



Neilsland Primary School

Standards and Quality Report 2022/23

Context of the school:

Our 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 accommodation comprises of 7 spacious classrooms, nurture room/library, a large assembly hall and separate dining room. 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. We have very close links with the nursery and engage in many joint initiatives.

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.

The school is part of the Calderside Learning Community. The Learning Community has developed very positive working relationships, recently focussing on curricular transitions, that have a positive influence on all aspects of school life.

At Neilsland Primary School we aim to make school a happy, supportive place in which every child will thrive and develop socially, emotionally, academically and physically. We aspire to become a school that delivers high quality teaching and learning underpinned by continuous self-evaluation. Working in partnership with all, we aim to provide learning experiences that will engage and inspire all our learners enabling them to achieve success. Our curriculum is designed to ensure all children are supported in their learning through our attachment informed practice and planning to provide opportunities for our children to learn knowledge and skills through real life experiences. Our vision is:

At Neilsland 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 **Nurtured, Encouraged, Inspired, Lovely relationships, Supported, Laughter, Attaining, New learning and Determined**. We aim to promote these through all our relationships and within our curriculum.

In June 2023 the school was delighted to be awarded the Gold Level Reading Schools Award in recognition of the whole school commitment to the promotion of reading for enjoyment for all.

Review of progress for session Aug 2022- June 2023

School priority 1:	
<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy.</p> <p><u>NIF Driver</u> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability Choose an item.</p>
<p>Strategy What did we set out to do? Analysis of reading standardised assessment data completed by P1-P6 children in 2021-2022 highlights that 17 pupils are significantly (18 months or more) behind their expected age range.</p> <p>The ongoing analysis of data supports the need for a continued whole school approach to sustaining and embedding a reading culture which will begin to permeate the school community.</p> <p>The Reading Schools programme will continue to offer a coherent structure for all of our reading initiatives and activities.</p> <p>26.7% of our children in P1-P6 (35 out of 131) are not on track for Reading.</p> <p>Engagement data shows that 10 pupils (8%) score 2 or less when undertaking learning in literacy.</p> <p>Pupil dialogues have shown that a number of children do not have access to a choice of reading materials at home.</p> <p>Ongoing consultation with children has identified that pupils would like more choice in their reading materials to ensure that they are challenging, contemporary, enjoyable and relevant.</p> <p>Outcomes By June 2023, the reading age of 7 out of these 17 of children will become <18months below their chronological age. By June 2023, the combined attainment for Reading will have increased by at least 3%. By June 2023, the number of children who score 3 or above for engagement in Reading using the Leuven Scale of Engagement will be 95% By June 2023, almost all children will have an SLC library membership.</p> <p>Measures Children's reading age will be assessed in May/June. Attainment data will be monitored in November, February and May/June. Leuven Scale of Engagement will be completed termly by class teachers Membership applications will be monitored termly</p>	

Progress and Impact

What difference did we see? What did we achieve?

- The combined attainment for reading has increased by 6.8% from 77% to 83.8%.
- The number of children scoring 3 or above for engagement in reading is 95.7%
- The majority of children have an SLC library membership.
- Our Reading Schools leadership group consists of pupils, school staff, YFCL worker and parents (Parent Council members).
- Our Reading Schools working party meets regularly to discuss, plan and implement reading for pleasure strategies and activities that are embedded within our curriculum and daily classroom practice.
- All staff and pupils have engaged in a range of reading for pleasure events throughout the 2022/23 session, including monthly reading focused assemblies. The Reading Schools action plan has been integrated fully into all forward planning.
- We have collected evidence to support our Gold Reading Schools action plan submission towards our Gold Reading School accreditation.
- Our Gold Reading Schools action plan was shared with all stakeholders through Google Classroom and school displays.
- Our reading calendar of events was created by the Reading Schools working party and shared with all staff.
- A variety of new texts were purchased in consultation with all staff and pupils to promote further engagement with reading. eg graphic novels, non-fiction texts and textless picture books to promote story telling. These were placed in class Book Buzz areas.

“My child loves reading at school and talks about all the new books they have in class, this has encouraged him to read more at home too. (Parent)”

- The school library has been re-established by our P6 and P7 Reading Owls and is used weekly by all pupils.

“All our classes have now had the chance to attend the Reading Owls Club on a Monday lunchtime. We are now 'taking the club outside' as the weather is improving and we look forward to chatting about books, reading and doing book craft activities up by the Listening Tree.” (P7 teacher)

- The majority of P5, P6 and P7 pupils were trained as paired readers.
- Book Nooks are used throughout the school and are used by all pupils.
- All classes have class Book Buzz areas and Reading Forests have been established within open areas for use by all classes and adults within the school.
- Library time, Reading Forest time, Book Nook time and DEAR time are all part of weekly planning.
- Each class has 3 Reading Ambassadors who encourage reading for enjoyment at class level and who contribute to the reading for enjoyment school improvement group.
- Mobile playground libraries are available throughout the week to all pupils.
- Pupils in all classes undertook a book inspired interdisciplinary topic this session.
- Children in almost all classes have had the opportunity to visit Fairhill Library to work with the librarians there.
- P7 pupils worked with pupils from two schools from within the Learning Community on a book inspired project to address the transition concerns they may have moving from primary to high school. They created a cartoon strip based on the graphic novel New Kid which was then shared with other schools.

“We (myself and the P7 teachers from Townhill Primary and David Livingston Memorial Primary) hope that this joint project will help to alleviate any fears our future P7 children may have about their transition to high school.” (P7 Teacher)

- Our pupils created a mystery box of books which we loaned to a school in the Learning Community to enjoy. The other school provided the same for us. Both schools provided feedback on the books they enjoyed reading before returning the boxes.

