

Woodhead Primary School and Nursery Class

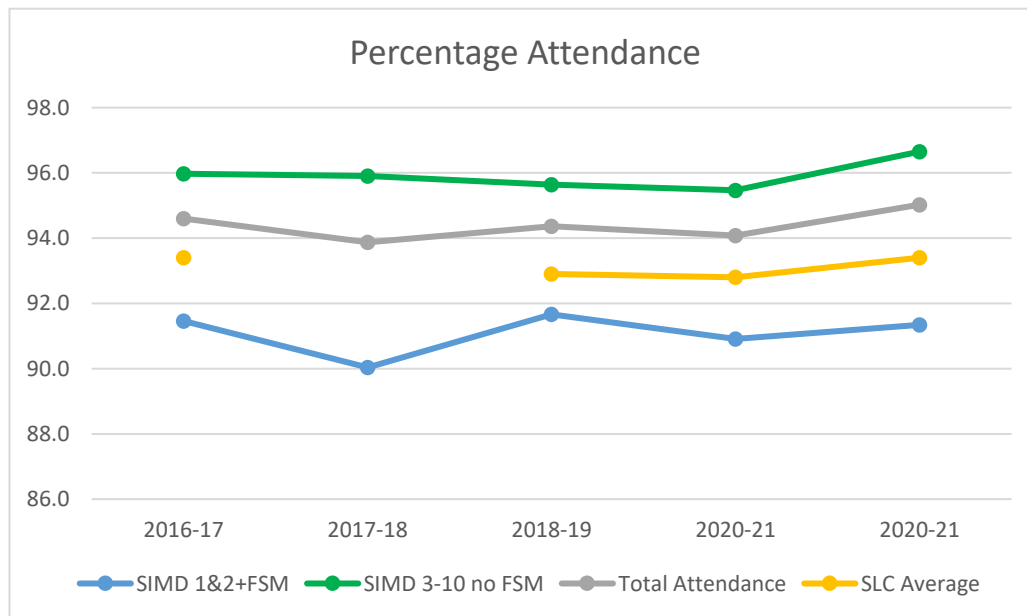
Standards and Quality Report 21/22

Context of the school:

Our School:

Woodhead Primary is a non-denominational co-educational school situated to the south of Hamilton. The school serves a catchment area comprising private and local authority housing and covers Woodhead, Meikle Earnock, Torhead Farm, Avon Grove and part of Fairhill.

The school currently has a roll of 359 pupils across 13 classes. Our means tested free school meal uptake is 17%. Average attendance for session 2020-21 was 95.0%, which is above the local authority average. However, there is an attendance gap between those children who are in Decile 1&2+FME and those in Decile 3-10.

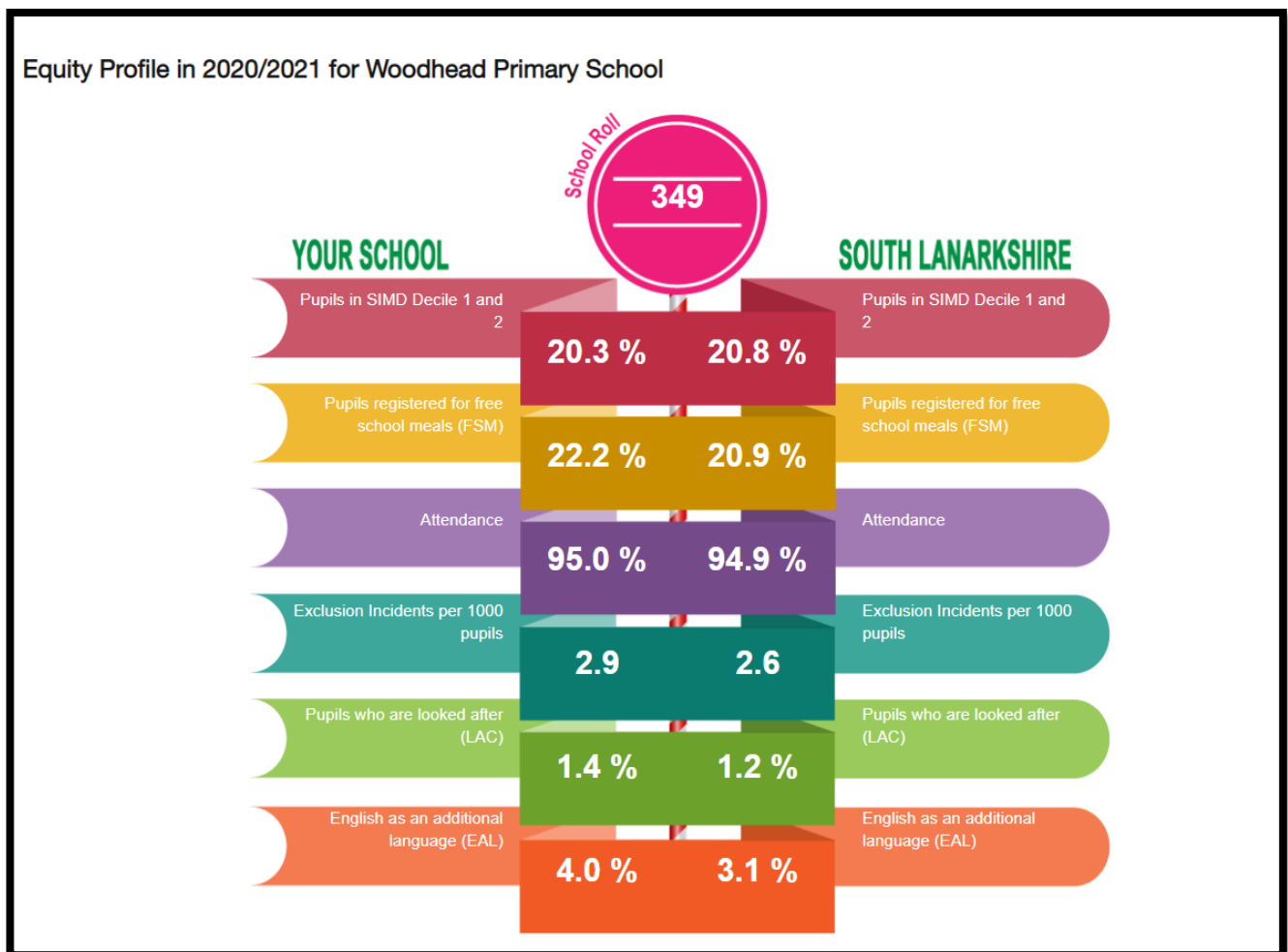


Our pupils live in the following deciles of the Scottish Index of Multiple Deprivation (SIMD)

	SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10	FME
No of pupils	41	29	78	60	13	3	1	82	27	21	59
%	11.5%	8.2%	21.9%	16.9%	3.7%	0.9%	0.3%	23.1%	7.6%	5.9%	17%

SIMD not found – x 4 pupils who reside in a newly built estate. Analysis based on 355 pupils

Further information about our Equity Profile for 2021/22 can be found in the following graphic summary from SLC Focus:



An interactive guide to Woodhead Primary School, created by our Specialist Support Team, can be accessed at <https://www.thinglink.com/scene/1428397058674393091> or by scanning this QR code with your mobile device camera:



Our senior leadership team comprises of a Head Teacher, 2 Depute Head Teachers and 1 Principal Teacher. The staff comprises 14 FTE teachers, a School Support Team Leader and 9 School Support Assistants.

Woodhead Primary Nursery Class opened in August 2019 and operates on the 1140 hours model of early learning and childcare with a roll of 56 FTE places. The nursery team consists of 1 Early Years Team Leader, 6 Early Years Workers and 1 Early Years Support Assistant.

Our school's core purpose is summed up in one statement:



Our vision and values are an important part of the life and ethos of our school. Our desire is to provide an education that is second to none, one which equips our children for learning, life and work in the 21st century. We will strive to provide a safe, stimulating environment for our children where they will be encouraged to achieve their full potential.

After discussion with all of our pupils and staff, we agreed on six core values for our school:



These values characterise the ethos we are developing and nurturing in Woodhead Primary. We want our children to feel valued and listened to and, in return, be able to listen to others and respect their ideas, views and differences. We want to promote equality and diversity, whilst developing friendship and teamwork, recognising talents and abilities. Our children will learn about their rights alongside their roles and responsibilities.

