



Stonehouse Primary School  
Standards and Quality Report 22/23

**Context of the school:**

Stonehouse Primary School is located within the semi-rural village of Stonehouse, 3 ½ miles from Larkhall in South Lanarkshire. Stonehouse has a population of approximately 7,500. Stonehouse Primary School roll is 210 over 11 classes, including our 3 ASN classes. Our nursery class has 32 children with each child receiving 1140 hours. The catchment area is a mixture of social and privately owned houses. Our SIMD data is as follows: SIMD 1 & 2 – 29.8%, SIMD 3 & 4 – 18.9%, SIMD 5 & 6- 31.7%, SIMD 7 & 8 – 6.2%, SIMD 9 & 10 – 13.3%.

Our current building opened in October 2012 as part of South Lanarkshire's school modernisation programme. Our facilities provide our children with the opportunity to learn in a contemporary, visually and mentally stimulating environment, which is modern, bright and inspiring.

A consultation with stakeholders regarding our school vision and values occurred this year. Our vision is:

**To create a school community where children are engaged in, and motivated by, learning which is fun, purposeful and challenging...**

**...enabling all to achieve success!**

We have re-shaped our school values based upon the consultation. Our values are used to help us establish and maintain a positive school ethos. Our values are:

- **Kindness**
- **Honesty**
- **Respect**
- **Teamwork**
- **Resilience**

We have 13fte members of teaching staff, 8 Early Years practitioners, 13 Support Staff and a Senior Leadership Team consisting of a Principal Teacher, 2 Depute Head Teachers and a Head Teacher. We have a single stage across the school with an additional P2/3 class.

We have very active and engaged PTA and Parent Council who play an integral role in school life. We have developed many partnerships in the local community. We have members of the community in school to share their expertise through World of Work and through the interests they have. We have fostered links with Stonehouse Bowling Club; local care homes; as well as the Jubilee Club who work with people with dementia. In addition to this, we also have close links to St Ninian's Church and Overtown Gospel Hall. We participate in local events such as the local gala day and our choir sings at the Stonehouse Christmas light switch on event and Church concert.

We are part of Larkhall Learning Community; we work closely together developing the curriculum and maximising learning opportunities for staff. The majority of our pupils transition to Larkhall Academy for their secondary education.

## Review of progress for session Aug 2022- June 2023

**School priority 1:** Raise attainment in Literacy; implementing more coherent, differentiated and progressive approaches to teaching and assessment P1-7.

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment

Performance information

HGIOS?4 QIs (select from drop down menus)

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

2.2 Curriculum

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

In Spelling and Reading, staff were to adopt Active Literacy approaches ensuring these were used rigorously and appropriately across P1-7. Utilising this approach would improve consistency and quality in the teaching of Spelling and Reading; and therefore, the gap in the number of children secure in their learning at Early, First and Second level would reduce.

Staff knowledge of reading and spelling interventions would increase. The impact of such will be that higher quality support will be provided. All staff will feel more confident in supporting children within Literacy.

We were to participate in the Reading Schools Award to develop: our reading culture; pupil stamina and fluency; and increase variety in personal reading. This would impact positively upon the number of pupils reading for enjoyment across the school. Pupils in P4-7 will experience significantly increased range of reading materials and types of genres again impacting upon their motivation and engagement with reading.

Within Writing, the aims were: to improve staff confidence and knowledge in the teaching and assessment of Writing; to increase attainment in Writing across all stages; and improve engagement and attitude to learning within Writing.

Increased opportunities for Listening and Talking as a discrete aspect of Literacy were added to our priority aims. Across all stages, staff were to increase breadth and depth within their teaching of the Listening and Talking experiences and outcomes. Assessment of Listening and Talking was to be more specific and more robust. In addition, we aimed to enhanced knowledge and understanding of: how to support language development in children; language disorders/ delays and the impact upon learning; how to adapt practice to best meet learner needs - including the use of AAC (alternative and augmented communication).