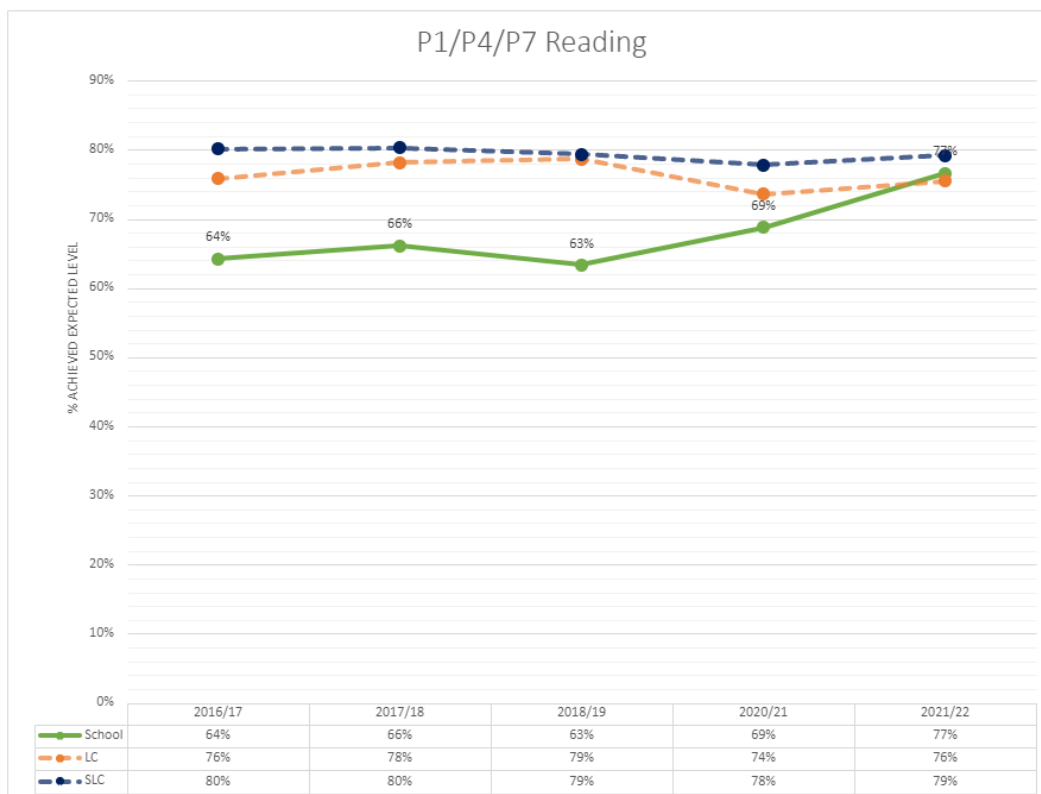
- Parents/carers were invited into school to share in book celebrations, eg Silver Award celebration, World Book Day events, Scottish Book Week, P1 Book Bug bags, P2 and 3 Read Write and Count events to increase community involvement. These events were attended by most parents/carers.
- Our Borrow a Book service encourages parents/carers to engage with texts for themselves or with their children to model reading for pleasure at home.
- Parents/carers were invited into school for a literacy open session to observe and share pupils reading experiences in the classroom. This was attended by the majority of parents/carers.
- We continue to offer pupils/ parents/carers a wide of range clubs to promote reading for pleasure. They have been implemented across all stages over the course of the session, including Torchlight Bookclub, Lunchtime Bookclub, drop-in library sessions and Book Tasting Club. Some parents/carers attended Read and Relax afterschool club sessions. All clubs were very well attended with 53% of pupils attending at least one of the extra-curricular reading clubs.

**“My child and I look forward to our Read and Relax afterschool sessions together, she showed me the books she enjoys reading at school and we decorated a tote bag together.”
(Parent)**

- 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 and a selection of lunchtime and afterschool clubs where parents can attend with their child.
- 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. Celebrations and achievements are posted regularly on Twitter.
- Within our community we have built and continue to develop sustainable partnerships with Lornebank Care Centre, Fairhill Library, and local primary schools to share our reading expertise.
- 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 and professional dialogue.
- All staff have engaged in CLPL via INSET, courses, professional reading and webinars.
- All staff report increased capability, capacity and confidence in the learning, teaching and assessment of reading.

“We have developed, embedded, analysed and improved upon our reading culture as a result of children being encouraged to read in a variety of contexts such as class novel studies, reading events and celebrations and reading clubs. Purchasing a wide range of book genres which are challenging, diverse and contemporary has helped engage pupils in reading for pleasure.”(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, Twitter, assemblies and pupils/parent questionnaires.
- Reading Schools has had a significant impact on other curricular areas, particularly writing, for example, all P7pupils also wrote Christmas books for their P1 buddies, which were then shared during paired reading sessions. Attainment in writing has increased across all stages.



Reading Assessments

Strategy

What did we set out to do?

Analysis of school self evaluation from 2021-2022 highlights the need for high quality reading assessments for all levels and sublevels from Early to Second level.

Outcomes

Analysis of school self evaluation from 2021-2022 highlights the need for high quality reading assessments for all levels and sublevels from Early to Second level.

Teacher confidence in making professional judgements will improve across all stages.

Measures

Reading assessments will be completed in May 2023 by all children.

Attainment data will be monitored in May.