Our ambition and vision for our school and its learners is summed up in this infographic:



HM Inspectors visited the school and nursery class as part of a short-model inspection in February 2020. The report was published in August 2020 can be viewed at <https://education.gov.scot/education-scotland/inspection-reports/reports-page//?id=5223>

Care Inspectorate visited the nursery class for a unannounced inspection in September 2021. The report can be viewed at <https://blogs.glowscotland.org.uk/sl/public/woodheadprimary/uploads/sites/9618/2021/12/12092153/InspectionReport-310184.pdf>

Further information about our school can be found in our Handbook, which is available on the School website at <https://blogs.glowscotland.org.uk/sl/public/woodheadprimary/uploads/sites/9618/2021/12/12092147/FINAL-Handbook-for-Jan-2022.pdf>

Review of progress for session Aug 2021- June 2022

School priority 1: Continuity of Learning	
NIF Priority (select from drop down menus) Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress	HGIOS?4 QIs (select from drop down menus) 1.2 Leadership of learning 2.3 Learning, teaching and assessment 1.3 3.2 Raising attainment and achievement

Strategy

What did we set out to do?

Following the publication of our HMIe Report in August 2020 and from self-evaluation in May 2021, a clear theme for our school and nursery improvement journey was to continue to develop our whole school curriculum rationale and pathways and to ensure a consistent approach to assessment, learning and teaching across the school. This has been an ongoing priority for the past two years and progress was interrupted due to the global pandemic and school closures.

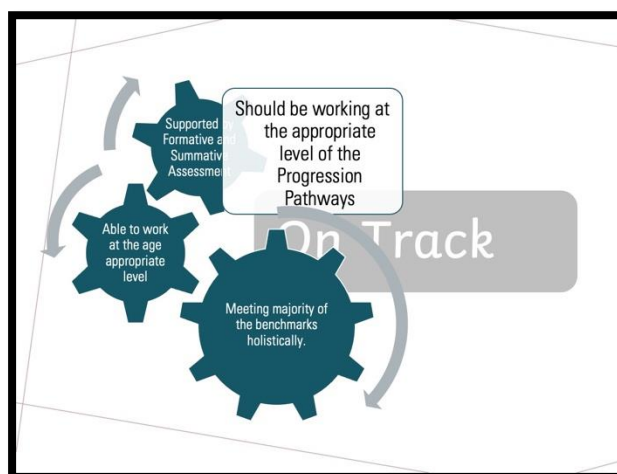
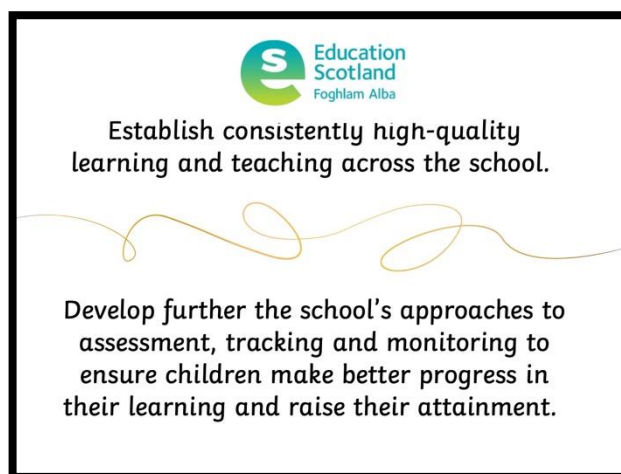
Evidence from professional dialogues about planning for assessment, learning and teaching indicated a varying degree of confidence in Class Teachers when making judgements about how to support children through Stage 1 interventions.

Classroom visits prior to school closures highlighted inconsistencies across the school with regards to teacher confidence when promoting engagement and active learning, particularly in writing and maths lessons.

We were confident in our professional judgements about Achievement of a Curriculum for Excellence (ACEL) but recognised from our discussions with HMIe that this could be supported further through more robust analysis of summative assessments.

From this, we identified two key drivers which became the 'Golden Thread' of our programme of professional learning throughout 2021/22:

- Establish consistently high-quality learning and teaching across the school.
- Develop further the school's approaches to assessment, tracking and monitoring to ensure children make better progress in their learning and raise their attainment.



Samples of slides from Progression of Learning: Literacy Pathways, SLC Maths Pathways and Staged Interventions

A feature of highly effective practice in our school has been identifying and supporting children who are not on track to achieve due to a poverty-related barrier. Throughout remote learning and since the return to school following the pandemic, we had identified a trend of around 30 children whose attendance had fallen below 85%. The identified

children had a broad correlation with those who had limited engagement with remote learning. We identified a role for a 'Youth Family Learning Worker' to promote family engagement in order to raise pupil attainment (see Section 3 for further details).

Progress and Impact

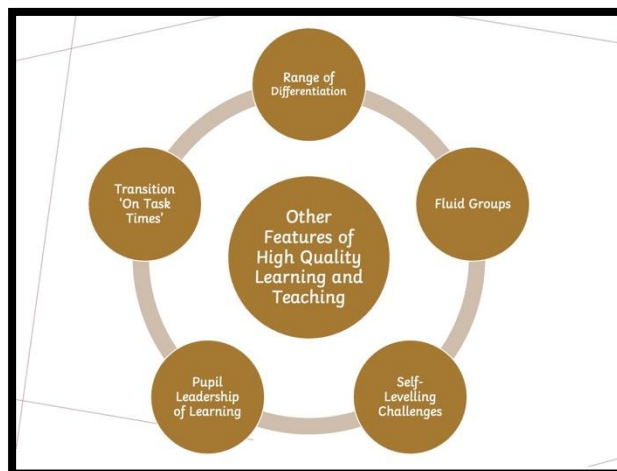
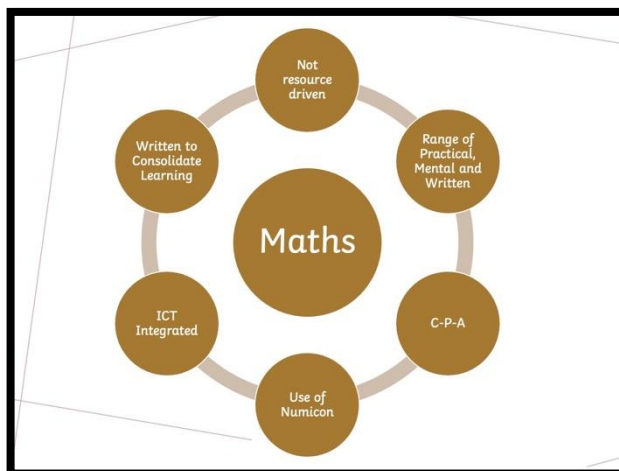
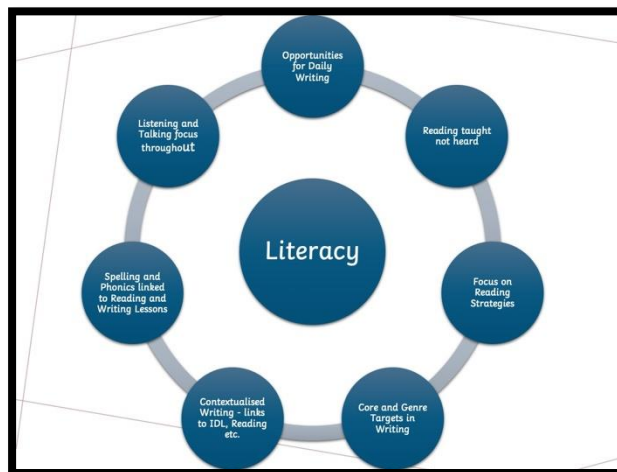
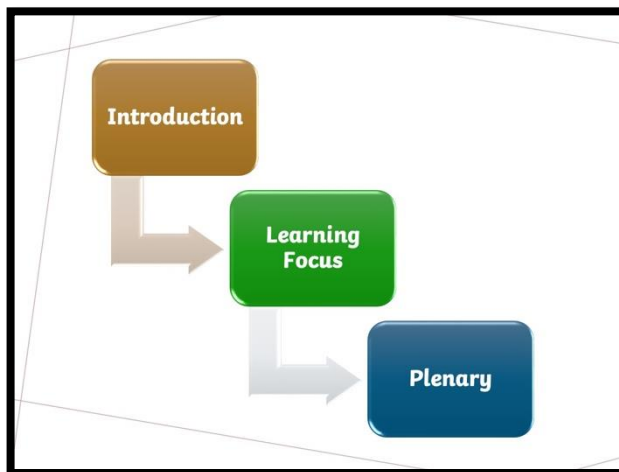
What difference did we see? What did we achieve?

During school session 2021-23, we still experienced significant disruption due to the impact of COVID-19. Throughout the year, we regularly had children who were required to self-isolate across all classes. Between January-April 2022, we experienced particularly high levels of staff absence because of positive cases. This did have an impact on our progress with some aspects of our improvement plan e.g.

