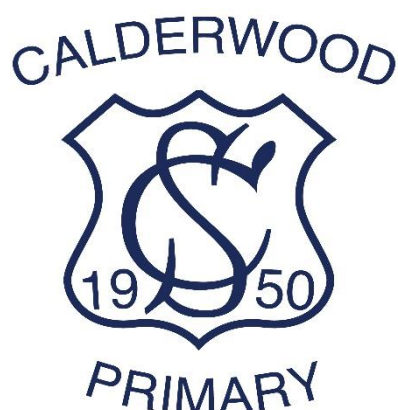


Calderwood Primary School



Standards and Quality Report Session 2021/2022



South Lanarkshire Council

Standards and Quality Report Session 2021/2022

Our School



Calderwood Primary School is at the heart of our local community. We are situated in Rutherglen and are part of the Stonelaw Learning Community. Our school currently has a roll of 430 children across fifteen classes with an additional class teacher (June 2022).

Nurture is central to everything we do at Calderwood, and we aim to provide a welcoming, caring and inclusive environment for all our children and families, where pupils are motivated, active participants in their learning and we *all* strive to achieve our best. Our curriculum is engaging, relevant, practical and focused on supporting our pupils to become confident, compassionate global citizens. We have high expectations of both our learners and each other. Every child is encouraged and supported to reach their full individual potential. Leadership is promoted throughout the school, empowering learners and staff to take the lead in learning and school improvement. We value and celebrate our diverse community and the outstanding partnerships we have with parents, the wider community and local businesses. We have strong collegiate and constructive relationships with our fellow learning community primary schools and Stonelaw High School.

At Calderwood, we are committed to an equitable provision of learning opportunities for all of our families and we strive to minimise the cost of the school day for all. Our local area is a mixture of social and privately owned housing. In Session 2021/2022, 15% of our pupils were in receipt of free school meals and 15% lived in SIMD 1 or 2. Through our close working relationships with pupils and families, we endeavour to identify and address any barriers to learning which impact on pupil attainment, achievement, participation or attendance.

Our school building opened in 2007, and it provides a bright, modern environment for learning. Our building is complimented by a large outdoor area, including a garden, orchard and beautiful new outdoor classroom, for pupils and staff to utilise and enjoy.

We are a happy school and we pride ourselves on our inclusive ethos and the positive, constructive relationships that exist between pupils, staff and families. We promote values of kindness, compassion and respect. As our school continues to grow and change, we are committed to working together to build on the legacy of Calderwood Primary – which has an excellent reputation and profile in our local community – to achieve the best outcomes for our learners.

Key Successes and Challenges of Session 2021/2022

Session 2021/2022 saw a welcome return to a somewhat more 'ordinary' school year than the previous two sessions, although we still faced the challenge of some remaining Covid-related restrictions and the continuing impact of the virus itself. Our priorities remained the same as they have been since March 2020: to do our absolute best for our pupils, to work creatively around any restrictions in place in order to continue to provide our pupils with a rich curriculum and a wide range of fun, engaging learning opportunities, and to continue to work together as a community to support each other through this exceptional time.

Many of our successes were found in the joy of returning to activities and routines we would previously have taken for granted as part of school life. Pupils and staff were delighted to welcome back clubs, educational excursions, Primary 7's residential week, 'normal' break times, and, finally, parents, carers and visitors returning to the school building. We had some incredible whole-school events, which included Let's Celebrate Us week, our Beat the Street Halloween walk, Developing the Young Workforce week, Spring Outdoor Disco, Odd Socks Day, Children's Mental Health Week and World Book Day. All of these activities helped to maintain the strong community ethos of our school and provided leadership opportunities for staff and pupils. Pupil voice remained at the centre of our planning, and this was particularly visible through our successful pupil leadership groups and the wide range of activities and assemblies that they led over the session. We had weekly virtual assemblies where we celebrated achievements from both in-school and out. We were also able to run our full, comprehensive transition programme for our new Primary 1 pupils.



Welcoming out new P1 pupils, May 2022

Calderwood Primary School Standards and Quality Report

Despite parents and carers not being able to attend events in the school building, we were able to engage in a variety of other ways. For formal reporting, we had initial 'settling in' telephone calls with parents and carers, and then a virtual Parents' Evening later in the session. Less formally, we enjoyed our outdoor Christmas concerts, virtual Burns Supper (with attendees from all over the world!), P1 Curriculum Evening, virtual 'A Book, A Brew and a Bite' to launch the Book Bug bags and a walking tour of our local area. Our Parent Council were as active and supportive as ever, and they ran their own fantastic events, which included a Santa Dash, 80s Night (for grown-ups only!) and mini Summer Fayre.

Both local and global events inspired pupils and staff to engage in a range of community fundraising efforts. Our Primary 7 pupils led work with the charity Refuweegeee to make packs for families arriving in Glasgow from Afghanistan in August, and then for families displaced by the war in Ukraine in February. We were overwhelmed by the support of our local community, who, on both occasions, rallied around to very quickly gather donations and get them to us. Our Primary 7 leadership group made up packs, with labels in the appropriate language, and we had a team of staff and parents/carers who delivered these to the charities. Thank you again to everyone who supported this work! We also collected donations for our local foodbank at Harvest time, and Primary 2 held a Daffodil Tea to raise funds for Marie Curie Cancer Care.