Progress and Impact

What difference did we see? What did we achieve?

- Working party was established and an audit of existing assessments and pedagogy in Reading was carried out.
- A consistent structure was developed for an effective high quality assessment in Reading. Texts were sourced for each level/sub level and comprehension questions created for each text to support achievement of a level/sub-level.
- Reading assessments were piloted with selected group of children at each sublevel and will be rolled out across the school next session.

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

- Continue to prioritise the development of children's reading across the school and maintain our Gold Level Reading school status.
- Continue to prioritise Reading for Enjoyment to ensure that it becomes firmly embedded in our whole school culture.

- Continue to develop opportunities to organise activities to increase parental engagement with pupils in reading for pleasure.
- Continue to promote SLC library membership.
- Continue to develop our school library through the creation and training of P6 junior librarians.
- Roll high quality reading assessments out across all stages.

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

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Teacher and practitioner professionalism

School leadership

Parental engagement

Assessment of children's progress

School Improvement

Performance information

HGIOS?4 QIs (select from drop down menus)

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

1.3 Leadership of change

1.4 Leadership and management of staff

1.5 Management of resources to promote equity

2.2 Curriculum

2.3 Learning, teaching and assessment

2.4 Personalised support

2.5 Family learning

2.7 Partnerships

3.2 Raising attainment and achievement

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

Analysis of MALT standardised assessments and SNSA, alongside class-based assessments and observations has identified the need for a refreshed look at pedagogy, learning, teaching and assessment in Numeracy and Maths to increase consistency across the school.

During 2021-2022, 42 pupils 28% of children were not on target for Numeracy.

During 2021-2022, 38 P2-7 children (30.6%) had a Numeracy age of upto 18 months below their chronological age: P2 (4); P3 (7); P4 (5); P5 (6); P6 (8) and P7(8).

During 2021-2022, the children attaining expected levels were;

P1 83%

P2 80%

P3 72%

P4 78%

P5 68%

P6 60%

P7 53%

Leuven Scale of Engagement data shows 7 (7.7%) of targeted group score 2 or less when undertaking learning in Numeracy.

Pupil and parent consultations have identified the need to increase challenge for the more able.

Outcomes

By June 2023, there will be a 5% decrease in the number of children whose Numeracy age is >1.5 years below their chronological age.

By June 2023, the combined attainment for Numeracy will have increased by at least 3%

By June 2023, the number of children who score 3 or above for engagement in Numeracy using the Leuven Scale of Engagement will increase by at least 2 (2.2%).

Most children will report that they feel challenged in their learning in Numeracy.

Measures

Numeracy assessments completed in May

Attainment data will be monitored in November, February and May/June.

Leuven Scale of Engagement completed every term

Pupil questionnaire

Progress and Impact

What difference did we see? What did we achieve?

- Numeracy working party was established.
- Outdoor learning boxes and problem-solving folders have been established for each stage. These will be piloted in session 2023-2024. This will help to ensure consistency and progression across all stages.
- Generic Blooms maths challenges have been created for early, first and second levels for the organisers fractions, decimals and percentages, measurement and number and number processes. These will be integrated into planning in session 2023-2024.
- Maths Journals for recording Number Talks were piloted in Primary 6 and a floor book for recording in Primary 2. Learner conversations told us that most pupils found this useful in supporting their learning in numeracy. This will be rolled out across all stages in 2023-2024.
- All teaching staff were trained in the structure of an effective maths lesson and given supporting documentation. During Inset, all teaching staff were trained in 'Effective Questioning for assessment in numeracy and mathematics'. Evidence from SLT visits and peer observations showed that almost all staff were applying the agreed structure of an effective maths lesson and using questioning effectively to support assessment.
- The focus of SLT visits has been learning and teaching in numeracy and mathematics for all teaching staff.
- All teaching staff have been part of a learning trio engaging in moderation in numeracy. This has ensured that basic numeracy skills are embedded, that there are clear lines of progression between the levels and consistency in teaching approaches.
- Two additional staff have been trained in Maths Recovery. As a result, approaches are being used with all P1 and P3 pupils as part of whole class teaching to improve pedagogical practice. P4 teacher is incorporating Maths Recovery to support targeted children where numeracy levels are concerning during focused group support within the class. Through baseline assessments, tracking and monitoring, we are measuring the impact on attainment.

“ Maths Recovery gives me strategies to help me solve calculations.” P7 pupil

“My teacher will give us new strategies to help with finding the answer to questions and also if you struggling she will take us out to give us extra help.” P4 pupil

“ I love Maths Recovery as we get to learn new stuff, and this will help us when we are adults.” P4 pupil