- We were unable to meet with other schools in our learning community to develop our programme of moderation.
- Our programme of peer visits and our second SLT visit to classrooms to quality assure assessment, learning and teaching did not take place. This was because of members of the SLT being required to cover classes due to staff absence.

However, our programme of CLPL focussing on ensuring consistency with assessment, learning and teaching was implemented as planned. Through in-service training and collegiate time, staff had opportunities to develop and reflect on pedagogy and practice for the following themes:

- Progression of Learning: Literacy Pathways, SLC Maths Pathways and Staged Interventions
- High Quality Learning and Teaching in Every Lesson.
- Interventions to Support Literacy:
- Literacy Pathway Update – Stage 1 Intervention
- Introduction to Number Talks
- Introduction to Talk for Writing N-P.7 and Talk for Writing – Fiction Training
- Attachment Theory in Practice



Samples of slides from High Quality Learning and Teaching in Every Lesson

Through self-evaluation, staff commented positively on the impact this training had on the quality of learning, teaching, and assessment across the school (See Appendix 1). Staff commented on:

- The whole school overview of literacy and numeracy pathways
- An increased confidence in using the CPA approach for numeracy, and a consistency of use in Number Talks across the school.
- Greater focus on mental and active maths strategies, which is impacting positively on numeracy.
- Increased pupil active engagement in Number Talks lessons e.g. using the language of strategies.
- Talk for Writing impacting positively on pupil engagement and enthusiasm for writing (particularly in P1-3).

Impact on Achievement of Curriculum for Excellence Levels (ACEL)

ACEL Data												
Literacy	Reading				Writing				Listening & Talking			
	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better	P1, P4 and P7 ACEL	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better	P1, P4 and P7 ACEL	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better	P1, P4 and P7 ACEL
Year												
15/16	85.10%	75.00%	76.30%	88.00%	72.30%	75.00%	68.40%	71.90%	80.90%	84.60%	86.80%	84.10%
16/17	85.30%	68.00%	88.33%	↓80.54%	80.90%	64.00%	81.67%	↑75.53%	88.20%	72.00%	96.70%	↑85.63%
17/18	78.72%	86.36%	82.05%	↑82.38%	78.72%	81.82%	61.54%	↓73.96%	78.72%	84.09%	74.36%	↓79.05%
18/19	94.00%	83.72%	84.00%	↑87.24%	94.00%	83.72%	70.00%	↑82.57%	98.00%	86.04%	88.00%	↑90.68
19/20	Data not collected.											
20/21	87.50%	58.30%	93.20%	↓79.67%	87.50%	62.50%	84.10%	↓78.03%	87.50%	58.30%	93.20%	↓79.67%
21/22	77.00%	80.00%	72.09%	↓76.33%	77.00%	74.00%	74.42%	↓75.14%	85.9%	92.00%	86.05%	↑87.98%
Numeracy	Year	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better	P1, P4 and P7 ACEL							
	15/16	97.90%	73.10%	78.90%	83.30%							
	16/17	88.57%	72.00%	81.67%	↓80.75%							
	17/18	87.23%	75.00%	79.49%	↓80.57%							
	18/19	92.00%	83.72%	78.00%	↑84.57%							
	19/20	Data not collected.										
	20/21	91.70%	64.60%	90.90%	↓82.40%							
	21/22	85.90%	80.00%	86.05%	↑83.98%							

Between June 2021 and June 2022, the percentage of children attaining the expected level in Primary 4 increased across all measured aspects of the curriculum. However, there is an overall decrease in reading and writing attainment from June 2021-June 2022.

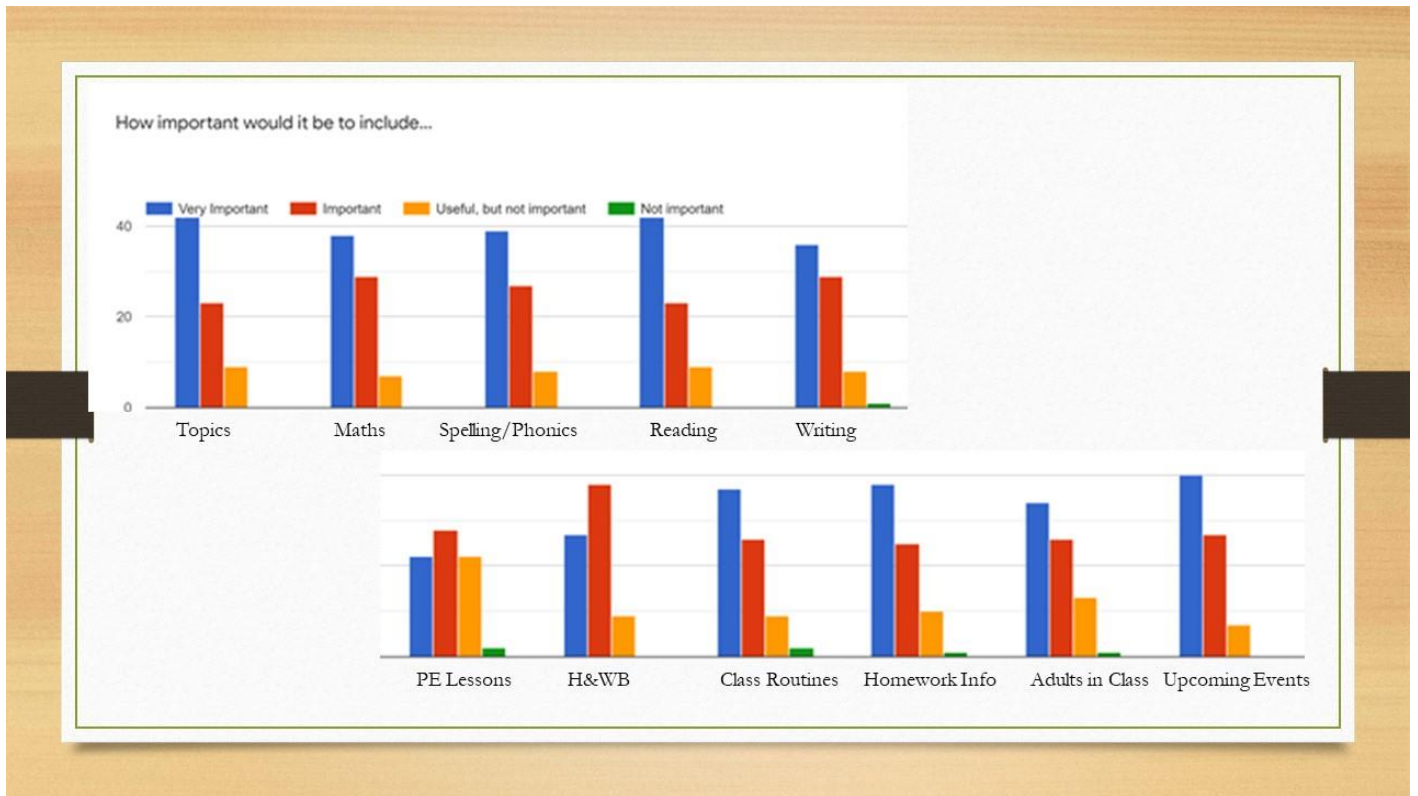
In numeracy, despite a slight decline of approx. 5% in Primary 1 and Primary 7 attainment, the overall picture showed a slight increase in the percentage of children achieving the expected level. It should be noted that in session 20/21, Primary 4 attainment dipped significantly. This was because of specific individuals and the difficulties with engagement during periods of remote learning. These children were specifically targetted through post remote-learning interventions (See Section 3).

Generally, the overall pattern of attainment over the past eight years is broadly stable, with approx. 80%-85% of children in P4-7 attaining the expected levels.

Through the forum of Parent Council, we also received feedback about parental involvement in learning. Parents/carers had appreciated the insight into learning that remote learning had provided. Our Parent Council were keen to support the school to continue this partnership work and discussed the possible introduction of 'Curriculum Newsletters'.

The PC produced a parent questionnaire which allowed the school to gather information about the type of information that would help parents/carers support learning at home:

Of the 74 respondents, 94% indicated that they would like a Curriculum Newsletter and the following contents were identified:



Using this feedback, we have included Curriculum Newsletters into the Working Time Agreement and will produce these three times a year.

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

We will focus on raising attainment in literacy, particularly in reading and writing. We will build on our introduction to Talk for Writing as a whole school approach, focussing on Fiction across P1-7 and introducing non-fiction with at least one class in each stage. From staff evaluation (see Appendix 1), it is evident that the Talk for Writing programme has motivated staff and learners.

