reading clubs.

“It was dark in the room so we used different coloured torches to help us see our stories, I liked getting cosy and reading with my friends.” (P4/5 pupil)

- Reading experiences have been shared with whole school community through assemblies, reading clubs, Google Classroom tasks, ‘Ask Me What I’m Reading’ lanyards, book recommendation bookmarks, book themed displays, use of book barrows, Scottish Book Week, Poetry Day, reading rivers and World Book Day.
- P7 have worked collaboratively with other schools within the Learning Community on Reading Schools based transition activities.
- A range of assessment tools including standardised assessments provide evidence of attainment in reading, which support teacher professional judgement of attainment of a level. It also allows us to ensure that children are grouped appropriately and to meet pupil needs. All assessment data is interrogated termly through tracking and monitoring.
- All staff report increased capability, capacity and confidence in the learning, teaching and assessment of reading.

“Sustainable reading for pleasure activities are part of my daily teaching and planning. We have created a number of reading areas within the school and playground and pupils have access to a wide variety of book genres and resources which promote reading for pleasure, our pupils choose to read because they want to rather than have to. Pupil enthusiasm, engagement and confidence in reading has increased which has raised reading attainment in my class.” (Class Teacher)

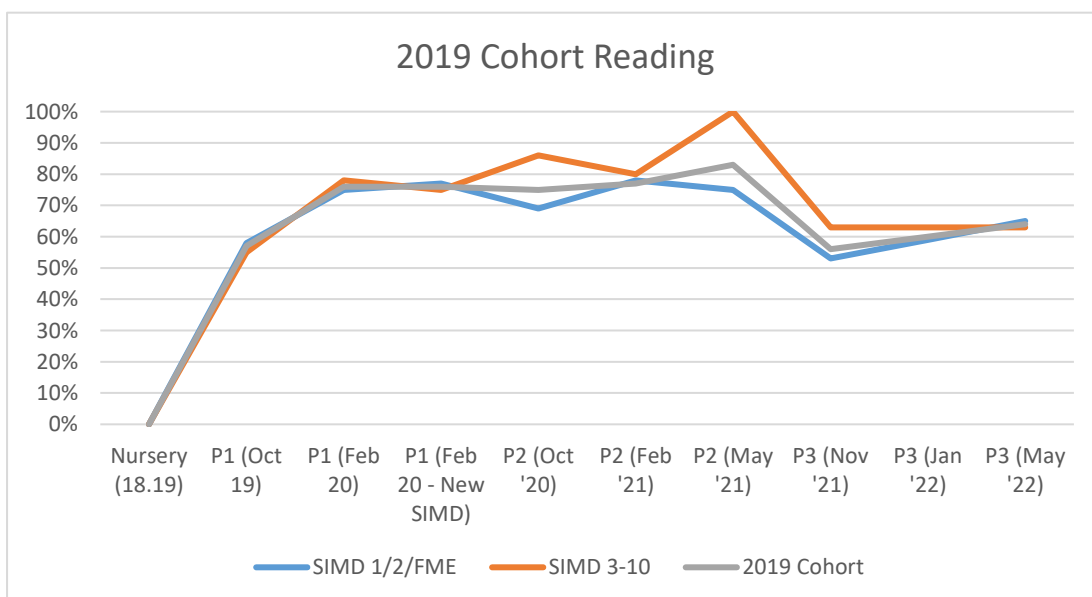
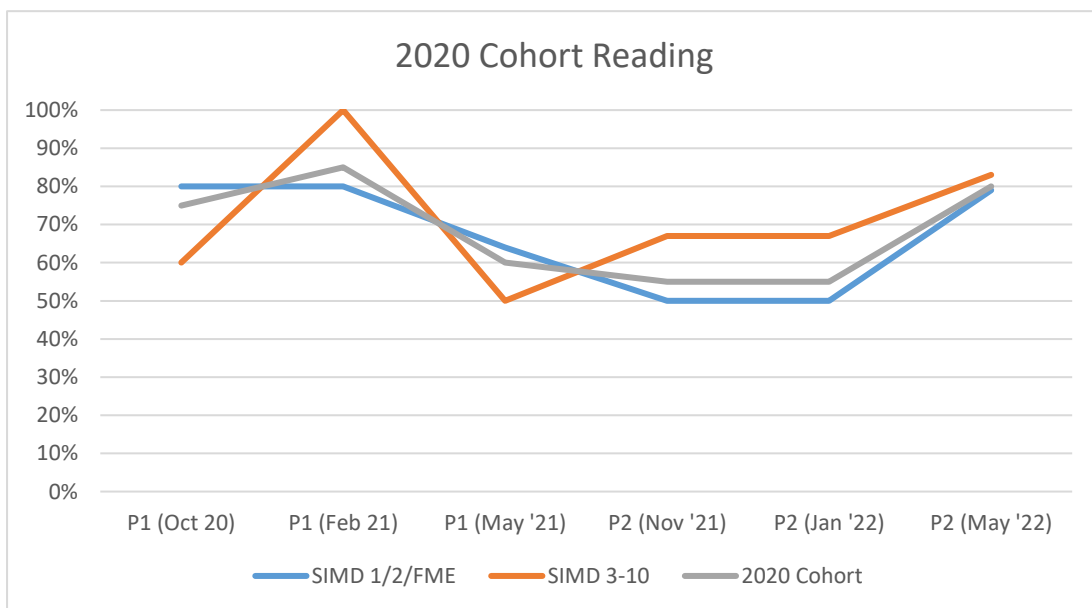
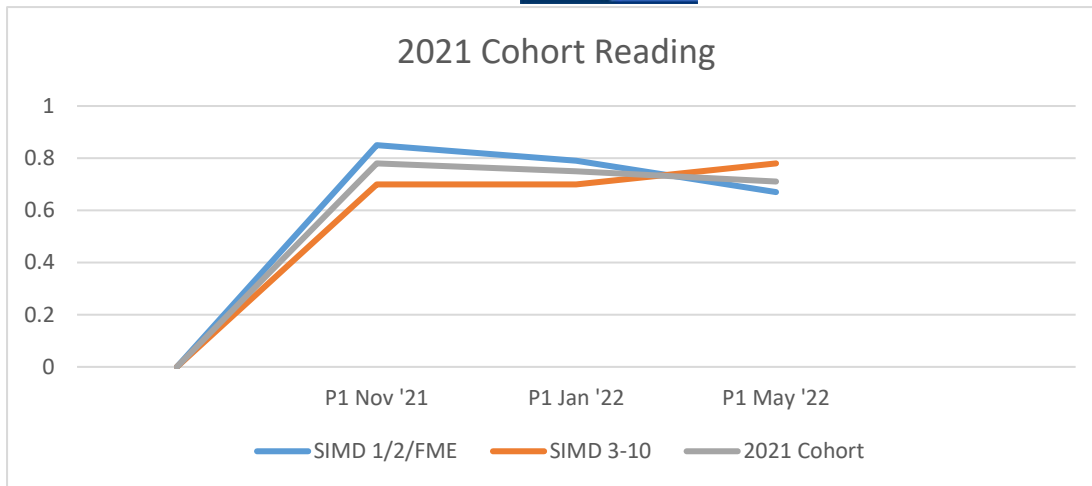
- Almost all children are confident and motivated in reading lessons. They can explain why reading is important and can talk reflectively about their learning. Learner conversations (Let’s have a blether sessions) allow children to spend quality time with CT, PT, HT and parents/carers, evaluating their work, identifying strengths and next steps.
- Regular consultation and communication takes place with the full school community through monthly newsletters, assemblies and pupils/parent questionnaires.
- Opportunities to enhance reading for enjoyment, parental engagement and family learning have been offered to all pupils from P1-P3 through story sacks which go home on a weekly basis.