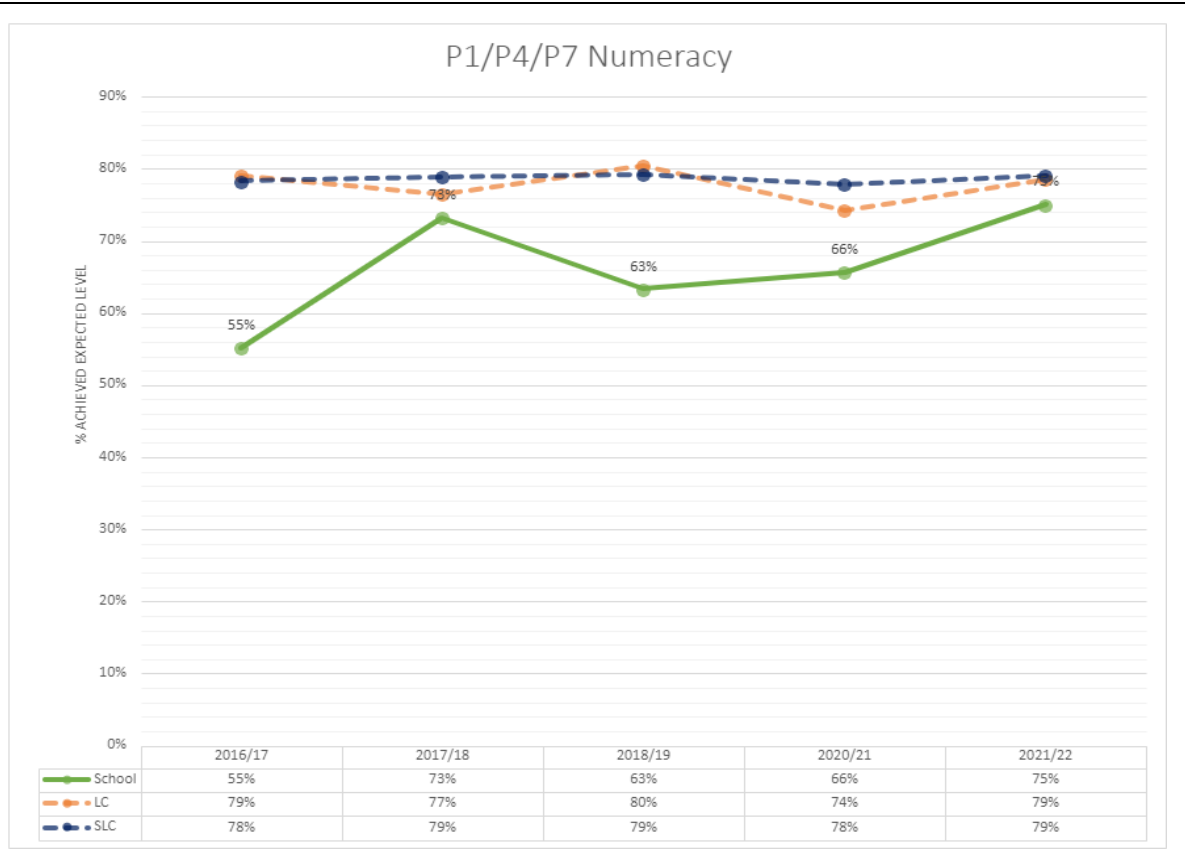
- The focus for pupil observations and focus groups has been learning in numeracy and mathematics. All pupils have been observed.
- Maths ambassadors have been appointed from P4-7. Their role is to support their peers in numeracy and maths. Learner conversations with P4-7 pupils tell us that almost all pupils feel that the maths ambassador helps them to feel more confident in numeracy and maths.

“I love being a maths ambassador because I like helping people and I enjoy maths. It also helps us with our leadership skills” P6 pupil

I like being a maths ambassador because after you have finished your work, you get to help people with their maths work if they don't understand it.” P6 pupil

“It is good to be helped by a maths ambassador because they help you understand questions you don't understand.” P6 pupil

- Numeracy and mathematics policy has been updated.
- Combined attainment for numeracy has increased by 4.4%, from 75% to 79.4%.
- The combined number of children who scored 3 or above in Numeracy using the Leuven Scale of Engagement increased by 2% to 92.6%.



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

- Roll out Number Talks floor books across P1-3 and maths journals across P4-7.
- Pilot outdoor maths resources and activities at all stages.
- Incorporate Blooms maths challenges into termly planning across all stages.
- Develop Third level Numeracy and Maths planners.

School priority 3:NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.
Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

School and ELC leadership
Teacher and practitioner professionalism
Parent/carer involvement and engagement
Curriculum and assessment
Performance information

HGIOS?4 QIs (select from drop down menus)

1.1 Self-evaluation for self-improvement
1.2 Leadership of learning
1.3 Leadership of change
1.4 Leadership and management of staff
1.5 Management of resources to promote equity
2.2 Curriculum
2.3 Learning, teaching and assessment
2.4 Personalised support
2.5 Family learning
2.7 Partnerships
3.2 Raising attainment and achievement

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

Children in our P1 class have missed out on nursery experiences, as well as the opportunity to play, because of lockdown and school/nursery closures.
Children in P1 require a lot of support to instigate games over break times.
Children in P1 and P2 need to develop their social skills, including their ability to share with others.
There has been a 5% decrease in attainment in Reading and Writing at P1.

Outcomes

All P1 children will engage in play-based learning throughout the day.
Children will be more settled in their classroom influencing attainment in literacy and numeracy.
Attainment in writing and numeracy will increase by at least 5% in P1. Most P1 children will show improvements in their language development.
There will be a consistent approach to play based learning across Early Level.
Agreed standard for play based learning will be developed.

Measures

Forward Plans will be monitored and discussed termly with a focus on play based learning.
Ongoing professional dialogue with staff.
Leuven Scale of Engagement will be completed termly by class teachers.
Forward plans will be monitored and discussed termly.
Classroom observations.
SLT visits.
Play based learning policy.

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

- Current practice was audited in relation to play-based learning. This helped us to identify our baseline in relation to play-based learning, as well as what we needed to work on to establish this approach to learning within our school.
- A play-based learning working party was established, in collaboration with another school within the Learning Community. This gave identified staff the opportunity to lead change within the school.
- CLPL needs and opportunities were identified, including staff's understanding of different types of play. One member of staff attended teacher attended local authority training on play pedagogy.
- Resources to support the development of play-based learning in P1 were identified and purchased.