During the in-service day in May 2022, staff worked with stage partners to analyse identify trends in data. The results of this identified a link between the overall decrease in literacy, particularly in reading, caused by a decreased motivation to engage with texts for pleasure. For some learners, the pace of the literacy programme can be too quick. Therefore, we intend to focus on a whole school approach to developing a reading culture, with a focus on reading for pleasure. We will do this through the 'Reading School's accredited programme. We will also refresh the early level reading programme to ensure that the phonics and spelling programme support the development of early reading skills.

Staff professional judgements and observations have noted the impact of Number Talks and the use of Numicon as a whole school resource. This is yet to be evident in attainment data for numeracy, with a slight decline in overall attainment since June 2021. We will continue to develop staff pedagogy and practice with the CPA approach to ensure the increased engagement with numeracy lessons informs teacher professional judgements.

Next Steps:

- Develop a reading culture through engagement in the 'Reading Schools' programme.
- Continue to embed Talk for Writing as a whole school approach.
- Engage in moderation activities with other learning community schools to develop approaches to planning and ensure consistent outcomes with Talk for Writing.
- Further develop active learning and teaching approaches to numeracy through Number Talks and Numicon.
- Revisit and refresh the early level phonics for reading programme.
- Develop termly Curriculum Newsletters to promote parental engagement in Home Learning.

School priority 2: Promote the positive health and wellbeing of children & young people, parents/carers and staff	
NIF Priority (select from drop down menus) Improvement in children and young people's health and wellbeing NIF Driver School Improvement Teacher professionalism	HGIOS?4 QIs (select from drop down menus) 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion

Strategy

What did we set out to do?

Through a health and wellbeing focus upon return to school in August 2021, we aimed to develop children's emotional literacy and allow them to focus on their emotional wellbeing. This was underpinned by Emotion Works, primarily delivered by the 'Non-Class Contact' teachers as a discrete subject.

We set out to ensure the children would experience a progressive emotional health curriculum and be able to discuss their own emotional wellbeing and its effect on their physical wellbeing.

We intended to expand the tracking of Health and Wellbeing across all learners and include this in tracking procedures, which would help us better identify where targeted interventions were required.

We set out to further develop staff understanding of PPRUDB policy and Attachment theory, ensuring the 6 principles of nurture were embedded across the school.

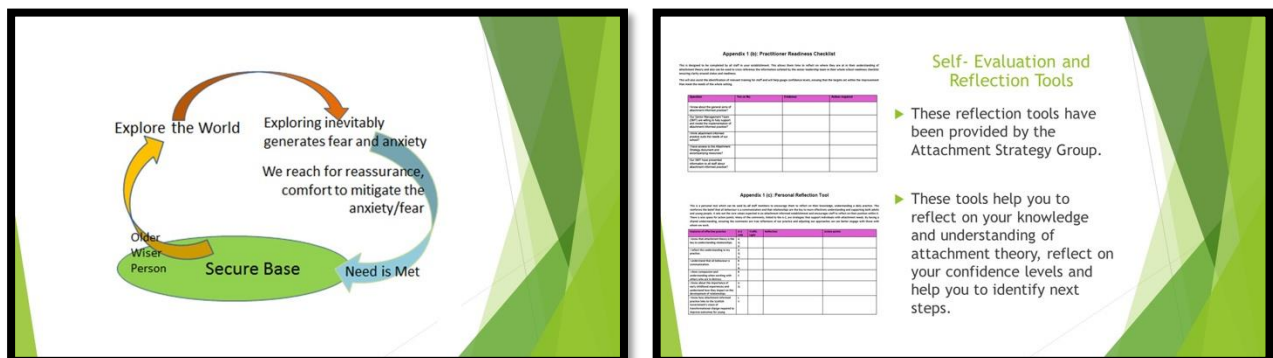
Progress and Impact

What difference did we see? What did we achieve?

All classes participated in the Emotion Works programme and experienced opportunities to identify and discuss their emotions and the effect this had on their wellbeing. Staff evaluation commented positively on the impact of this programme and expressed a desire for further training to allow this programme to be delivered by all class teachers (See Appendix 1).

Due to staff absence caused by Covid-19, the Principal Teacher with the remit for Health and Wellbeing was required to cover classes for long periods, especially between January and May 2022. This limited the time available to develop our tracking systems for Health and Wellbeing and this aspect of the improvement plan was not achieved. This will be revisited 2022/23.

Following on from the whole-school training in Attachment Theory in February 2021, we identified two 'Attachment Ambassadors' who delivered whole school training in April 2022.

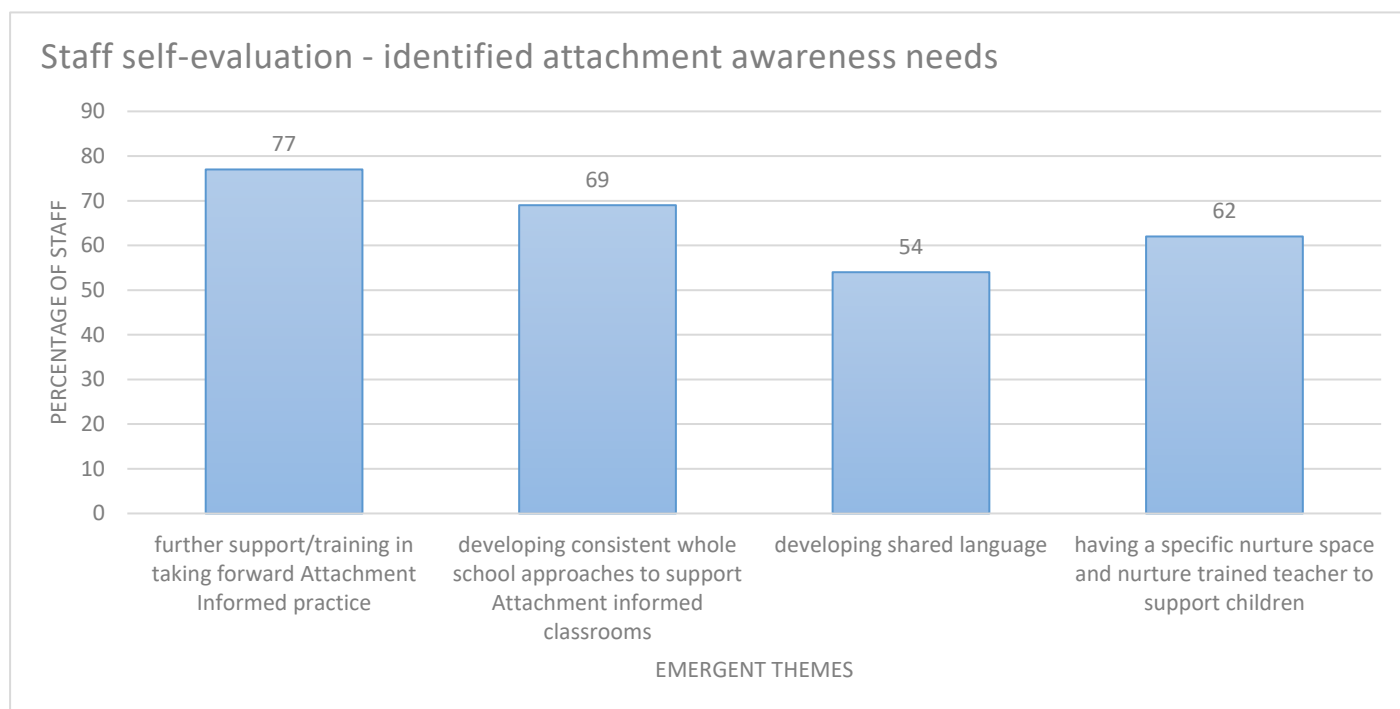


Samples of Slides from Attachment Theory Training, April 2022

Staff completed a 'Practitioner Readiness' reflection activity, with emergent themes of:

- Taking forward nurture training into everyday classroom practice by developing a consistent approach.

- Developing consistency in the language used by adults when supporting children with self-regulation.
- Developing a nurturing space with a nurture trained teacher to support children who find relationships in class stressful.



While staff awareness of attachment and nurture principles has been developed, we still have a small number of children who have an ‘attachment-informed’ barrier to learning. We have identified a need for a nurture provision to help these children develop self-regulation strategies in a child-led, play focused environment and will focus on developing a nurture room using PEF next session.