“I love taking a Story Sack home, I read the stories with my Mum and then we draw a picture in the jotter, I like looking at all the pictures everyone else has drawn.” (P2 pupil) “We have read all the books and plan on looking for bugs in the woods. (P1 parent - Book Bug Bags)

- Reading Schools has had a significant impact on other curricular areas, particularly writing, for example, all classes wrote their own story books during writing lessons and read aloud to another class. All P7 pupils also wrote Christmas books for their P1 buddies, which were then shared during paired reading sessions.

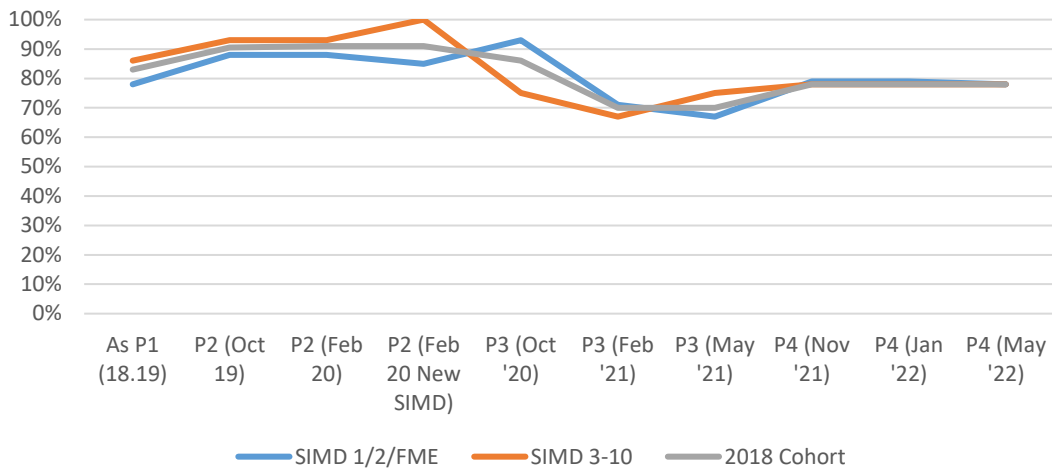
Next Step(s) to inform SIP for 2022/2023:

- Continue to prioritise the development of children’s reading across the school and work towards a Gold Level Reading Schools Award.
- Continue to prioritise Reading for Enjoyment to ensure that it becomes firmly embedded in our whole school culture.
- Organise activities to increase parental engagement with pupils in reading for pleasure.