Play pedagogy has made me question how young children learn and how best to support our youngest learners. The triangular approach allows children to decide on experiences that are meaningful to them. The implementation of target tasks has worked well and has helped the children to develop their skills in working independently and in managing their time to complete tasks. (P1 teacher)

- All P6 children were trained as Positive Play Leaders and have successfully initiated playground games with P1 and P2 pupils at break times.

“It is brilliant being a play leader because you get to see the younger pupils and play with your buddy.” P6 playleader

“I love playing with my big buddy, she is very helpful and does good games.” P1 pupil

“My play leader is friendly and she helps me to play well.” P1 pupil

“The play leaders do a very good job, keeping me safe and happy.” P2 pupil

“My play leader shows me how to play games and she is fun.” P1 pupil

“The play leaders do a great job helping in the playground. They have lots of games ideas for the younger children and encourage positive relationships.” SSA

- Unfortunately, we did not manage to take forward all of this priority due to absence. This will be a continued focus next session.

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

- Develop a consistent approach to play-based learning across Early level.
- Agreed standard for play based learning will be developed.

School priority 4:**NIF Priority (select from drop down menus)**

Improvement in children and young people's health and wellbeing

NIF Driver

School and ELC leadership
 Teacher and practitioner professionalism
 Parent/carer involvement and engagement
 Performance information
 Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

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

A significant number of children show low levels of resilience/self-esteem and behaviours associated with insecure attachment.
 Participation data from 2021/2022 shows that 76.4% of children engaged in an extra-curricular club.
 There have been very limited opportunities to facilitate face-to-face learning experiences for parents and carers and their child/ren within the school environment.
 Staff wellbeing has been affected by the pressures associated with Covid Recovery.

Outcomes

Attachment-informed practice and the 6 principles of nurture will be evident throughout the school.
 At least 80% of pupils will attend at least one extra-curricular club in academic session 2022-2023
 Over 50% of families will engage in at least one planned family learning experience.
 Most staff will report that they have a more positive sense of mental wellbeing.

Measures

Classroom observations and peer visits.
 Participation data will be monitored termly.
 Parental attendance at all family learning experiences will be recorded.
 Staff questionnaires.

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

- SLT and peer observations via quality management calendar highlight that Attachment and nurture informed practice is evident at all stages across the school.
- SLC Attachment Strategy, PPRUDB and nurturing principles were revisited during August inset day with all staff.
- SLC Attachment Strategy, nurturing principles and UNCRC have been a focus during whole school assemblies across the session.
- All staff received input on Adverse Childhood Experiences (ACEs). This effectively heightened staff awareness of some of the potential barriers to attainment and achievement and how we can work as a school to support the children affected by these.
- We have provided a range of clubs across our P1-7 classes. These have included a mixture of lunchtime and after-school clubs. 87% of pupils have attended one or more extra curricular clubs this session.
- All classes have showcased their learning through assemblies. Assemblies were attended by almost all parents/carers.
- All classes delivered a literacy based and a numeracy based open session. All parents/carers were welcome to attend. Sessions were attended by the majority of parents/carers.

- In collaboration with our YFCL worker, we have provided a range of family learning experiences over the course of the session for all families across all stages, including mindfulness, wellness, financial planning, food and nutrition. These were successful in increasing family engagement, pupil engagement, participation and in supporting attainment.
- 61 (52%) families engaged in at least one planned learning experience.
- All families reported that they had positive experiences of learning together.

I really enjoyed spending time with my child in school – cooking and learning together. We learned how to cook healthy recipes that are tasty too.’ (Parent)

I found the meditation and yoga so relaxing and it was so good to be able to spend time doing this together with my family.’ (Parent)

‘I enjoyed working with my kids, reading together in a relaxed environment.’ (Parent)

- All staff engaged in three professional learning sessions led by Barnardo’s workers focused on personal wellbeing, awareness of others’ wellbeing and how everyone’s wellbeing affects the school.
- All staff have agreed a wellbeing promise which outlines our wellbeing priorities and practice as a staff team and for the whole school community.

We all know that mental health is just as important as physical health. During the course of these sessions, everyone contributed by sharing concerns in open discussions, both in small groups and as a whole team. They definitely had an impact on all of us, as things were and still are being discussed outwith the sessions. I believe they’ve made us all more aware of our individual mental health and of the emotional wellbeing of the whole team. (SSA)

It was good to be reminded of the importance of looking after my own wellbeing in order to positively impact on the wellbeing of others. I particularly liked the practical ideas for peer support and ways in which to recognise when people might need additional support. (SST)

- Weekly Wellbeing Wednesdays were introduced for all support staff and ‘Feel Good Fridays’ on a termly basis for all teaching staff.

It has been extremely beneficial to have dialogue time with support staff and teaching colleagues, to discuss progress, achieved targets and next steps for children. (Class teacher)

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

- Continue to increase pupil participation in extra-curricular clubs. Plan to incorporate more extra-curricular clubs prior to school.
- Continue to organise family learning experiences for all stages.
- Ensure implementation of wellbeing promise at August Inset day.
- Continue to review practice and update promise as required.
- Continue ‘Wellbeing Wednesdays’ and ‘Feel Good Fridays’.
- Update HWB policy.

National priority: How we are ensuring Excellence and Equity?

Strategy

Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken

Reading

Analysis of standardised assessments has identified a number of pupils moving into P2 (5), P3 (4), P4 (7) P5 (3), P6 (2) and P7 (6) who are between a year and a year and a half behind their expected age range.