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

Based on staff self-evaluation, we will roll out further training in Emotion Works, to allow this to become a key aspect of our Health and Wellbeing programme.

An opportunity has arisen due to funding made available from Early Years, to participate in the ‘Nurture UK’ accredited programme as a whole school. From this, staff will be trained in the use of Boxall profiles, which we will evaluate as a method of measuring Health and Wellbeing across the school.

Led by the nominated EY staff and our Attachment Ambassadors, we will continue to embed the principles of nurture across the whole school through participation in the Nurture UK programme.

Next Steps:

- Participation in the Nurture UK Accredited programme.
- Development of a Nurture Room provision.
- Use of Boxall profiling as a whole school measure of Health and Wellbeing.
- Whole school training in Emotion Works.

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

Through teacher professional judgement and tracking conversations between SLT and teaching staff, we have robust information to identify those children who are not on track due to a poverty related barrier.

From our tracking information at the end of 2021/22, we targetted interventions with the following groups of learners within Decile 1&2+FME who were not on track:

- Numeracy at P3-6 (11 children) Interventions used: 5-minute box and Maths Recovery
- P3-6 Writing (12 children) Interventions used: Clicker 7
- Reading at P3, and P5-7 (14 children) Interventions used: 5-minute box, Differentiated Reading Programmes, Active Spelling and Phonics activities.
- Listening and Talking at Primary 6 (3 children) Interventions used: YFCL input.

Using Pupil Equity Funding, we secured two part-time teachers to deliver interventions. Due to staff absence caused by the global pandemic, one of these teachers was required to cover classes on an almost weekly basis, meaning our plans to offer additional targetted interventions were not fulfilled for children in P4-7.

9 children in Primary 3 were given targetted interventions for reading, spelling and phonics using 5-minute box, differentiated Reading texts and active spelling activities.

In addition, we used PEF to subscribe to IDL Cloud and used this to provide targetted interventions to 17 children in P3-7. We were also able to offer this intervention to 29 children who were not on track in Decile 3-10 in P3-7. In total, 44 children accessed the literacy component of IDL and 21 for numeracy. This resource was used a minimum of three times per week in class and 30 parents were also provided with training and a pack to be used at home to reinforce these concepts.

We identified 29 children in P3-7 who were not on track due to school closures and remote learning but did not meet the threshold for targetted 'PEF' interventions. Instead, these children were offered a 7-week block of 'Recovery Group' interventions, led primarily by their own class teacher.

We had identified a need for further support for children and their families with barriers to learning such as attendance and punctuality, engagement, and participation. We identified 17 children (11 families) whose attendance was historically below 85% to receive direct support from a full-time Youth Family Community Learning Worker. In addition, 7 other children in P1-3 were supported by the YFCL worker to focus on emotional health and wellbeing through a nurturing approach to transitions.

Other supports were offered to families via the YFCL worker as they were identified. These included:

- supporting 3 families (6 children) to access food banks
- offering home support for 2 families (5 children) to encourage attendance/participation whilst also supporting parenting skills.
- nurturing support for 2 children whose distressed behaviour was a barrier to learning, providing a support for transitions throughout the day.
- nurturing lunch breaks and relaxed transitions home for 2 children with a profile of ASD.

We intended to use the Leuven Scale to measure pupil engagement and participation in identified lessons. Due to staff absence caused by Covid-19, the Principal Teacher with the remit for Health and Wellbeing was required to cover classes for long periods, especially between January and May 2022. This limited the time available to develop this target. We will revisit tracking of pupil engagement/health and wellbeing in 2022/23.

To ensure excellence for all, we revisited our approaches to Staged Interventions as part of our 'Golden Thread' of improving assessment, learning and teaching (See Section 1). All staff participated in training during the in-service day in August 2021 on Stage 1 interventions and the role of the class teacher in supporting children with a barrier to learning.

We introduced two 'ASN Professional Dialogue' meetings into the annual calendar to allow SLT to quality assure these areas. Feedback from these sessions indicated that these were allowing teachers to be more structured in their approaches to staged intervention and ensured children who required further assessment or support were identified sooner. We will continue to include these sessions in our annual calendar going forward.

Progress and Impact

What difference did we see? What did we achieve?

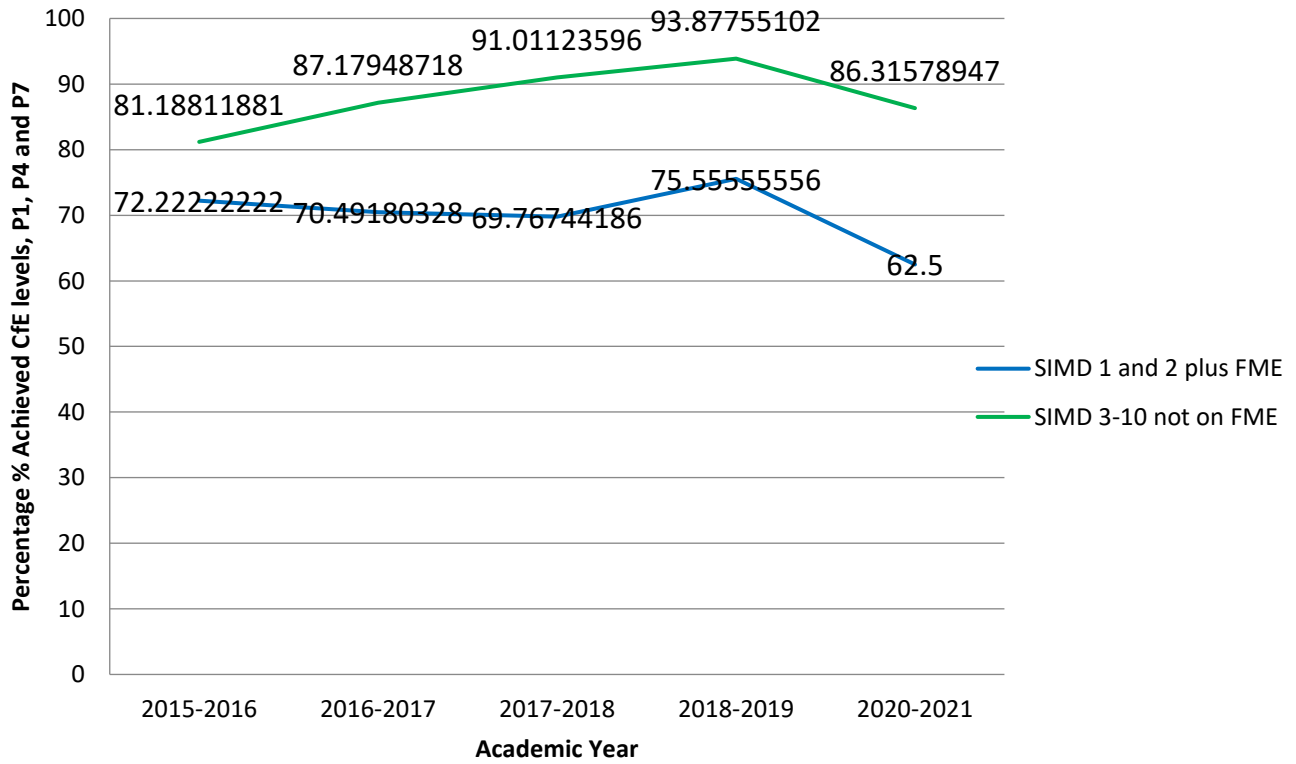
Closing the Gap Targets (start gap 20% or more)

Increase of 30% of targetted children (Dec 1-2+FME) in P3 on track for Reading (4 children)		Some progress made within First level: x3 pupils have moved up several reading bands and are now beginning Purple level but are not on track.
Increase of 20% of targetted children (Dec 1-2+FME) in P3 on track for Writing (3 children).		Some progress made within First level: x3 pupils using Clicker 7 to aid writing
Increase of 16% of targetted children (Dec 1-2+FME) in P3 on track for Numeracy (2 children).		Some progress made within outcomes at First level using Maths Recovery.
Increase of 10% of targetted children (Dec 1-2+FME) in P4 on track for Numeracy (2 children).		Increase of 5% (1 child) Progress made for the remaining pupils within First Level. Pupils also targetted through additional 7-week block of recovery groups. PEF teachers heavily committed to absence cover- reduced frequency and overall impact of Numeracy intervention.
Increase of 23% of targetted children (Dec 1-2+FME) in P5 on track for Reading (4 children).		Increase of 11.5% (x2 pupils on track.) x2 Pupils were also targetted through additional 7-week block of recovery groups.
Increase of 17% of targetted children (Dec 1-2+FME) in P5 on track for Writing (3 children).		Increase of 11.3% (x2 pupils on track.) Pupils were also targetted through additional 7-week block of recovery groups.
Increase of 17% of targetted children (Dec 1-2+FME) in P5 on track for Numeracy (3 children).		Increase of 11.3% (x2 pupils on track.) Pupils were also targetted through additional 7-week block of recovery groups. PEF teachers heavily committed to absence cover- reduced frequency and overall impact of Numeracy intervention.
Increase of 8% of targetted children (Dec 1-2+FME) in P6 on track for Reading (2 children).		Some progress made within levels. PEF teachers heavily committed to absence cover- reduced frequency and overall impact of Literacy intervention.