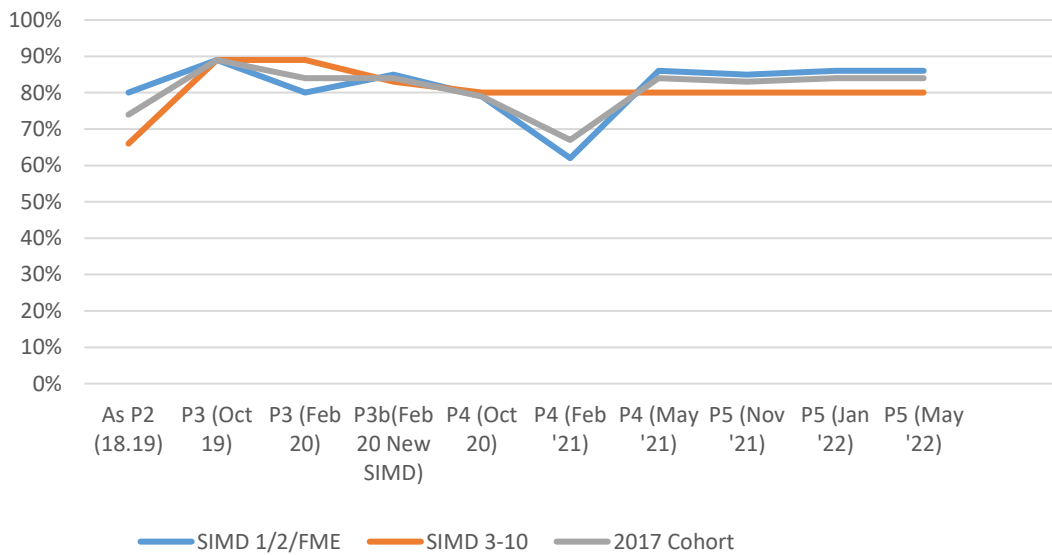




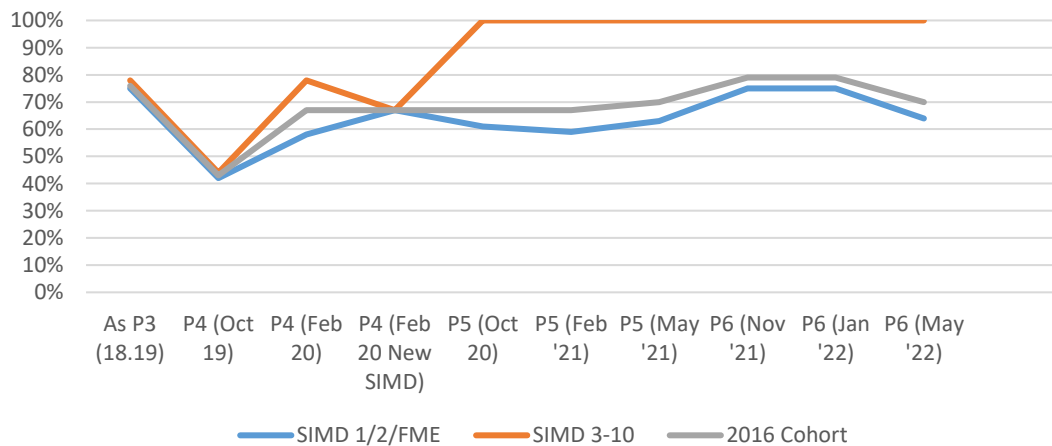
2018 Cohort Reading

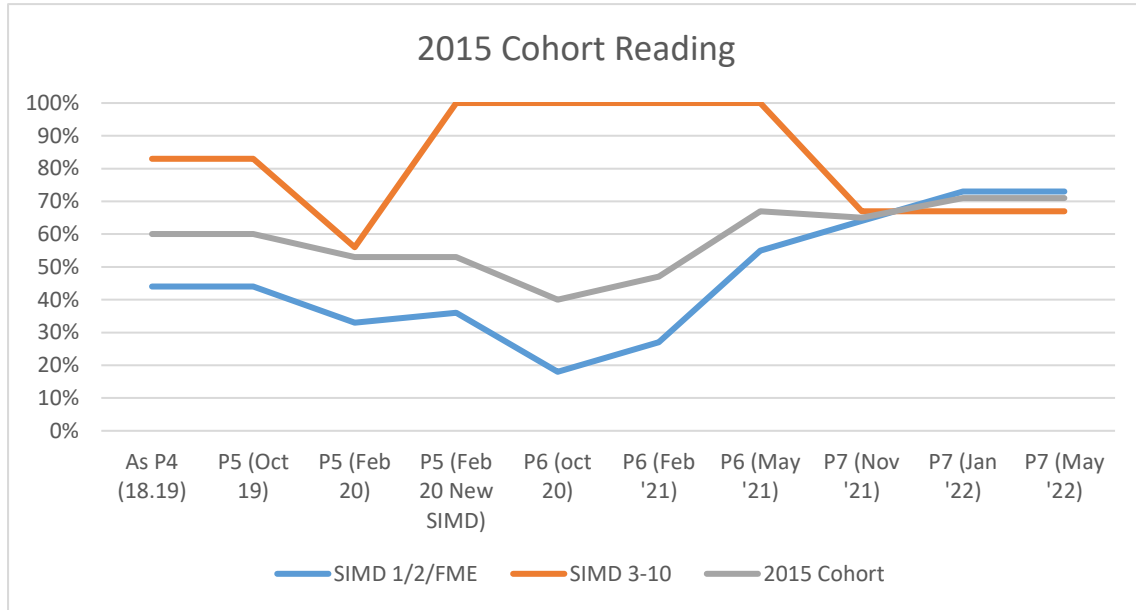


2017 Cohort Reading



2016 Cohort Reading







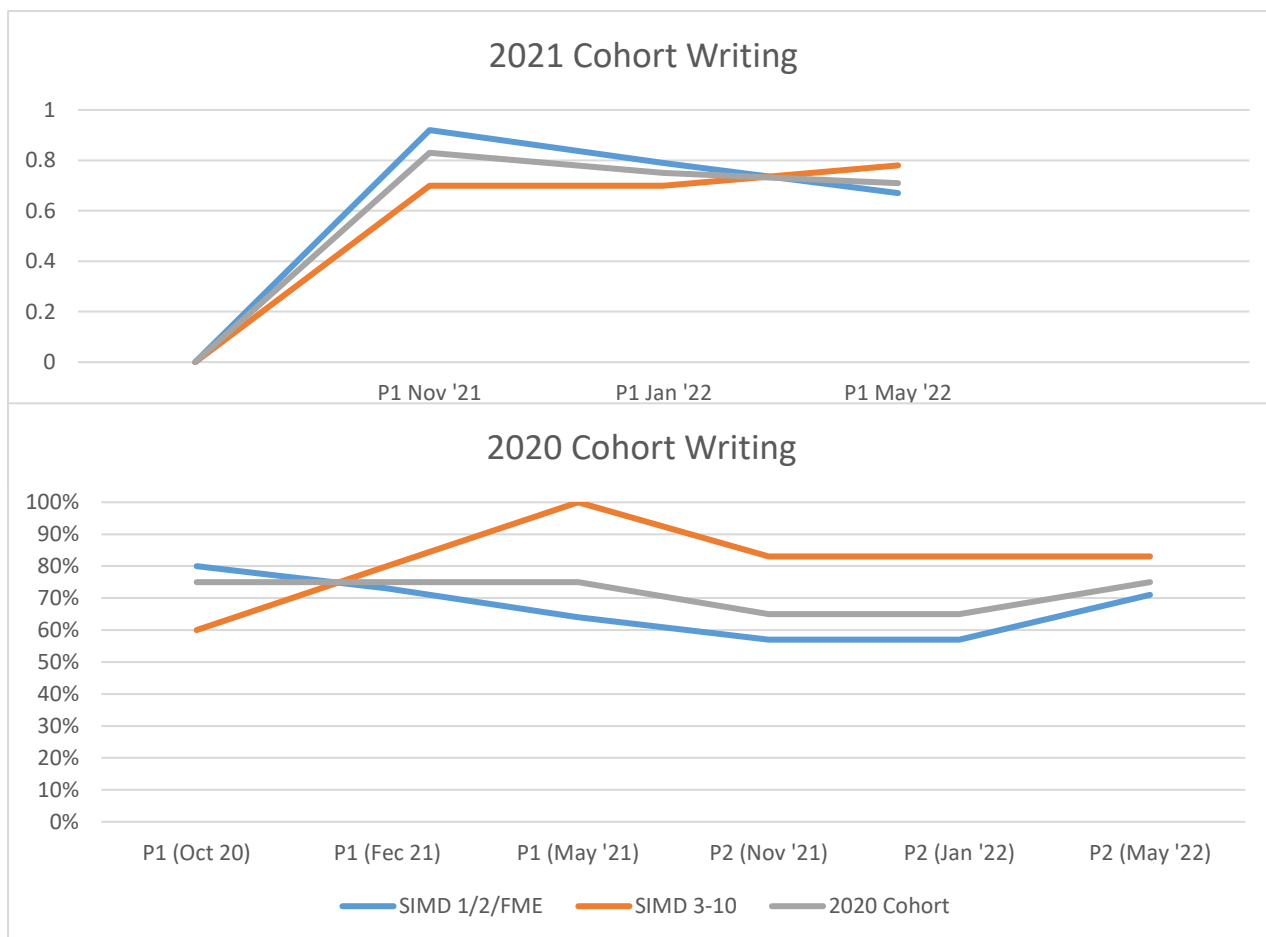
School priority 2:	
<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> School and ELC improvement Performance information	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum
Strategy <u>What did we set out to do?</u> <p>Analysis of writing data from 2020-2021 identified 44 pupils who were behind their expected age range, with 13 pupils who are significantly behind their expected level (> 1 year, particularly from P4-P7). It was hoped that development of children's reading skills would also have a positive impact on writing skills through increased vocabulary and exposure to texts.</p> <p>SWOT analysis identified that there wasn't a consistent programme across all stages and that a framework for learning needed was required to ensure coverage of all writing genres and progression.</p> <u>Outcomes:</u> By June 2022, attainment in writing will increase by 5% at P4-7. Teacher confidence across all stages will improve. <u>Measures:</u> 4 sample pieces of children's writing will be assessed and moderated against P4-7 progression pathways. Attainment data will be measured in October/January/April. Leuven Scale of Engagement will be completed termly by class teachers. Ongoing pupil dialogues and classroom visits <u>Progress and Impact</u> <u>What difference did we see?</u> <p>Writing attainment has increased by > 10% from 55.25% to 65.75% across P4-P7. Writing attainment has increased from 71% to 75% at P3. Writing attainment has increased 6% across P1-P7 from June 2021.</p> <p>The number of children scoring 3 or above in Leuven scale in writing is 95.3%, an increase of 9.5%. 84.5% of pupils score 4 or 5 on the Leuven scale.</p> <u>What did we achieve?</u> <ul style="list-style-type: none">• Our newly developed writing program ensures a consistent approach to writing across all stages, with clear IDL links and appropriate choice and challenge.• Our writing program is well structured and working on blocks of set genres allows for skills and knowledge to be developed over time, allowing our learners to enhance their skills in writing within contexts that are both interesting and engaging.• New planners have been developed for all levels and sub-levels to ensure coverage of all experiences and outcomes.• Planning is proportionate and manageable, identifying what is to be learned and assessed.• All teaching staff have consistently high expectations of almost all learners.• Almost all pupils benefit from a supportive learning environment, with lessons and activities differentiated to meet a range of learning needs.• All teachers make very good use of the benchmarks when identifying learning intentions and success criteria.• Success Criteria (SC) and peer- and self-assessment across all stages is evident in almost all writing sessions.• Feedback, including next steps, is linked to Learning Intentions (LI), Success Criteria (SC) in almost all writing sessions.• Class visits and forward plans have also shown that teachers are making very good use of the benchmarks to identify appropriate learning targets for pupils. As a result, most pupils are able to talk about what they are learning in writing.	