29.7% of targeted children in moving into P2-P7 (27 out of 91) are not on track for Reading.

The attainment gap in Reading 2021/22) is currently 7.5%.

P1 – 11%

P2 – 4%

P3 – 4%

P4 - -1%

P5 – 6%

P6 – 36%

P7 – -15%

Leuven Scale of Engagement data shows 8 (8.79%) of targeted group score 2 or less when undertaking learning in Literacy

Outcomes

By June 2023, P2 (2 pupils), P3 (1 pupil), P4 (3 pupils), P5 (1 pupil) P7 (1 pupil) will be within 9 months of their chronological age for Reading.

By June 2023, the majority of pupils engaging in the 5-Minute Box will have a reading age of within 6 months of their chronological age.

By June 2023, the majority of targeted children engaging in Literacy interventions will have a reading age of within 6 months of their chronological age.

By June 2023, there will be a 10% increase in the number of targeted children who are on track for Reading.

By June 2023, the attainment gap between the most and the least deprived in Reading will have decreased by at least 3%.

By June 2023, almost all targeted pupils will score 3 or more in relation to the Leuven Scale of Engagement for Reading.

Measures

Burt and Salford Reading Assessments completed in May/June

NGRT assessments completed in May

Ongoing Active Literacy assessments

5-Minute Box assessments

Attainment data will be monitored in November, February and May/June.

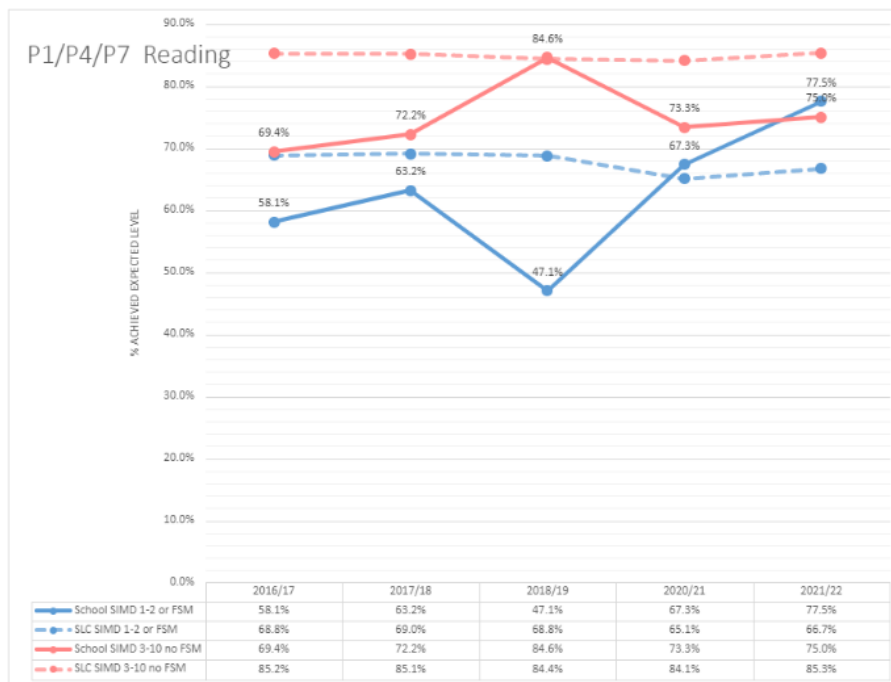
Leuven Scale of Engagement completed every term

Progress and Impact

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 2023.
- The reading gap has reduced in P1 and P4 and is 1% and -2% respectively.
- Combined attainment in targeted pupils across P1/4/7 has increased from 77.5% in 21/22 to 80.9% in 22/23.
- The combined attainment gap across P1/4/7 is -4.7% in session 2022/2023.

- 89.4% of targeted pupils score 4 or more in relation to the Leuven Scale of Engagement for Reading.



Writing

37.4% of targeted children in moving into P2-P7 (34 out of 91 are not on track for Writing. The attainment gap in Writing is currently 14.9% across all stages.

- P1 – 11%
- P2 – 12%
- P3 – 16%
- P4 – 14%
- P5 – 9%
- P6 – 47%
- P7 – 12%

Leuven Scale of Engagement data shows (8.79%) of targeted group score 2 or less when undertaking learning in Literacy.

Outcomes

By June 2023, there will be a 7% increase in the number of targeted children who are on track for Writing.

By June 2023, the attainment gap between the most and the least deprived in Writing will have decreased by at least 5%.

By June 2023, the combined attainment for Writing will have increased by at least 4%

By June 2023, the number of targeted pupils who score 4 or more in relation to the Leuven Scale of Engagement for Writing will increase by at least 5.