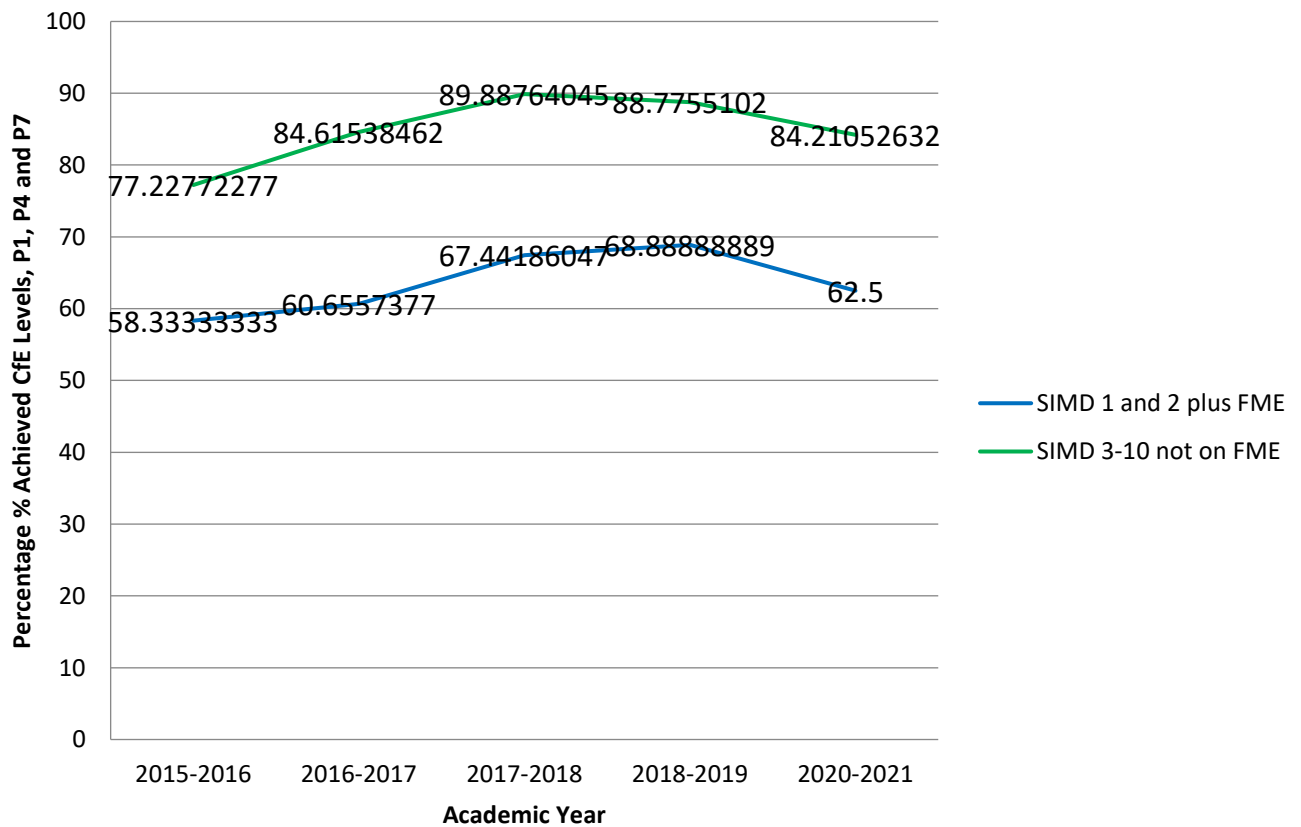
Increase of 8% of targetted children (Dec 1-2+FME) in P6 on track for Writing (2 children).		x2 pupils on track
Increase of 12% of targetted children (Dec 1-2+FME) in P6 on track for Listening and Talking (3 children).		Increase of 4% (x2 pupils on track.) X1 pupil making progress within level
Increase of 17% of targetted children (Dec 1-2+FME) in P6 on track for Numeracy (4 children).		Some progress made within levels. PEF teachers heavily committed to absence cover- reduced frequency and overall impact of Numeracy intervention.
Increase of 23% of targetted children (Dec 1-2+FME) in P7 on track for Reading (4 children).		Increase of 5.75% (x1 pupils on track.) Pupils were also targetted through additional 7-week block of recovery groups. PEF teachers heavily committed to absence cover- reduced frequency and overall impact of Literacy intervention.
Increase of 23% of targetted children (Dec 1-2+FME) in P7 on track for Writing (4 children).		Increase of 17.25% (x3 pupils on track.)
Increase of at least 5% attendance For 11 targetted families with attendance below 85% in session 2020/21		x5 families have increased attendance from a range of 1%-17%. 3 families had a family bereavement with extended periods of absence as a result. X1 family have had their child diagnosed with Epilepsy and as a result have had periods of absence to monitor and control the epilepsy. Our YFCL worker has been analysing attendance data month to month and predicts an increase of 5% for at least 5 more families if their attendance continues in the positive way it has in recent months.

Our approach to providing targetted interventions to children in Dec 1-2+FME has had some progress on closing the attainment gap for those children who have been able to access this support. However, due to the impact of the Global Pandemic and the challenges of staff absence over the past two years, our Attainment Gap has widened. (See below):

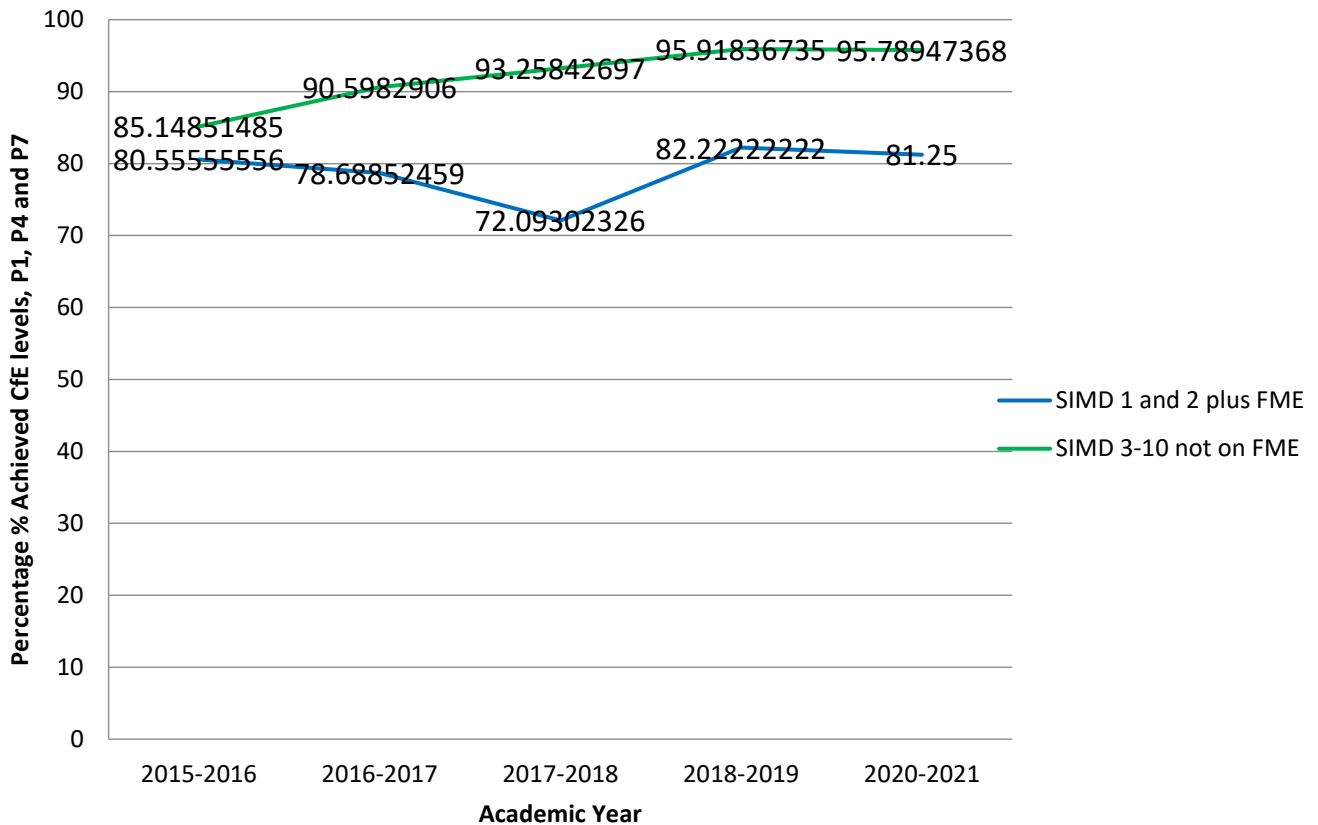
Closing the Gap Attainment Over Time: Reading