- Feedback is delivered using an agreed cycle, to incorporate self, peer and teacher assessment. As a result, most pupils can identify what they need to do to improve their writing. Access to core targets also ensures that most pupils can talk about the skills they must continue to develop across all writing pieces during the year.
- Teachers make very good use of assessment information, both summative and formative, to inform next steps in learning.
- Almost all teachers differentiate effectively through use of resources, teaching methods and support, including the use of technology.
- CLPL opportunities have been provided for all teaching staff to enhance their knowledge of writing resources and pedagogy.
- Additional information has led to increased interventions for pupils who need it, including the use of 5-minute literacy boxes and additional targeted teaching support. There are now 100% of learners with an identified need accessing appropriate interventions in literacy and writing.
- SSAs and additional teaching support within writing lessons has increased the ability to support learners, particularly those with dyslexia or literacy difficulties.
- Whole school moderation and learning trios have provided opportunities for all teaching staff to engage in professional dialogue, to observe pedagogy and to moderate own practice. Almost all teachers report increased confidence in making professional judgements against benchmarks.

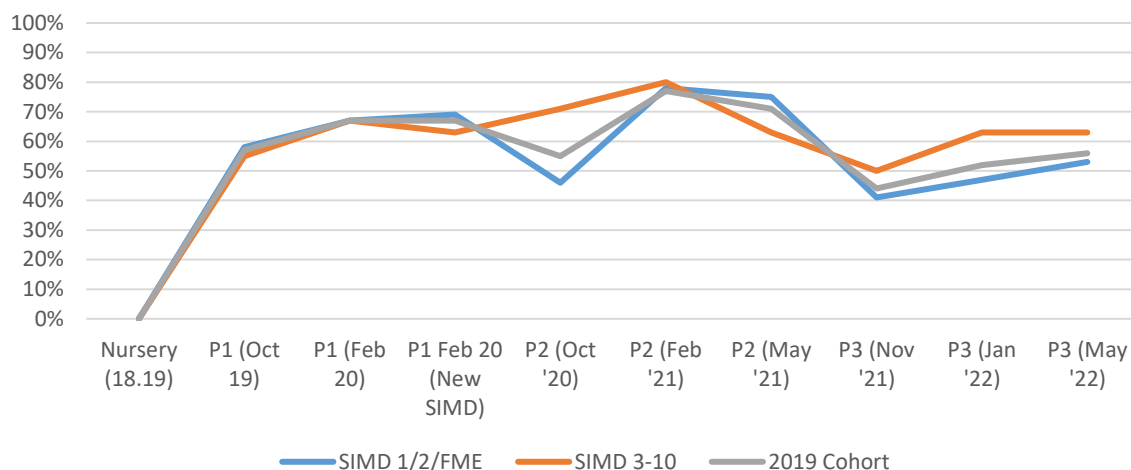
Next Step(s) to inform SIP for 2022/2023:

- Implement new writing programme across all stages and evaluate.
- Ensure consistency of teaching and learning is maintained across all stages, ie new staff are aware of the resources and pedagogy.
- Continue to review writing contexts to increase learner engagement, particularly for boys.
- Review our programme for grammar to support the writing process further.
- Provide opportunities for learners to set their own success criteria.
- Develop a standardised approach to feedback and working on this for all pupils.
- Monitor the impact on attainment through our termly tracking and monitoring.