Measures

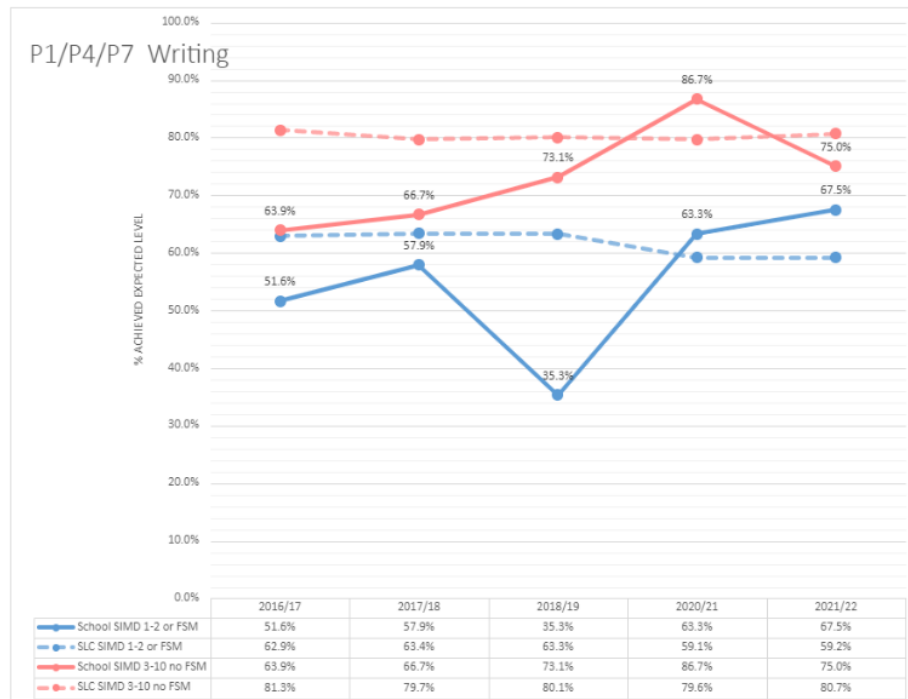
Attainment data will be monitored in November, February and May/June.

Progress and Impact

What difference did we see? What did we achieve?

- Literacy interventions were implemented with targeted groups across the school twice weekly.
- Interventions were measured and reviewed 4 times over the course of the session through ongoing assessment utilising ongoing class-based writing assessments and SNSA for P1/4/7 pupils in May 2023.
- The writing gap has reduced in P1 and P4 and is 1% and -10% respectively.
- Combined attainment in targeted pupils across P1/4/7 has increased from 67.5% in 21/22 to 76.6% in 22/23.

- The combined attainment gap across P1/4/7 is -0.3% in session 2022/2023.
- 89.4% of targeted pupils score 4 or more in relation to the Leuven Scale of Engagement for Writing.



Numeracy

Analysis of MALT standardised assessment has identified that 29 targeted pupils across the school are at least a year behind their expected age range: 3 in P2, 3 in P3, 5 in P4, 4 in P5, 5 in P6 and 8 in P7.

32% of targeted children (29 out of 91) are not on track in terms of expected CfE Levels for Numeracy

The attainment gap in Numeracy is currently 16%

P1 – 9%
 P2 – 4%
 P3 - -4%
 P4 – 25%
 P5 – 16%
 P6 - 47%
 P7 – 22%

Leuven Scale of Engagement data shows that 7.7% of identified pupils (7) score 2 or fewer when undertaking learning in Numeracy.

Outcomes

By June 2023, 6 children who are currently 12 months – 18 months behind their chronological age will be within 6 months of their expected age-range for Numeracy and Mathematics: P2 (1); P3 (1); P4 (1); P5 (1), P6 (1), P7 (1).

By June 2023, at least 74% of targeted children will be on track for Numeracy and the attainment gap between the least and the most deprived will have decreased by at least 6%

By June 2023, 95% of identified pupils will score 3 or more in relation to the Leuven Scale of Engagement for Numeracy.

Measures

MALT in June 2022 is baseline. Further MALT assessment in December 2022 and May 2023, and SNSA for P4 and P7 pupils in May 2023.

Numeracy 5-Minute Box assessments

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

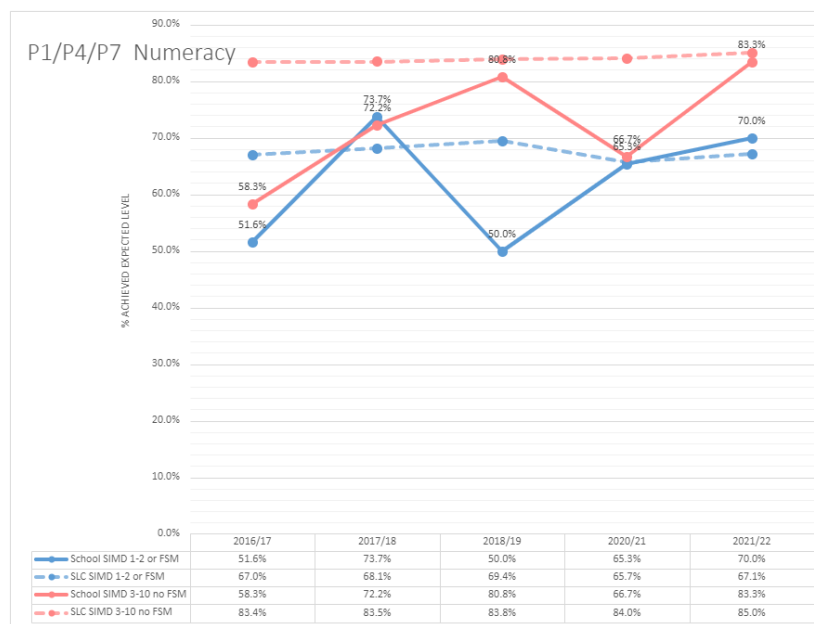
Attainment data will be monitored in November, February and May/June

Leuven Scale of Engagement completed every term

Progress and Impact

What difference did we see? What did we achieve?