We continued to make the most of our outdoor space, supported by the work of our Outdoor Learning working party. We were especially delighted with the installation of our outdoor classroom, which is already well-used by pupils and staff.



Allison Galbraith, Author Visit (Outdoor Storytelling): Part of our Outdoor Learning Day November 2021



Primary 6 creating Mini-Books, March 2022

Staff have driven forward our school improvement priorities through collegiate activities, Working Parties, moderation and engagement in high quality professional learning activities. Amongst the long list of recent professional learning is Google Educator training, Talk for Writing, Teacher Reading Groups, Developing the Young Workforce and Micro:Bit. These activities have enhanced professional practice and impacted positively on our learners. We are also working collectively towards our Reading Schools accreditation by celebrating the joy of reading and embedding an ethos of reading for pleasure throughout the school.



Primary 3 enjoying reading in our Outdoor Classroom, May 2022

The majority of the challenges we faced this session were related to the continuing impact of the pandemic. These included working around the restrictions still in place and the continuing effect of Covid on attendance (for both pupils and staff) - attendance will be an improvement priority for next session. Beyond this, we have the ongoing challenge of identifying and addressing gaps in

learning caused by the disruption of previous sessions and also of raising overall attainment across the school. Our Equity Team worked with the highest number of pupils ever this session, supporting them with their literacy, numeracy and/or health and wellbeing. These interventions had a significantly positive impact on pupils, and we look forward to building on these successes next session.

Another challenge that we faced, and one which will be even more significant next session, is the growing cost of living crisis and the effects that this is having on our families and community. We have always been committed to reducing the cost of the school day for families, and we had a range of very successful projects running this session, including our Eco Uniform, Halloween costume swap-shop, Christmas jumper swap-shop and Eco Library. Cost of the school day will continue as a priority into next year.

Despite these challenges, we had another highly successful session at Calderwood with much to celebrate. We made good progress on our school improvement priorities, took huge steps forward towards recovery and improving outcomes for our learners and continued to work together as a community to support our learners, their families and each other.



Review of Progress for Session 2021- 2022

At the beginning of Session 2021/2022, we were shifting from a period of significant disruption and uncertainty for schools and entering a phase of 'recovery', with the prospect of a return to a more 'normal' and settled school year. Due to the unpredictable nature of the previous two sessions, our processes of reporting and identifying school priorities looked a little bit different to usual. We had a much higher number of identified priorities than would be typical. Naturally, some of these priorities had a greater focus and impact over the course of the session than others.

For the purposes of this report, I have colour-coded the priorities identified in last year's School Improvement Plan as follows:

	Priorities which were the focus of significant input over the course of the session, for example, through professional learning activities, leadership groups, collegiate activities, quality assurance activities, etc., and at the core of our improvement journey.
	Priorities which were an important focus of our recovery agenda and were consistently central to planning over the course of the session.



School Priority 1: Ethos and life of the school

NIF Priority

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

NIF Driver

Parent/carer involvement and engagement
School leadership

HGIOS?4 QIs

2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion

Strategy

What did we set out to do?

- Build on the successes of last session to find creative ways to create shared experiences for pupils, encourage inter-stage interactions, continue to build sense of community and increase morale in all stakeholders
- Re-establish opportunities for all stakeholders to engage in the life of the school (within current guidance/restrictions), using this as an opportunity to reinstate what was working well and revise/improve where we can

Progress and Impact

What difference did we see? What did we achieve?

- We enjoyed a range of whole-school activities and opportunities for pupils from different classes and stages to work together (this was particularly important due to the continuation of split break and lunchtimes for much of the session). These opportunities included: Let's Celebrate Us week, Outdoor Learning Day, World Book Day celebrations, participation in SLC-wide sporting competitions, virtual Burns Suppers, buddying activities, Odd Socks Day, Developing the Young Workforce week, pupil leadership groups, Spring Outdoor Disco and our whole school Halloween Beat the Street walk through Rutherglen in fancy dress!
- We worked hard to come up with creative ways to involve parents and carers in the life of the school whilst they were still physically unable to come into the school building in high numbers. We ran virtual and outdoor events, including our virtual 'A Book, A Brew and A Bite' event, P1 Curriculum evening, our Participatory Budget focus group, participation in our Developing the Young Workforce week, virtual Parents' Evenings and outdoor Christmas Concerts.
- We continued to regularly consult pupil, parents and carers and staff, looking for input on matters including our Pupil Equity Fund spending, school start and finish times, improvement priorities (including Equality, Diversity and Inclusion) and other school business.
- Our Parent Council organised a range of events, including a Santa Dash, 80s Night and Summer Fayre, which involved our wider community and gave parents and carers an opportunity to be in-and-around the school in a social capacity. Our Parent Council also continued to support the work of the school and helped to fund a range of projects, including new laptops for intervention work and ensuring that all of our school trips could be offered without any charge to parents and carers.
- *All activities allowed us to maintain and build relationships with all stakeholders, fostering the important partnerships we rely on to support and enhance the work of the school. These partnerships were particularly important at a time when people's wellbeing was being impacted by the pandemic – working collectively as a community helped to maintain positivity and a sense of togetherness – and this will continue to be important as we move forward into another period of uncertainty and anxiety (albeit for different reasons).*