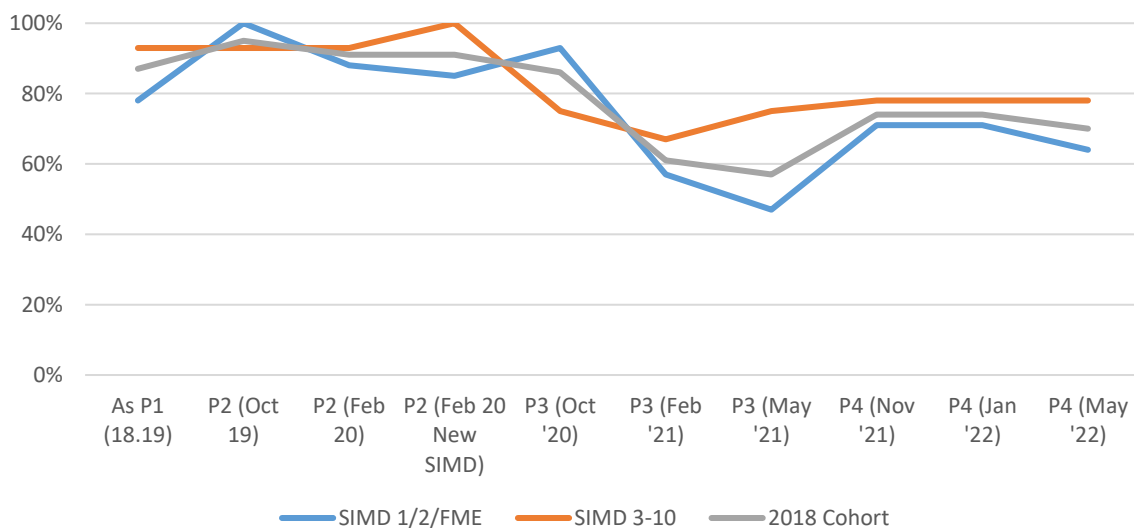




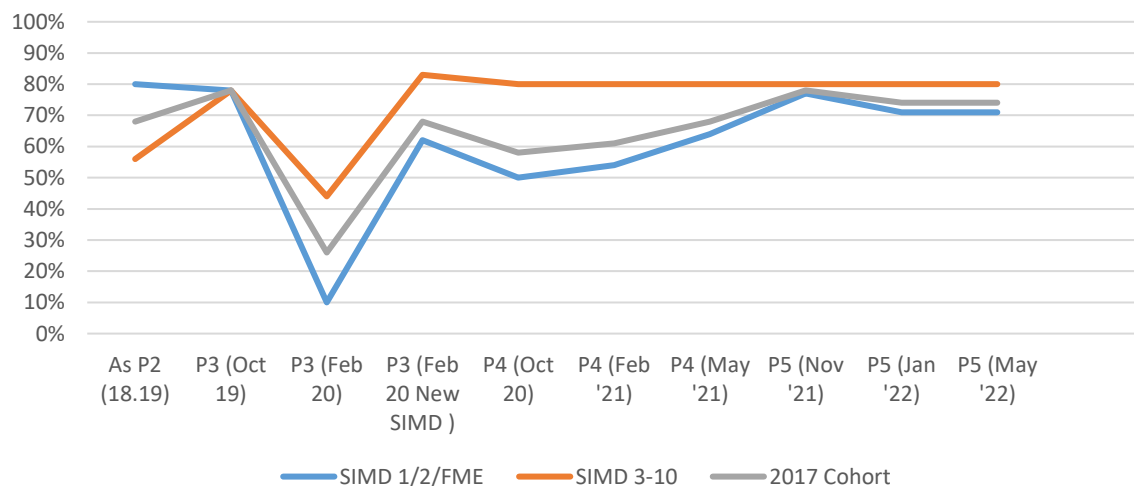
2019 Cohort Writing

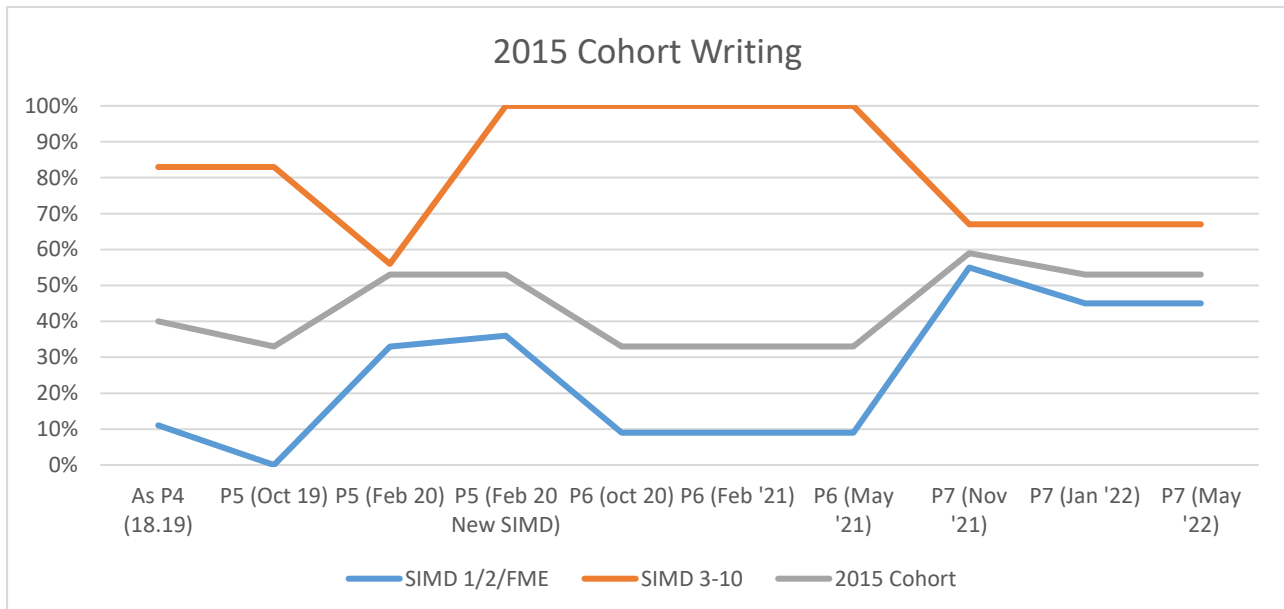
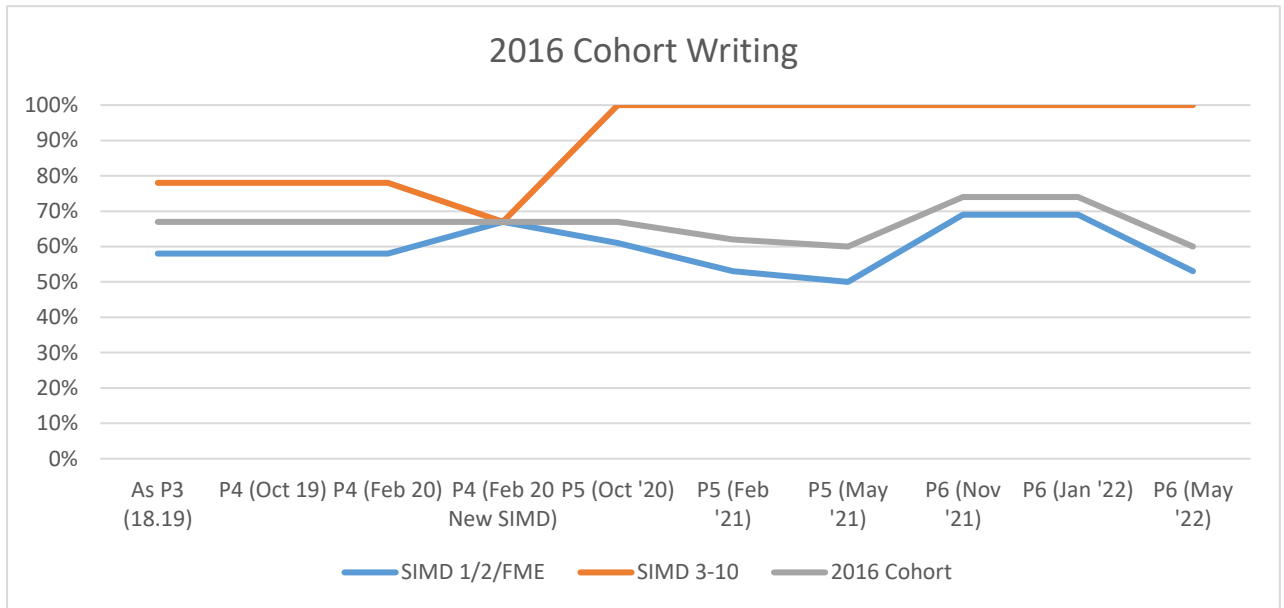