### **Progress and Impact**

All Staff have been trained in Active Literacy approaches to Spelling and Reading appropriate for their stage and for one other stage. Additional information and guidance has been accessed via the Active Literacy handbooks for teachers. A few staff visited other establishments, who have been utilising this approach for several years, to see the approach in practice and to discuss planning. Within Stonehouse Primary School, teachers carried out peer visits of a colleague, at a similar stage to their own, to share good practice. All teachers identified one aspect of their colleague's practice which they were going to adopt within their own. Everyone felt positive and motivated after their peer visit(s) had taken place. As part of quality assurance, members of the leadership team visited each class to participate in Literacy lessons and provided feedback on strengths and next steps.

As a result of this training and CLPL staff feel that there is now a more consistent approach to teaching spelling across the school. There is a clear, progressive framework for spelling to be utilised which can be adopted at any stage depending on the needs of the pupils. Staff now feeling better equipped to teach spelling at any stage. With regards to Reading, an audit of Active Literacy was carried out in late August and repeated in May.

Progress is highlighted under one of the following headings: **Emergent**, **Developing**, **Functional**, **Embedded**.

The table below exemplifies progress was made in almost all areas\*:

	<b>Aspect of Active Literacy</b>	<b>August</b>	<b>May</b>
1	Phonics and Spelling	Emerging	<b>Functional</b>
2	Stages 1 – 3 Fiction Texts	Developing	<b>Embedded</b>
3	Stages 1 – 3 Non Fiction	Developing	<b>Embedded</b>
4	Stages 4 - 7 Fiction Texts	Functional	<b>Embedded</b>
5	Stages 4 - 7 Non Fiction	Developing	<b>Functional</b>
6	Modelling Reading Behaviours	Embedded*	<b>Embedded*</b>
7	Whole School Support for Learning Texts	Developing	<b>Functional</b>
8	Assessment, Tracking and Monitoring	Functional	<b>Embedded</b>
9	Building a Reading Culture	Developing	<b>Functional</b>
10	Parental Involvement	Emergent	<b>Developing</b>

With regards to points 2-4 above, new book banded reading books were purchased for P1-3 and novels were purchased for P4 – 7 (from a moderated list) to ensure a wider variety and higher quality of texts were available. Evidence has shown that access to higher quality texts, and to a range of texts, is essential to teach all aspects of Reading effectively.

Moderation of what makes a quality Literacy lesson, along with discussions about what are quality reading and spelling tasks took place. From this staff created 'What makes a quality lesson and task' reference sheet for all staff. This will help to ensure consistency and quality across school in terms of our shared expectations, which in turn leads to better teaching and learning experiences for pupils. It will be used as part of the quality management classroom visits.

Parental involvement focussed on our infant pupils. We hosted Book Bug sessions for our P1-3 parents and had two P1 Literacy workshops for targeted pupils. Verbal feedback from these workshops was very positive. As staff confidence has increased using the Active Literacy approaches it is planned that next session we build on our parental involvement. Staff have noticed an improvement in learning for a few of the pupils since their parents have been involved.

Evaluations from Support Staff with regards to supporting learners with Literacy indicated that they felt confident in supporting children with Literacy, and using resources, as directed by class teachers. The evaluations also highlighted a need for some training in using specific interventions. Staff watched 5 Minute Box training videos and further Literacy intervention training was provided by our Specialist Support Teacher. Some Support Staff reported that they were unaware of which children had ASP targets and what these were, this has been discussed with teaching staff to ensure information sharing is more consistent.

Our Specialist Support Teacher also carried out teacher staff training on available Literacy interventions to empower teachers to have a shared understanding of available support resources and utilise these when appropriate. This has enabled teachers to better understand which intervention resources would be best used and when, and has allowed for more informed Stage Intervention conversations.

Our Reading Schools Award audit (August) and subsequent action plan identified the areas which had to be addressed to develop the reading culture within Stonehouse Primary School. Our Reading Group, comprising of staff and pupils, have worked on the action plan and await the outcome of our submission for Bronze Award status. As a consequence of this, pupils across the school are now promoting reading to each other through their recommendations and discussions in class about reading. Class novels and poetry books have been purchased to help with this.

Our school library is now an environment which is appealing and relaxing to be in. It is categorised and labelled appropriately with pupil recommendations on display. All classes have participated in an

interdisciplinary book project and pupils are enjoying celebrating each other's reading achievements at assemblies.