- Numeracy interventions were implemented with targeted groups across the school three times weekly.
- Interventions were measured and reviewed 4 times over the course of the session through ongoing assessment utilising ongoing class-based numeracy assessments, holistic assessments, MALT assessments (December 2022, May 2023) and SNSA for P1/4/7 pupils in May 2023.
- The numeracy gap has reduced in P1 and P4 and is 7% and -10% respectively.
- Combined attainment in targeted pupils across P1/4/7 has increased from 70% in 21/22 to 74.5% in 22/23.
- The combined attainment gap across P1/4/7 has decreased from 13.3% in session 21/22 to 6.5%.
- 89.4% of targeted pupils score 4 or more in relation to the Leuven Scale of Engagement for Numeracy.



Punctuality and Attendance

Punctuality and attendance data from June 2022 highlighted the continuing need for a bespoke approach to monitoring to ensure any barriers to learning are identified and punctuality and good attendance are encouraged.

3% of pupils, 3 from targeted group of 101 P2-P7 children had 10 or more latecomings over the course of the session 2021/2022.

26.7% of targeted children have an attendance rate of less than 90%.

The number of FME children in our school has decreased slightly from 41.8% in 2020/2021 to 41.2% in 2021/2022.

Outcomes

Punctuality and attendance figures for targeted group will improve by June 2023:

Number of targeted pupils with 10 or more latecomings over the course of the session will decrease by 33%

Number of targeted pupils with attendance of less than 90% will decrease by 30%

Cost of the School Day for school activities will be reduced to £0 for all our FME children

Measures

Punctuality and attendance figures for targeted pupils will be monitored fortnightly

School activities for every class will be monitored monthly

Progress and Impact

What difference did we see? What did we achieve?

Attendance

- During session 2022-23, attendance has been monitored daily with data collected, reported monthly and shared with SLT and all staff.
- Supportive telephone calls have been made to families where a pattern of poor attendance has been identified. This is monitored fortnightly and with a few families daily, with support being offered.
- The number of targeted children with an attendance rate of <90% has decreased to 25%.
- 47.3% of targeted children have an attendance rate of >95%.
- We have engaged in a local authority test of change initiative and overall attendance for targeted group has increased by 3.3% to 91.9%.
- During CAT/Inset days the importance of attendance has been revisited with all staff.
- Spreadsheets have been created for each year group and each child's attendance per month is recorded.
- Attendance percentages are recorded termly on support registers.
- A proforma has been created for recording meetings with parent/carers.
- Open dialogue takes place with parents/carers to encourage attendance.
- Fun days/outdoor learning events have been implemented at the end of term to encourage attendance.

Punctuality

- During session 2022-23, punctuality has been monitored on a daily basis with data collected reported monthly and shared with SLT and all staff.
- Supportive telephone calls have been made to families where a pattern of lateness has been identified. This is monitored fortnightly and with a few families daily, with support being offered.
- The number of children late for school has decreased gradually from 11% in September 2022 to 7% in May 2023.
- During CAT/Inset days the importance of punctuality was revisited with all staff. Monthly punctuality figures are issued to staff. Daily dialogues take place with class teachers where regular lateness has been identified.
- The Equity PT has directed all staff to clips/online videos to be used with children when discussing punctuality on a termly basis.

Participatory Budgeting

To reduce behaviour incidents in the playground.

Outcomes

The number of playground incidents will be reduced by a further 10%

Measures

Monitor the number of green slips.

Review spreadsheet of playground incidents.

Progress and Impact

What difference did we see? What did we achieve?

- The school has purchased outdoor equipment for lunches times. The equipment arrived in mid-May and is going to be introduced at the end of May. A younger class will buddy with an older class, and we will measure the impact in October 2023.

To improve school attendance and increase children's engagement levels.

Outcomes

To increase the number of children attending clubs across the whole school. The number attending clubs will be 80% of the school population.

Measures

Leuven Scale

Monthly monitoring of attendance.

Record of children attending clubs across all stages.

Progress and Impact

What difference did we see? What did we achieve?

- 81% of children attended a club or extra curricular school event. The average percentage of each cohort attending clubs or school events organised by the school is as follows:

P1 – 54.5%

P2 - 76%

P3 – 85%

P4 – 100%

P5 – 100%

P6 - 100%

P7 – 85%

The school introduced stationery stations last session and were very popular with staff, parents and pupils. Across the school community, it was decided to continue providing resources and add coloured pens to the resources.

Outcomes

3 children from each primary cohort residing in SIMD 1&2 and/or have FSM entitlement identified and a comparison in Literacy and Numeracy jotter made before and after stationery station was introduced.

Measures

Pupil Council Survey with classes. Survey the same pupils from last session to note any changes in responses.

Numeracy and Literacy jotters.

- Of the 21 children who were part of the targeted group, 19 children completed a questionnaire. 90% of the children who completed the survey reported that they used the stationery station in their class.
- 80.1% of the children reported that they used both the colouring pencils and pens located in the stationery station.
- 76.1% of this group reported using the snacks within the stationery station.
- Almost all staff have reported an increase number of children using the snacks.
- 90.4% of the children surveyed reported they wanted a stationery station in their next year's class.

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

- Continue to work with the central equity team in the next academic year to improve our practice in improving attendance and punctuality.
- Maths Recovery sessions to be implemented with targeted children across the school who are not achieving their expected age/stage for numeracy.
- IDL sessions to be implemented with targeted children across the school with children who are not achieving their expected age/stage for spelling and reading.
- NELI sessions to be implemented with targeted children across P1 and P2 who are not achieving their expected age/stage for oral language development.

- Continue to increase pupil participation in extra-curricular clubs. Plan to incorporate more extra-curricular clubs prior to school.
- Continue to organise family learning experiences for all stages.
- Continue nurture interventions with targeted children across the school who are not within the norms socially, emotionally and behaviourally for developmental and diagnostic strands