2018 Cohort Writing



2017 Cohort Writing







School priority 3:	
<p><u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Curriculum and assessment School Improvement</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 2.3 Learning, teaching and assessment 2.2 Curriculum</p>
<p><u>Strategy</u> <u>What did we set out to do?</u> Support staff reported that most children relied on adults to solve any playground incidents. An increasing number of children showed behaviours associated with insecure attachment.</p> <p><u>Outcomes:</u> Attachment-informed practice will be evident throughout the school. At least 75% of pupils will attend at least one extra curricular club in academic session 2021-2022 which will result in increased attendance, punctuality, engagement and readiness to learn. There will be a reduction in playground related incidents requiring staff intervention.</p> <p><u>Measures:</u> Classroom observations and peer visits. Participation data will be monitored termly. Attendance/Punctuality data will be monitored fortnightly. Number of playground incidents will be monitored monthly.</p> <p><u>Progress and Impact</u> <u>What difference did we see?</u> 76.4% of children from primaries 1-7 have attended one or more extra curricular club. The breakdown is as follows; P1 – 80% P2 – 70% P3 – 92% P4 – 61% P5 – 74% P6 – 80% P7 – 71%</p> <p>Attendance rates are as follows: P1 90.5% P2 93.9% P3 93.9% P4 92.4% P5 89.9% P6 90.4% P7 87.3%</p> <p>The number of children scoring 3 or above in Leuven scale in reading is 94.6%, an increase of 10.2%. 87.2% of pupils score 4 or 5 on the Leuven scale. The number of children scoring 3 or above in Leuven scale in writing is 95.3%, an increase of 9.5%. 84.5% of pupils score 4 or 5 on the Leuven scale. The number of children scoring 3 or above in Leuven scale in numeracy is 96.6%, an increase of 9.8%. 87.8% of pupils score 4 or 5 on the Leuven scale.</p> <p>Playground incidents have reduced by 27%.</p> <p><u>What did we achieve?</u></p> <ul style="list-style-type: none"> • Attachment Lead and ambassadors were identified comprising of SLT, CT and SSA. • All staff completed SLC Attachment training. 	



- An Attachment pledge board has been created in the in main corridor.
- An Attachment leaflet was developed and shared with all parents/carers.
- Parent/Carer Attachment survey was sent to all parents/carers. The results were analysed and used to inform practice within the school.
- Our work on Attachment has reinforced our vision and values across all stakeholders, resulting in a sense of ownership across staff, pupils and parents/carers.
- School Educational Psychologist delivered training on ACEs and PPRUDB to all staff (Feb '22). Some staff have engaged in further reading and CLPL on ACES. This has helped all staff to develop a greater understanding of children's behaviour and responses in different situations. It has also contributed to further developing the positive, nurturing ethos within the school. This is evidenced in learning walks and conversations with all pupils and staff and in evaluations and questionnaires completed by both staff and children.
- There has been a variety of after school and lunchtime clubs led by specialists, teachers and pupil leaders from the upper school. 76.4% of children from primaries 1-7 have attended one or more extra curricular club.
- Peer mediators have been trained and introduced in the P3-7 playground. Playground incidents have reduced by 27%.
- The Attachment/Nurture co-ordinator revisited nurture principles in August with staff. They have been incorporated into Health and Wellbeing planning and delivery over the course of the session. Nurture Principles are integrated into all HWB planning, weekly assemblies and all peer and SLT class observations.
- The nurture area continues to offer very effective support for pupils who need access to nurture and for delivering programs such as Give us a Break, Emotional Literacy and Draw/Talk. Daily morning nurture sessions have taken place throughout the session for identified children. Twice weekly afternoon nurture sessions have taken place for identified groups of children. 12 children from P4-7 were targeted for class level nurture this session. Attendance and punctuality has improved for all children who attended. Engagement has increased for 83% of the children who attended nurture. For almost all pupils accessing this support there has been a very positive impact on social relationships, attendance, behaviour, emotional wellbeing and engagement in learning.
- All teaching and support staff use Emotion Works with the children. The language of Emotion Works is used consistently in school by all staff in all dealings with pupils – both in and out of the classroom. Almost all children have a better ability to recognise and understand their feelings and emotions, including triggers for some negative emotions.
- We have engaged with a range of partners to develop resilience and confidence in targeted groups of pupils, including Forest Schools: these partnerships have led to positive experiences for our most vulnerable pupils across all stages and have been highly commended by parents, learners and staff;

I have really enjoyed going to Forest Schools. I wish that it could go on for longer. I have learned about nature and the environment. I have learned to be part of a team and I liked meeting people from other schools. (P6 Pupil)

- We are beginning to raise awareness among pupils and parents of the impact mental and emotional wellbeing can have on learning. All pupils have participated in the bi annual GWMA assessment, providing the opportunity to comment on the key indicators of feeling safe, healthy, achieving, nurtured, active, respected, responsible and included; the analysis of these assessments have been used to inform practice in all classes.
- 3 pupils have been supported by Wellbeing Scotland as part of the Counselling in Schools programme. This has resulted in improved attendance and engagement levels for all three children.

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

- Introduce peer mediators into P1 and P2 playground.
- Continue to work in partnership with our established partners, to address the needs of identified pupils.
- Continue to focus on attendance at all stages to reach 95%.



National priority: How we are ensuring Excellence and Equity?

Strategy

What did we set out to do?

Boxall Profiles of identified pupils showed both diagnostic and developmental strands were not within expected levels for identified pupils.

Leuven engagement data showed that 13 pupils, 12% of targeted pupils were scoring 2 or less for most curricular areas.

Outcomes:

By June 2022, there will be a 25% reduction in the number of children in SIMD 1/2/FME with significant HWB barriers recognised via the Glasgow Wellbeing Assessment.

Nurturing Principles will be evident across the whole school beyond Nurture Groups.

By June 2022, all SIMD 1/2/FME pupils targeted for Nurture intervention will have improved wellbeing and their barriers to learning will have reduced.

By June 2022, for all SIMD 1/2/FME pupils targeted engagement levels will increase.

Measures:

Glasgow Wellbeing Assessment will be completed in August and January.

Boxall Profiles will be completed biannually August and February.

Leuven Scale of Engagement will be completed every term

Progress and Impact

What difference did we see?

There has been a 37.6% reduction in the number of children in SIMD 1/2/FME with significant HWB barriers recognised via the Glasgow Wellbeing Assessment. The breakdown is as follows;

P1 - 46%
P2 - 57%
P3 - 35%
P4 - 43%
P5 - 29%
P6 - 18%
P7 - 36%

There has been a significant increase in levels of engagement for children in SIMD 1/2/FME across all stages.

	% of children from SIMD 1/2/FME whose engagement level has increased using Leuven scale of engagement. 2021-2022		
	Reading	Writing	Numeracy
P1	46.7	53.3	53.3
P2	38.6	50	28.6
P3	18.8	37.5	25
P4	35.7	28.6	21.4
P5	21.4	21.4	14.3
P6	17.6	17.6	11.8
P7	27.3	36.4	45.5

What did we achieve?