With regards to Writing, a teaching staff audit was carried out in September. This focussed on: current practice; knowledge, understanding and confidence teaching writing; and confidence assessing all aspects of writing, across all stages. The collated results indicated that all aspects of teaching and assessing Writing were more significantly in need of attention than was originally thought and planned for this session. Consequently, this will feature as a continued priority in session 23/24.

An increased focus on the use of progression pathways across Literacy and Numeracy and assessing against the benchmarks took precedence over pedagogy development in Term 3. This was particularly valuable in staff sharing their expectations/ own standards of writing compared to what was written in the benchmarks/ progression planners and forming their judgements accordingly.

The Writing Working Party researched current approaches to the teaching of Writing and an inservice trainer, Anne Glennie, was booked for February. This was later changed to May due to a Wellbeing Day in February. The impact of this change of date meant that there was less time for discussion regarding implementation and decision-making around our next steps before the end-of-session. This will be picked up in the August inservice day.

A teaching staff audit of current practice and development needs within Listening and Talking highlighted that staff wanted to know more about: language disorders/ delays and how to support learners with this; more information about speech sound production; what speech sounds are developmentally appropriate for each stage and how to support those who have difficulties. To address these areas, we contacted a Speech and Language therapist to provide a session on the use of AAC (alternative and augmented communication) and our Educational Psychologist delivered another session on Blanks Levels of Language acquisition along with speech sound production input from the Speech and Language therapist. Evaluation of these sessions indicated that all staff either Strongly Agreed or Agreed that the training was useful and will impact positively on their pedagogy. Evaluative comments related to the need for careful consideration of staff's use of language when giving instructions or asking questions of pupils; the usefulness of the question prompts that were given out and the explanation of the Blanks levels to help shape learning activities.

The audit also showed that teachers were not confident in all aspects of teaching and assessing in Talking and Listening, this linked to their opinions on the availability of resources and appropriate planning. Solo talks, discussions around IDL and 'news' featured heavily in the collated responses on current practice. A working party was organised to address the above. It resulted in a new planning resource being piloted and then rolled out across the school along with staff now utilising the progression pathways for planning. The DHT who led the working party also participated in a local authority working group whose aims were to look at what supports Speech and Language provide to schools both at a universal and targeted level. This working party was comprised of Teaching Professionals, Speech and Language Therapists, Educational Psychologists and members of the Inclusion Team. Their aim is to create an authority guide for recognising and supporting speech and language concerns including a catalogue of interventions and CLPL available. As a result, the DHT has an increased awareness of how to access appropriate supports for our learners. This will be cascaded to staff as the local authority working party concludes. The Head Teacher participated in an Education Scotland session on Why Oracy Matters, following this the school were keen to participate in an early level language intervention programme which is running next session (23/24).

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

- Continue to embed the aspects of Active Literacy which are noted at functional or below. Ensure a consistent, coherent and progressive approach which will build upon the initial implementation of this this session.
- Improve the teaching, learning and assessment of Writing across the school. This will include moderation of writing assessment and professional judgement with our neighbouring school within our Learning Community.
- Participation in the Nuffield Early Level Literacy Intervention
- Work towards our Silver Reading Schools Award

- Increase parental engagement by hosting Literacy based workshop sessions across the school.

**School priority 2: Enhance the quality of learning, teaching and assessment for all learners.**NIF Priority (select from drop down menus)

Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

Curriculum and assessment

School Improvement

HGIOS?4 QIs (select from drop down menus)

2.3 Learning, teaching and assessment

1.1 Self-evaluation for self-improvement

3.2 Raising attainment and achievement

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

- Increase teacher ability to use the benchmarks with confidence to give accurate judgements on pupil progress.
- Create an assessment rationale.
- More effective analysis of data and subsequently enhanced professional dialogue, by class teachers in order to identify pupils who have increased/decreased in their attainment.
- Staff report increased knowledge and use of formative assessment strategies (Aug/May).
- Improved and enhanced learning and teaching pedagogy.
- Higher quality feedback to pupils about their next steps in learning.
- The majority of pupils showing 2 or less on Leuven Scale of Engagement will display increased levels of engagement in Literacy and Numeracy by June 2022.
- Staff awareness of alternative approaches to the curriculum for learners with ASN is increased and a greater understanding and application of the principles of Inclusion within our school (see progress and impact within Priority 3)

**Progress and Impact**

SLC progression pathways for planning were introduced across the school for all areas of Literacy and for Numeracy & Mathematics. Staff welcomed these planners as it allowed them to plan across a level, seeing clearly what learning comes before/after and to record a particular group's progress in this manner. It provided clear information about the expectations at the three points within a level.