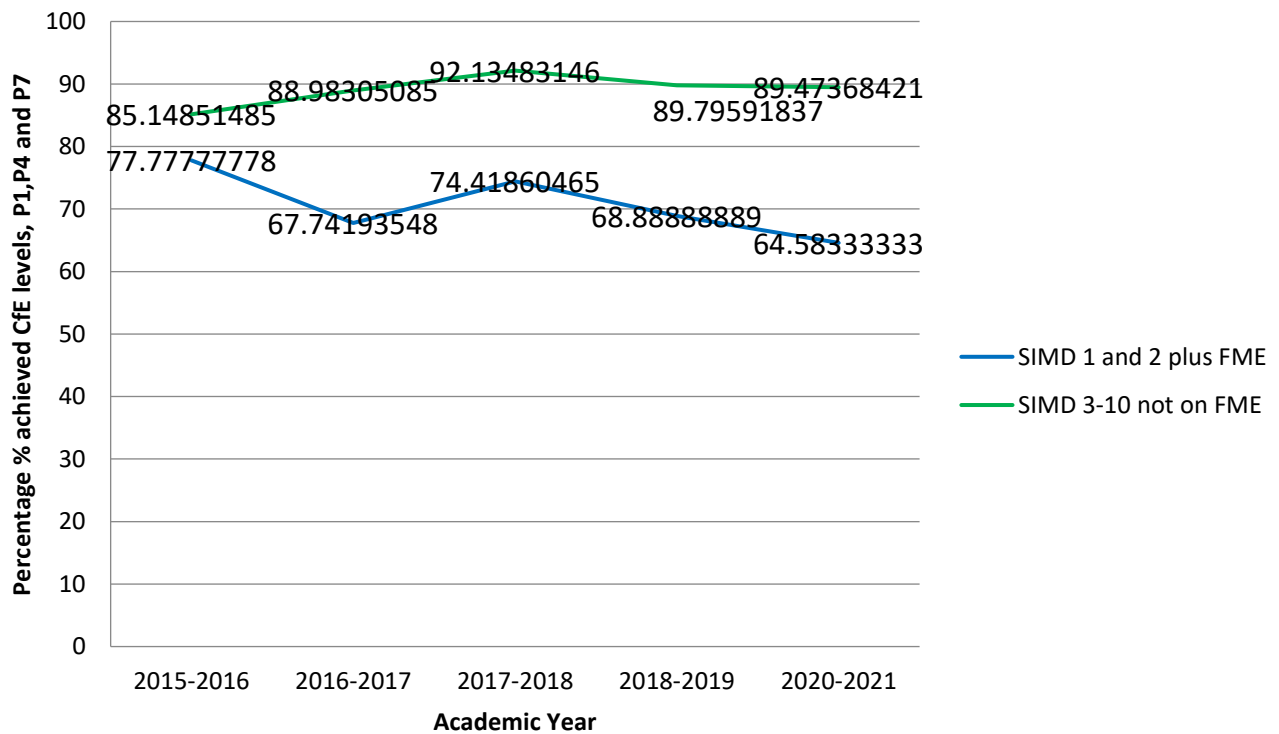
Closing the Gap Attainment Over Time: Writing



Closing the Gap Attainment Over Time: L & T



Closing the Gap Attainment Over Time: Numeracy



We have analysed tracking data from June 2022 and identified those children not on track in Decile 1-2+FME based on the most recent teachers' professional judgements and will continue to offer targeted, specific interventions (see below)

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

Based on ACEL data gathered during tracking professional dialogues, and from interrogation of the school data, interventions will be targetted as follows:

Where an attainment gap is >20%:

- P2 Writing (6 children) – Planned Intervention – Talk for Writing.
- P3 Listening and Talking (4 children) – Planned Intervention – Emotion Works/Social Stories
- P4, 6&7 Reading (25 children) - Planned Intervention - Catch-Up Literacy and IDL
- P4, 6&7 Writing (24 children) – Planned Intervention – Talk for Writing, Clicker 7, IDL
- P4, 6&7 Listening and Talking (13 children) – Planned Intervention – Emotion Works/Social Stories/Nurture
- P4, 6&7(22 children) – Planned Intervention – Maths Recovery

We will ensure the above children have access to these interventions through use of Pupil Equity Fund in the following ways:

We will continue to support families through our YFCL Officer, shared with two other schools in the Learning Community. This will include:

- 0.4 FTE YFLC Officer.
- Additional Teaching staff to deliver targeted interventions.
- Supported Study hours for teaching staff to deliver and analyse assessments which help identify gaps in pupil learning.
- Online subscriptions for IDL Cloud and Emotion Works programmes.
- Training for staff in Nurture and Talk for Writing.
- Additional resources for targeting reading at Early Level.

In addition, we have been allocated an additional 0.7 FTE teaching staff by the local authority to focus on early-intervention at Early Level. This member of staff will implement Baseline assessments with Primary 1 pupils and then provide targeted interventions to support identified children to achieve early level by the end of Primary 1. In addition, 16 children in P2+P3 who have not yet achieved the early level for reading and 8 children who have not achieved the early level for writing and numeracy will also be included in this support group.

Appendix 1 – Staff Self Evaluation Evidence

Priority 1 - Impact

Mentimeter

Developed understanding of Talk for Writing approach

reading for pleasure culture in the classroom

It has given an overview of whole school and in the classroom practice.

Increasing use of CPA approaches in Numeracy. Beginning to embed Number Talks across the school. Increased evidence of pupils using the language of Number Talks.

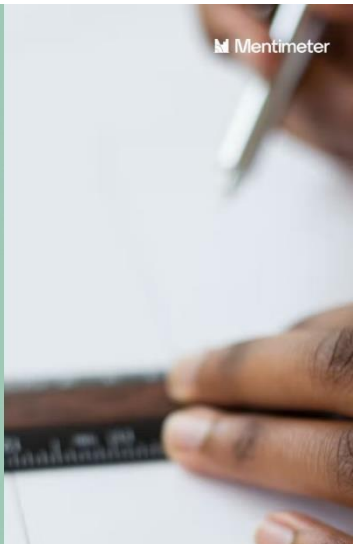
More confident delivering Talk for Writing and Number Talks as a result of CLPL programme.

Staff have engaged in the T4 W process.

Developing a reading culture and extending to free writing.

Using number talks

Better understanding of CPA approach and how to implement this in the classroom effectively.



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Priority 1 - Impact

Mentimeter

Using Talk for Writing approaches to support writing.

co- create the sc so children are understanding the steps to achieve their learning.

Increased and improved use of Staged Intervention to support learners.

Improved writing through Talk for Writing


Working with peers to develop knowledge of Talk for writing. More confident using number talks and seeing children enjoy mental maths.

Great working with stage partners at a new stage. Pupils in different classes working on same aspects- talk 4 writing.

Through Number Talks I feel more confident delivering maths lesson ~where the children are actually thinking about how they solve problems and listen to how other children work out their answers.

Positive impact on reading for enjoyment within the classroom.

Using number talks



Priority 2 - Strengths

Mentimeter

Regular emotional check-ins.

Pupils using the language of Emotion Works.

Emotion Works programme has helped children to talk more openly about their feelings.

As CT I don't feel as involved in HWB as emotion works was delivered by NCCT.

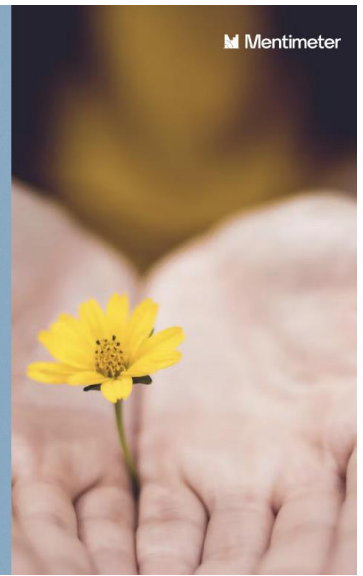
Using Emotion Works to build resilience and self-regulation strategies.