- All pupils have participated in the bi annual GWMA assessment, providing the opportunity to comment on the key indicators of feeling safe, healthy, achieving, nurtured, active, respected, responsible and included; the analysis of these assessments have been used to inform practice in all classes.



- The Attachment/Nurture co-ordinator revisited nurture principles in August. They have been incorporated into Health and Wellbeing planning and delivery over the course of the session. Nurture Principles are integrated into all HWB planning, weekly assemblies and all peer and SLT class observations.
- The nurture area continues to offer very effective support for pupils who need access to nurture and for delivering programs such as Give us a Break, emotional Literacy and Draw/Talk.
- Daily morning nurture sessions have taken place throughout the session for identified children. Twice weekly afternoon nurture sessions have taken place for identified groups of children. 12 children from P4-7 were targeted for class level nurture this session. Attendance and punctuality has improved for all children who attended. Engagement has increased for 83% of the children who attended nurture. For almost all pupils accessing this support there has been a very positive impact on social relationships, attendance, behaviour, emotional wellbeing and engagement in learning.

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

- Use Boxall Profile s to plan interventions within classes to target the wellbeing of specific children.

National priority: How we are ensuring Excellence and Equity?

What did we set out to do?

Punctuality

Punctuality data from May 2021 identified the need for a more bespoke approach to monitoring and additional CLPL for class teachers to ensure that any barriers to learning were identified and punctuality encouraged.

18% of pupils (19) from targeted group (SIMD 1-2 plus FME) had 10 or more latecomings over the course of the session 2020-2021.

Outcomes:

Punctuality figures for targeted group will improve by June 2022:

% of targeted pupils with 10 or more latecomings over the course of the session will reduce by 25%

Measures:

Punctuality figures for targeted pupils will be monitored weekly

Progress and Impact

What difference did we see? What did we achieve?

- During session 2021-2022, punctuality has been monitored on a fortnightly basis, data collected monthly and shared with SLT and all staff.
- Supportive telephone calls have been made to families where a pattern of lateness was identified. This was monitored fortnightly and with a few families daily, with support being offered.
- The number of children late for school has decreased gradually from 20.7% in September 2021 to 3% in April 2022.

The following table contains data on the number of children late each month.

No of children late September	30 chn	20.7%
No of children late October	8 chn	5.5%
No of children late November	7 chn	4.8%
No of children late December	6 chn	4.1%
No of children late January	7 chn	4.7%
No of children late February	5 chn	3%
No of children late March	3 chn	2%
No Of children late April	5 chn	3%
No of children late May	18 chn	12%



- During CAT/Inset days the importance of punctuality was revisited with all staff. Monthly punctuality figures were issued to staff. Daily dialogues took place with class teachers where regular lateness was identified.
- The Equity PT directed staff to clips/online videos to be used with children when discussing punctuality on a termly basis.

What did we set out to do?

Numeracy:

Analysis of MALT and Highland Numeracy standardised assessment identified a number of pupils moving into in P2 (5), P3 (6), P4 (11), P5 (7), P6 (7) and P7 (8) who were a year behind their expected age range. Leuven engagement data showed 10 (23%) of these identified pupils scored 2 or fewer when undertaking learning in Numeracy. 44% of targeted children were not on track in terms of expected CfE Levels for Numeracy
There were 87 children within targeted group from P2 -P7 – 38 (44%) were not on track

Outcomes:

By June 2022, P2 (2 pupils) P3 (2 pupils), P4 (5 pupils), P5 (2 pupils) P6 (1 pupil) & P7 (3 pupils) will be within their expected age-range for Numeracy and Mathematics.

By June 2022, the majority of children engaging in Maths Recovery will have a numeracy age of within 6 months of their chronological age.

By June 2022, the majority of children engaging in the Numeracy 5-Minute Box will have a numeracy age of within 6 months of their chronological age.

By June 2022, all identified pupils will score 3 or more in relation to the Leuven Scale of Engagement for Numeracy.

Measures:

MALT in June 2021 is baseline. Further assessment in December 2021 and SNSA for P4 and P7 pupils in May 2022. Numeracy 5-Minute Box assessments

Ongoing assessment throughout session utilising in-school numeracy assessments, including high quality assessments on termly basis.

Leuven Scale of Engagement completed every term

What difference did we see? What did we achieve?

- Maths Recovery and/or Numeracy 5 minute box interventions were implemented 3 times a week with P1 (3 pupils), P2 (4 pupils), P3 (7 pupils), P4 (3 Pupils), P5 (2 pupils), P6 (8 pupils) and P7 (4 pupils).
- Interventions were measured and reviewed 4 times over the course of the session through ongoing assessment utilising in-school numeracy assessments, including high quality assessments on termly basis, MALT (biannually) and SNSA for P1/4/7 pupils in May 2022.

	Number of pupils targeted now within their expected age-range for Numeracy and Mathematics 2021-2022	
	Number of pupils	% of targeted group
P1	1	33.3%
P2	4	100%
P3	5	71.4%
P4	2	66.7%
P5	1	50%
P6	3	37.5
P7	4	100%

- The number of children from SIMD 1/2FME scoring 3 or above in Leuven scale in numeracy is 97% (almost all).



What did we set out to do?

Literacy

Analysis of standardised assessments identified a number of pupils moving into in P2 (6), P3 (4), P4 (7) P5 (7), P6 (6) and P7 (7) who were between a year and a year and a half behind their expected age range.

There were 37 children within targeted group from P2 -P7 – (43%) were not on track.

Leuven Scale of Engagement data showed 6 (16%) of these identified pupils scored 2 or fewer when undertaking learning in Reading.

Outcomes:

By June 2022, P2 (3 pupils), P3 (1 pupil), P4 (2 pupils), P5 (3 pupils) P6 (1 pupil) & P7 (2 pupils) will be within their expected age-range for Reading

By June 2022, most children engaging in the phonological awareness and blending intervention will have a reading age of within 6 months of their chronological age.

By June 2022, the majority of children engaging in the Literacy 5-Minute Box will have a reading age of within 6 months of their chronological age.

By June 2022, the majority of children engaging in paired reading and reading/spelling interventions will have a reading age of within 6 months of their chronological age

By June 2022, all identified pupils will score 3 or more in relation to the Leuven Scale of Engagement for Reading

Measures:

Ongoing PM Benchmarking

NGRT assessments in October and May.

Burt and Salford Assessments May/Dec

5-Minute Box assessments

Ongoing Active Literacy assessments

Ongoing class based reading and spelling assessments.

Leuven Scale of Engagement completed every term

What difference did we see? What did we achieve?

- Literacy interventions were implemented 3-5 times a week.
- Interventions were measured and reviewed 4 times over the course of the session through ongoing assessment utilising ongoing PM Benchmarking, NGRT assessments in October and May, Burt and Salford Assessments May/Dec, 5-Minute Box assessments, ongoing Active Literacy assessments, ongoing class based reading and spelling assessments and SNSA for P1/4/7 pupils in May 2022.