Following their use, moderation of teacher professional judgement was carried out. This was valuable in the depth of discussions that took place surrounding achievement of a level and whether this matched their own expectations of learners. At times it was discovered that our expectations were higher than what the benchmarks specify. It provided an opportunity for teachers to discuss any disparity of opinion and to alter their predictions of pupils' attainment.

Following these discussions, planning in general came up as an area for improvement which was not noted as aim for this session, however as a staff we decided to allocate time to its improvement. Staff moderated what should be included in their weekly plans and created a guide which all staff should follow, this will ensure consistency of standards and a clear expectation of content. SLC shared Science progression planners, and after the Principal Teacher trialled their use, these were shared with all staff. They were received with enthusiasm from teachers with everyone keen to use them in Term 4, these now feature in our plans going forwards. The Principal Teacher also worked alongside the Head Teacher to create new planning folders for implementation next session, these should provide a more consistent structure across each stage for: Languages and Literacy, Numeracy, Science and Technologies. The shift of improvement priority focus to consider the planning of teaching, learning and assessment should pay dividends in helping to raise attainment.

Throughout the session there have been changes to the method of attainment tracking and monitoring of pupil progress. There is now a shared, consistent use of terms such as 'on track', 'with support' and 'not on track'. These terms are now supported by our refined Staged Intervention processes. The impact of such means that teachers are now more confident in giving their teacher professional judgement on a child's progress, also knowing that for any child that they receive the following year that a consistent approach has been adopted by all.

Another consequence of an improved approach to attainment tracking and monitoring was the specific allocation of additionality teachers to particular groups of children, thus ensuring that the pupils who had only recently become 'amber' were given support to try and return to being 'on track'. This targeted approach has been met with positivity from staff as they can see the impact of this targeting.

It has not always resulted in an improved attainment result, but it has allowed steady progress to be made for groups of children and prevented some from becoming disengaged. Attainment Action Plans were created for P1, P4 and P7.

An assessment rationale was created using information which was shared on the approaches to assessment throughout the session, pulling on parts of the SLC Learning Centre videos from the pedagogy palette which were shared and discussed as a staff. The rationale solidifies the school's approach to assessment and includes our assessment calendar within it.

Following this, staff discussed what 'Assessment is For Learning' (AiFL) strategies were currently being utilised in practice. An audit did not take place as planned, but staff reflected that this was an area which (pre-Covid) was very good practice across the school. At the moment however, there was less variation of strategy use and less prevalence of them. An AiFL planning sheet was created along with an explanation of how each strategy can be used. Both now feature in the Forward Plans and have ensured that all staff are giving AiFL due cognisance when planning and evaluating.

Although we have made good progress in this priority, it was not feasible to fulfil all that was set out. Therefore, we did not manage to directly focus on improved and enhanced learning and teaching pedagogy. Teachers were all issued with a CLPL book and asked to include this within their own professional learning, but it was not targeted within our liaison time this year. Linking with this was the aim to focus on higher quality feedback to pupils about their next steps in learning which we did not focus on.

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

- Improved and enhanced learning and teaching pedagogy - working groups based upon the 6 key features from the pedagogy palette
- Learning, Teaching and Assessment position statement created.

**School priority 3:** To update the whole school approach to building positive relationships, an inclusive ethos and restorative behaviours.

NIF Priority (select from drop down menus)

Placing the human rights and needs of every child and young person at the centre of education

NIF Driver

Teacher and practitioner professionalism

School leadership

HGIOS?4 QIs (select from drop down menus)

1.3 Leadership of change

3.1 Ensuring wellbeing, equality and inclusion

2.4 Personalised support

**Strategy**

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

- We wanted to raise staff awareness of the new National Inclusion Framework (3<sup>rd</sup> Edition) and the GTCS standards "Meeting the Needs of all Learners".
- We aimed to improve staff knowledge and understanding of SLC policy on: PPRUDB, Inclusion, Nurture & Attachment. In addition, we wished to increase staff confidence and consistency using strategies and utilising documents listed in PPRUDB.
- Ensure all staff confident using SLC's Staged Intervention approach to supporting learners.
- We wanted to build capacity in all staff regarding teaching and supporting learners with Additional Support Needs (ASN).
- We aimed to create a new whole-school position statement on building positive relationships in consultation with all stakeholders.