From the Nurture Approach, Focusing on the importance of language and how words can soothe, connect and nurture.

Daily mindfulness "Me time".

using daily check-in children's emotions

Using emotion works to help children discuss their emotions and regulate their emotions more effectively



Priority 2 - Strengths

Mentimeter

Regular brain breaks (whole class/individuals)

Greeting children at the door, to build positive relationships.

Attachment-informed practice discussed and evaluated.

Further development of awareness of consistent language to promote openness and engagement.

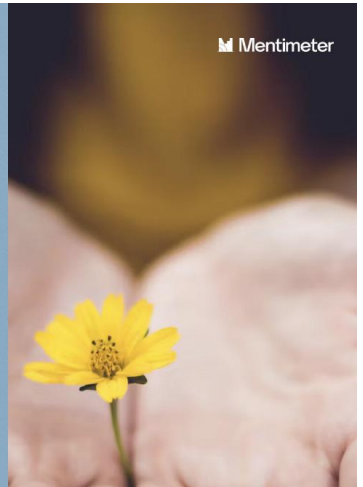
Focused more on use of language from attachment CLPL.

Missed time at the start of the year to bond as Emotion works was in term 1

Children more aware of their emotions

Mindfulness breaks to help self regulation

Me Time and mindfulness time



Priority 2 - Strengths

Mentimeter

Children are more aware of emotions and describe these using colours to help explain their feelings.

Circle time. Allowing children to express thoughts and feelings freely.

More aware of the language to support children who are struggling/overwhelmed

Children starting to show empathy towards others.

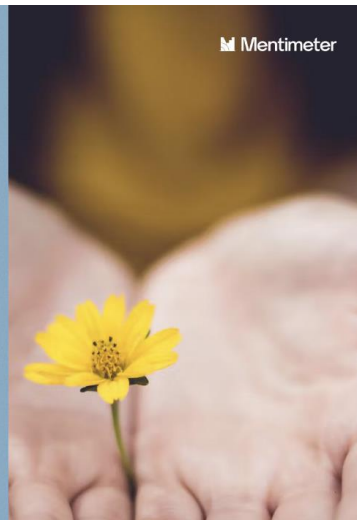
Good positive impact. Feelings charts, time out 'office' etc. Lots of routine greeting pupils etc. H&W sometimes science link. More work with emotion works as CCR taught this.

Use of ' what i want me teacher to know box'.

Built good relationships with children partly as a result of check ins

Brain breaks

Stronger understanding of links between H&W and ASN.

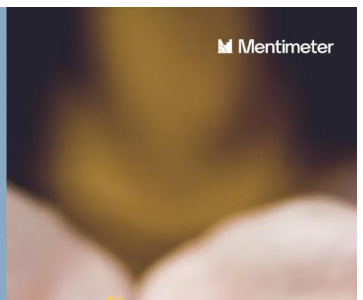


Priority 2 - Strengths

Mentimeter

Encouraged P7's to develop ways to help their buddies despite Covid restrictions.

Encouraged children to consider global goals and help share their learning across the school.



Priority 3 - Strengths

Mentimeter

All children have opportunity to access mental math strategies through number talks.

Using some Talk for Writing, activities to develop writing skills.

Recovery Groups offered to identified P4-7 pupils.

Numicon has been a really good resource for children with difficulty visualising number.

use of the cpa approach helps children understand the topic at their learning level

Recovery groups

Staff working with identified pupils to target gap.

Use of CPA approach and specifically numicon has really supported teaching and learning. Children are confident in using numicon and enjoy number talks strategies. Also allows more able children to be challenged more.

Number talks helping children with their number knowledge. Helping to develop confidence.



Priority 3 - Strengths

Mentimeter

Recovery groups

Recovery group was excellent, but was too short.

Pupils targeted benefiting from target group work. Catching up.

All children have an opportunity to develop reading and writing skills using Talk for Writing.

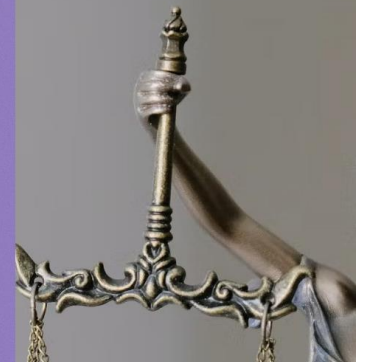
Increased confidence in children and their learning.

Using numicon in the class

Have enjoyed given pupils more responsibility for sharing their learning

Making learning accessible for all

Allowing all children to have access to Numicon has allowed for the resource to be used effectively.



Staff Conclusions from Analysis of Class and Whole School Data to inform Next Steps

Trends in Data

Mentimeter

Numeracy as a whole school seems satisfactory.

Literacy throughout the school seems less on track.

Literacy not as strong (particularly reading)

literacy on first and second level seem to not be as strong

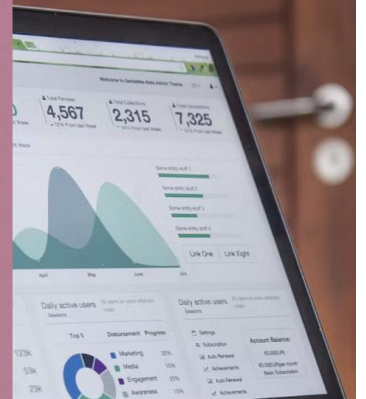
There is a drop of in reading novels at home.

Majority of not on track children in P1 do not fall under SIMD 1/2..

No apparent gender attainment difference at early level.

Mixture of girls and boys not on track.

High correlation between FME and "not on track"



There is a wide SIMD range. It doesn't have a clear link to being on track. Some classes have a lot of ASN pupils too. Even some SIMD 10 pupils not on track. I would like to see those pupils with the same entitlement to support as SIMD 1 and 2.

Numeracy weaknesses seen from P2-4ish effects of lockdown?

Dip in attainment in the middle of the school.

There is a drop off of children doing homework regularly.

Children in the 'middle of the road' can find the transition to the novels quite challenging.

Link with EAL and attainment.

Learning loss at end of first level due to lockdown.

ASN children not on track.

High level of absence with a lot of children not on track.



Staff views on potential next steps:

Next Steps

Mentimeter

Further training in emotion works and class teachers responsible for delivering health and wellbeing.

Literacy - breaking this into block, having a block of reading and a block of writing,.

Further focus on developing a reading for pleasure culture across the school.

Training for Emotion Works.

Literacy - developing a reading culture throughout the school. A focus on reading for pleasure in class and at home.

Looking at how pupils not on track are managing NL approaches.

Observations at other schools who are using talk for writing up the school.

Continue to develop a reading culture especially in the upper school

Continued work on mental maths/Number talks to develop mental agility.



Next Steps

Mentimeter

More training for talk for writing (second level)

Make literacy more joined up. We have had a lot of different programmes of study, and core skills like vocabulary gap and grammar are left behind.

Continue embed Number Talks and CPA approach to ensure consistency across the school.

Stick with talk 4 writing, number talks, emotion works and not change to other things. Give them a good run.

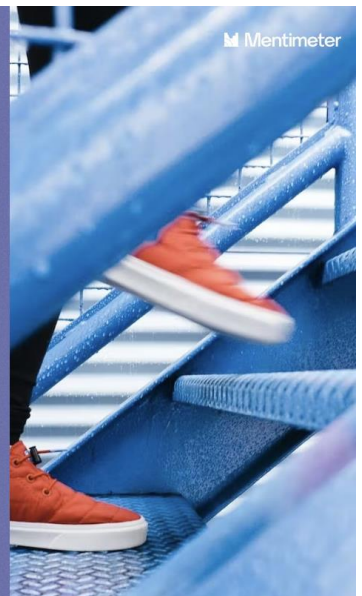
Training for Talk for Writing.

Keep focusing on number talks to help develop number knowledge

Classes with children in similar levels in maths, work together with one teacher? Allow for more support and challenge so you don't have to juggle groups.

Greater focus on Talking and Listening

Pace/expectations of Active Literacy can be too quick for some children



Next Steps

Mentimeter

Building in more context/problem solving into maths, not just focusing on fluency.

More summative assessments further up the school to back up teacher's professional opinions.

Reading materials not suitable for children not on track.



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