Primary 1

- 5 pupils received interventions. 60% are within 6 months of expected levels in reading and writing.

Primary 2

- 4 pupils received support with reading and phonemes. 4 children (100%) are now achieving expected level in reading, 3 (75%) are achieving expected levels in writing.

Primary 3

- 5 pupils received interventions with reading and spelling.
- 2 pupils (40%) are now meeting expected levels in reading.
- 1 pupil (20%) is now meeting expected levels in writing.
- 1 pupil (20%) is within 6 months of expected levels in reading and writing.

Primary 4

- 3 pupils were given small group support with their writing.
- 2 pupils (67%) are now meeting expected levels.

Primary 5

- 2 pupils received support for reading and spelling.
- The chronological age for both pupils increased in reading and spelling.



- 1 pupil (50%) is now within a year of chronological age in reading and spelling.

Primary 6

- 9 pupils were supported with spelling interventions.
- All pupils improved in their spelling age.
- 3 (33%) pupils are now within 7 months of their chronological age.
- 6 (67%) pupils are within a year of their chronological age.

- 8 pupils received support in reading.
- 2 (25%) pupils are now meeting expected levels in reading.
- 2 (25%) pupils are now within 9 months of their chronological age.
- 4 (50%) pupils are within a year of their chronological age.

Primary 7

- 4 pupils received support in reading and writing.
- 4 pupils (100%) are now meeting expected levels in reading.
- 3 pupils (75%) are now meeting expected levels in writing.

- The number of children from SIMD 1/2FME scoring 3 or above in Leuven scale in reading is 94% (almost all).
- The number of children from SIMD 1/2FME scoring 3 or above in Leuven scale in writing is 95% (almost all).

What did we set out to do?

Cost of the School Day

During lockdown, an average of 75% of pupils posted up work on Google Classroom. This comprised 73.4% of targeted pupils. Of 87 targeted children from P2-P7, 57 children (66%) regularly completed homework

Outcomes:

By October 2021, all identified pupils will have the necessary equipment at home to enable them to undertake learning at home.

Most identified pupils will be engaging in home learning by March 2022.

At least 50% (15) of identified pupils will show improvements in attainment as a result of this.

Measures:

Home learning participation data monitored termly.

Pupils attending homework support club will be monitored weekly.

Attainment data will be monitored in October, January and April.

What difference did we see? What did we achieve?

Participatory Budget

- All stakeholders were consulted regarding the Participatory Budget 21/22. All staff responded, 94 pupils responded (63%) and 24 parents/carers responded (27%)

The Participatory Budget was spent on the following options:

- Sensory Walk
- Extra-Curricular Clubs
- Stationery Station
- Writing For Pleasure Book
- Outdoor Learning

Sensory Room

- A sensory room and sensory walks have been created to provide individuals and groups of identified pupils the opportunity to self-regulate in order to reduce time spent out of class by at least 5%.
- All children who have used/are using the sensory room and sensory walks are spending more time in class.



Stationery Stations

- Stationery stations have been established in all classes to ensure that all pupils have access to key learning resources and snacks.
- A sample group of 3 children from each primary cohort SIMD 1/2/FME were identified and a comparison in Literacy and Numeracy jotters made before and after Stationery Station was introduced. Almost all teachers reported that the pupils had been quicker to set to tasks and that the quality of the work in jotters had improved.
- 82% of the identified children found the stationery station resources useful in helping them to complete their schoolwork.

'It is beginning to make a difference to the children's work – the children were also confident in using the stationery stations.' (P3/4 Teacher)

'Having the equipment has improved creativity in class.' (P6/7 teacher)

'Snacks are there if we are hungry.' (P5 pupil)

Outdoor Learning

- Equipment has been purchased to support outdoor learning.
- One member of staff member has completed a 2-day course focused on outdoor learning activities, fire and tools training. Some activities have been implemented with specific groups of children. Across P4-7, there has been an increase in engagement levels of all pupils identified (16).

Writing for Pleasure Jotters

- Writing for pleasure jotters have been introduced to all stages. 19 pupils from SIMD1/2FME were identified to increase attainment in writing.
- There has been an increase of 10% in writing attainment across the school.
- In a survey conducted with all identified pupils, 50% (50) stated that they used the Writing for Pleasure jotters often, with 5 % stating they used the jotters sometimes.

Technology/ Homework

- Chromebooks and iPads were allocated to create an ICT Home Learning Library to ensure that all children had access to equipment to take home to complete homework and Google classroom tasks.
- Timetables were created to ensure that all classes had home access to iPads or Chromebooks.

Information on the use of ICT equipment is stated in monthly school newsletters.

P7 - 4 out of 11 pupils used equipment 36%

P6 – 5 out of 17 pupils used equipment 29%

P5 - 3 out of 14 pupils used equipment 21%

P4 - 4 out of 14 pupils used equipment 29%

- Lunchtime homework clubs were established for all classes. Almost all classes have used the homework club
- Parents/carers were informed about the Homework Club via monthly school newsletters.
- All Teachers have regularly engaged in dialogue with learners re supports needed to complete work.

Excursions

- The school funded the cost of buses for all children to participate in educational outings. Where parents/carers could not afford the cost of the whole visit, the school funded the whole cost of the trip.

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

Punctuality

- Continue to monitor punctuality on a fortnightly basis, with report created monthly and issued to SLT and all staff. Data continued to be shared with all stakeholders
- Create 'Right on Time' group from Primary 5 cohort. The group will take ownership of identifying a week per month (third week in the month) where punctuality is monitored as a school by the children and the class/es with best punctuality for that week will receive a reward.
- Continue to contact parents/carers if children are continually late for school. Create contact sheet to record the contact made and outcome of the meeting/telephone conversation.



- Revisit with all staff the importance of being at school on time on a termly basis, monitored by Equity Lead.

Numeracy

- Embed Maths Recovery pedagogy into learning and teaching of early level and first level curriculum.
- Continue Maths Recovery interventions with P5-7 pupils, with particular focus on pupils moving into P7 (5 pupils).

Literacy

- Continue Literacy interventions 5 minute box, Toe by Toe, small group reading and writing support, paired reading .

Participatory Budget

- Consult with all stakeholders on the spend for Participatory Budget 22/23 with a focus on outings and school clubs.
- Continue to resource stationery stations. Add resources dependent on the needs of the children.
- Further develop outdoor learning activities and link with other areas of the curriculum ie. Numeracy and Literacy.
- Ensure that pupils are given opportunity next session to write at interval and lunchtime.
- Ensure that all children have access to ICT equipment to complete homework tasks.
- Continue to inform parents/carers via email and newsletters regarding progress towards identified targets and initiatives.
- Continue to run homework clubs next session, with all classes making use of the resource. Equity Lead will monitor on a fortnightly basis.
- Continue to target funding to support families with the cost of educational outings.
- To share revised Cost of the School Day Position Statement with all staff August 22 and create pupil friendly version.