## **Progress and Impact**

To develop a positive ethos regarding ASN, it was imperative that staff first had an understanding of the national and local policy drivers. To that end, in August staff were given a copy of the National Inclusion Framework (3<sup>rd</sup> Edition) and the GTCS standards 'Meeting the Needs of all Learners'. Time was spent reading over these and discussing their significance.

The Head of Inclusion was invited to share with all staff SLC's Promoting Positive Relationships and Understanding Distressed Behaviours (PPRUBD) framework and what that means in practice. SLT developed flow charts to further exemplify aspects of the policy in terms of roles and responsibilities for staff and SLT. This helped to ensure that everyone knows what to do and consistently follows SLC procedure when a child has shown distressed behaviours.

In November, the PPRUBD framework was discussed again with teaching staff. Particular focus was given to guidance on the use of Quiet Rooms, Physical Intervention, BASPS and the allocation of Support Staff. SLT also shared information on their expectations for curriculum planning for those with ASN - including the use of BSquared, Milestones and the SLC Framework for Supporting Children with Severe and Profound Needs. This has resulted in teaching staff being more confident in using the PPRUBD framework as well as allowing them to make more informed decisions at STINT meetings when discussing next steps for their learners. All ASN teachers are now using newly developed BSquared planners (recommended as an example of good practice from another establishment). This has provided a more consistent way of planning, assessing, tracking and monitoring progress within ASN.

All staff completed Learn Online training on de-escalation and five members of staff received MAPPA (Management of Actual and Perceived Physical Aggression) training to support their understanding and practice when working with pupils displaying distressed behaviours.

Teaching staff were reminded of SLC's Staged Intervention approach to supporting learners. SLT adopted a more structured and robust approach to help staff use this guidance and organised regular meetings to ensure its completion. A whole-school overview for monitoring this was created. Staff now have a greater understanding of the types of interventions that are appropriate at each stage in order to meet learners' needs.

To develop staff capability, a bespoke CLPL offer was made to those teachers who were working in the supported ASN classes. Each of the four teachers were to be given an hour of CLPL time within their working week to identify and develop an area which they felt they needed more knowledge, skills and/or experience in. There was a wide variety of types of CLPL activities undertaken as evident in the staff CLPL records and evaluations. For example, one member of staff used some of her time to complete an accredited Open University course about Autism, another did a module approach to courses offered by OU. Visits to other establishments, with ASN provision, to view other practices were organised by most. Feedback indicates that this has been a highly valuable experience for all staff as each rated their additional time as 'highly beneficial', they reported an increased level of capacity in terms of working with children with ASN. In addition to the additional CLPL time, there is now a considerable number of CLPL books on aspects of ASN/ Inclusion and meeting needs on offer for all teaching staff.

The ASN DHT is part of a local authority working group who were tasked with meeting recommendations from the Morgan Review. This particular working group's focus is on building capacity within teaching and support staff. The outcome of which includes a CLPL catalogue which will be available on the SLC Learning Centre next session. The CLPL catalogue includes offers from a national and local perspective. This has provided the DHT with an increased awareness of some of the CLPL opportunities available which she has cascaded to all teaching staff. It has also demonstrated our commitment to ensuring capacity at all levels is a priority.

The ASN DHT shared with all staff the Six Principles of Nurture and asked staff to reflect on these, highlighting current good practice as well as areas for improvement against each of them. With regards to current good practice the following aspects were recognised across each group: transition across our school and at Nursery > P1 and P7 > S1; flexibility of routines; use of visual timetables; use of Emotion Works; use of a growth mindset; use of interventions; use of differentiation; use of staff; and recognition of achievements. The areas for improvement were noted as: to further develop



community links (back to pre-Covid levels); staff are supported in dealing positively with playground incidents; continued monitoring and action regarding low pupil attendance; further offers of MAPPA training for staff; development of school values; consistent use of the same visuals across the whole school. Some of these areas for improvement have already been addressed with the remaining to be addressed next session.

In November, ASN teaching staff attended Sanderson High School where ASN workshops and resources were being showcased. The following workshops were attended: Yoga and Social Stories; Music and Dance; Health and Wellbeing; Sensory Profiling. Feedback from this event highlighted that this was beneficial, and each member of staff identified one 'take away' that they would take forward into their practice.

Also in November, all staff completed Attachment Pledge training from the Educational Psychologist team. The reflective comments from staff highlighted that teachers recognise the importance of the language used when speaking to children, the understanding that all behaviour is communication, the impact of teachers' own responses to situations and how these can have a negative or positive influence on subsequent behaviours, and that consideration should be given to showing empathy as well as implementing consequences.

The knowledge and understanding gleaned from the Attachment Pledge training helped to shape our new school Promoting Positive Behaviour and Relationships position statement, which was a shift away from an assertive discipline approach to a more restorative, attachment-informed approach. This statement highlights our language of 'Good Choices' at SPS and is represented on a visual format using our augmented communication. It explains the theory behind a more restorative approach to dealing with conflict and classroom behaviours. This was met with positivity from all staff and was shared, and edited, by our Parent Council members. It was felt that in terms of practice there was not a need for a transformation as following Covid-19 staff had been adopting this style of approach much more. It was however useful to pull all this practice and theory together in a position statement and identify smaller tweaks to current practice. The school House system was re-established and re-launched in January, with this linking into our position on promoting positive behaviours and sense of identity to SPS. A further update to this statement happened in March after our Vision and Values consultation with all stakeholders.

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

- A Curriculum Design Rationale will be created in partnership with all stakeholders.
- Continue to build capacity in all staff regarding meeting learners needs.

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

Key interventions that were undertaken are outlined below:

- Attendance monitored bi-monthly with letters issued to parents/ carers in instances when pupil attendance fell below acceptable levels. Equally, phone calls were made when it was noticed that attendance had improved.
- Staff members employed to deliver targeted interventions (Early Years Worker 0.6 to support at Primary 1; PEF Teacher 1fte)
- P3 and P4 targeted Literacy and Numeracy intervention groups planned for all year.
- P5 and P6 targeted Literacy and Numeracy intervention group planned for September to January.
- P7 targeted Literacy and Numeracy intervention group planned for January to June.
- Improved attainment tracking and use of Staged Intervention to record progress/supports.
- Liaison time planned for those providing interventions to discuss children's progress/learning needs with class teachers/ SLT.
- Revised 'Cost of the School Day' policy and practice.
- Participatory Budget Consultation with all stakeholders.

Analysis of spelling data from session 2021/2022 identified groups of pupils throughout the school who were identified as behind in their chronological age (using results from the SWST). A universal approach of implementing Active Literacy across the school was adopted, combined with targeted phonics/spelling support and use of IDL for targeted learners across P2-P7 (via our Equity and Additionality Teachers). The decision was however made early in session 22/23 that the targeted support approach to Spelling would focus primarily in P4 and P7, with P5 and P6 utilising IDL. Primaries 2 and 3 were supported by individuals participating in 5 Minute Box intervention carried out by a Support Assistant. The impact of the above targeted approaches to Spelling have not yet transferred into pupils now being on par with their chronological age however, those pupils have managed to stay within working groups for Spelling within their class and their gap has not widened.

Analysis of Reading data from session 2021/2022 identified groups of pupils throughout the school who were identified as being 'not on track' within CfE and behind in their chronological age (using results from NGRT/ PM Benchmark/SWRT). A universal approach of implementing Active Literacy across the school was to be adopted combined with targeted Reading support carried out by our Equity and Additionality Teachers – primarily targeting P7, P4 and P3.

In Primary 7, of those pupils targeted all made increases in their reading age in their Single Word Reading Test - 63% of which now being above their age. Similarly, with their NGRT reading comprehension assessment, 88% are now above their chronological age. 50% of targeted pupils have now achieved 'on track' in the appropriate CfE level of Second Level. The other 50% have made gains and have progressed up at least one progression band and are working on the last part of Second Level.

In Primary 4, of those pupils targeted 71% made increases in their reading age in their Single Word Reading Test - 57% of which now being above their chronological age. Similarly, with their NGRT reading comprehension assessment, 57% of those targeted are now above their chronological age. 29% of targeted pupils have now achieved 'on track' in the appropriate CfE level of First Level. The other pupils have made gains and have progressed up a progression band.

In Primary 3, of those pupils targeted 50% are above their chronological age in their Single Word Reading Test (no comparison as it is not carried out in Primary 2). Similarly, with their NGRT reading comprehension assessment, 33% are above their chronological age. All targeted pupils have made gains and have moved up a progression band however, they are still not 'on track' in the appropriate CfE level.

Analysis of Writing data from session 2021/2022 identified groups of pupils throughout the school who were identified as being 'not on track' within their relevant CfE level. These groups of children participated in planned Writing support with our Equity and Additionality Teachers at Primaries 4,5, 6 and 7.

In Primary 7, of those pupils targeted all made increases with 88% having progressed up two progression bands – however, this still did not mean they achieved CfE Second Level. In Primary 6, of those pupils targeted 57% have made increases, having progressed up a CfE progression band within a level. In Primary 5, of those pupils targeted 63% have made increases, having progressed up a CfE progression band within a level. In Primary 4, of those pupils targeted 100% have made increases, having progressed up a CfE progression band within a level with 29% having achieved First Level.

Analysis of teacher judgment in Numeracy identified groups pupils across the school who were identified as being 'not on track' within CfE for their relevant level. It was decided that P4 and P7 would be the target cohorts for support. These groups of children participated in planned Numeracy support carried out by our Equity and Additionality teachers. In Primary 7, of those pupils targeted all made increases with 83% having progressed up two progression bands. The impact of this meant 66% of targeted pupils then achieved CfE Second Level. In Primary 4, of those pupils targeted 86% have progressed up a CfE progression band – this did not however impact upon achievement of a level.

In June 2022, analysis of attendance figures two key groups, a Primary 6 cohort group and those below 85% as requiring support to improve their attendance. This was supported by our SLT. Nine pupils across P1-5 who reside in SIMD 1/2 and entitled to FSM have attendance below 80%. Seven out of these nine pupils (78%) have seen an increase their attendance this year. A further group of 5 learners had attendance between 80-85%, three of these pupils have increased their attendance this year. Another group of 6 pupils had attendance between 85-90% and 3 (50%) of these pupils have increased their attendance this year. We will continue to monitor and be pro-active about the attendance figures for each cohort within the school and address any concerns.

We recognised that our Staged Intervention (STINT) procedures were not consistent across all stages. We have now adopted a more robust approach to STINT, ensuring equity and consistency. This involved some staff training on the use of STINT paperwork including when and how to use this for individual pupils. Staff now have an increased awareness of when to bring STINT paperwork and how to identify appropriate interventions. Regular STINT meetings are held with each class teacher and DHT, at least once per term, to discuss pupils on the STINT process. Each pupil's progress is monitored closely with next steps identified including the need for any further interventions and targeted support. This data is collated on a stage by stage, as well as a whole school STINT register. This has allowed the Senior Leadership Team to see at a glance where support is needed most and is used alongside attainment and assessment data to identify individuals and groups for support.

Stonehouse Primary School recognises that the Cost of the School Day can impact upon participation and achievement at school. Further actions were taken this session to try and alleviate this:

- The Cost of the School Day policy was updated and shared with the Parent Council.
- A Cost of the School Day annual school calendar was created and shared with Parent Council members.
- Food packages and new uniforms were offered to identified vulnerable families.
- Identified vulnerable families provided with new winter clothes.
- Clothing bank and seasonal clothing maintained by PT with school uniform and non-uniform items including footwear, coats, fancy dress costumes etc.
- House bibs were purchased so families do not need to buy any items of clothing in 'House' colours.

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

- Staff members employed to deliver targeted interventions (Early Years Worker 0.6 to support at Primary 1; PEF Teacher 0.6 fte)
- Targeted Writing support (twice weekly) from P2-P7 from Additionality and Equity Teachers.
- Targeted Literacy support in Primary 1 (0.6 Early Years Worker)