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

- This will become a **maintenance** target for Session 2022/2023
- Maintaining a positive ethos, providing a rich and stimulating curriculum, working effectively with all stakeholders and keeping Calderwood at the centre of our community have always been priorities for us. We will continue to have these notions at the heart of our planning and will continue to build on the good practice that has gone before in new and innovative ways.

School Priority 2: Celebrating Diversity

NIF Priority

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

NIF Driver

School and ELC leadership

School leadership

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.2 Curriculum

Strategy

What did we set out to do?

Review our curriculum to ensure equalities and the celebration of diversity is woven throughout, and all children and families feel represented and included

Progress and Impact

What difference did we see? What did we achieve?

- Equality, Inclusion and Diversity staff working party led work on this priority over the session
- Our pupil leadership group – Diversity Ambassadors – met regularly to identify and plan next steps and provide feedback and a link between staff and pupils
- Questionnaires were sent out to staff, parents and pupils to establish where we were in terms of equality, inclusion and diversity, and help to establish next steps
- An audit of our health and wellbeing and IDL provision was carried out - 'reach' opportunities were identified to ensure equality, diversity and inclusion-focused learning opportunities are woven throughout the curriculum
- An audit of school library was carried out to ensure resources reflect the lives of all learners
- Our Diversity Ambassadors planned and led 'Let's Celebrate Us' week with the aim of celebrating each child as an individual – this week included a 'Breaking Boundaries' day, Bollywood dancing, food tasting from around the world and a 'Day of Play'
- A parent focus group was formed to give our parent forum a voice in shaping planning and policy
- A school position statement on Equality, Diversity and Inclusion was created by the Diversity Ambassadors
- *School staff were more engaged in discussions around equality, diversity and inclusion, and considerate of these issues when planning learning*

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

- The staff working party will continue next session, as will the pupil leadership group (Diversity Ambassadors) and parent focus group, to help shape decision making, policy and next steps
- Audit school annual calendar to identify opportunities to celebrate cultural events together as a whole school
- Continue audit of resources to ensure a diverse range of resources are in place which reflect the lives of all learners, specifically focusing on play and literacy resources
- Promotion of school position statement **on Equality, Diversity and Inclusion** and the work of the staff, pupil and parent groups
- Whole staff professional learning opportunities will take place to ensure a shared understanding across the staff of issues around equality, diversity and inclusion

School Priority 3: Strategic Planning

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment
Teacher professionalism

HGIOS?4 QIs

2.3 Learning, teaching and assessment
1.1 Self-evaluation for self-improvement

Strategy

What did we set out to do?

- Launch revised strategic plans at Inset day in August to be utilised by staff throughout session
- Ongoing support from SLT for teaching staff

Progress and Impact

What difference did we see? What did we achieve?

- Newly revised strategic planning materials launched at beginning of Session 2021/2022
- New materials used by all teaching staff for strategic planning
- Feedback sought from staff at end of session – feedback was roundly positive with some suggestions for adjustments to be made
- Feedback shared with staff, with adjusted materials and some examples of completed planning sheets made available for the start of session 2022/2023
- *Planning consistent across all stages, with clear expectations set and a balance of uniformity and flexibility*
- *Positive feedback from teaching staff around how plans support learning, teaching and assessment*
- *Monitoring of planning more effective due to shared expectations, supporting both planning and monitoring and tracking processes and quality assurance activities*

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

- This will become a **maintenance** target for Session 2022/2023
- We will continue to monitor and modify (as necessary) our approaches to strategic planning to ensure that they are efficient, effective, support the planning of high quality learning, teaching and assessment and that they scaffold the curriculum we aim to deliver

School Priority 4: Outdoor Learning

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Curriculum and assessment
School Improvement

HGIOS?4 QIs

2.3 Learning, teaching and assessment
3.1 Ensuring wellbeing, equality and inclusion
2.2 Curriculum

Strategy

What did we set out to do?

- Seek ways to support and further develop outdoor learning opportunities in light of experiences this session

Progress and Impact

What difference did we see? What did we achieve?

- Outdoor Learning staff working party set up at the beginning of session to take forward this priority
- Working party audited existing outdoor learning curriculum/provision

- Working party worked in partnership with local business to resource 'loose parts' trollies to be used across the school to support outdoor learning opportunities
- Resources produced to support staff to deliver high quality outdoor learning
- Planners produced for Early, First and Second Levels, linked to topics, with ideas for high quality outdoor learning opportunities for science, numeracy, literacy and expressive arts
- The whole school participated in National Outdoor Classroom Day in November
- We had an emphasis on outdoor learning during other whole-school focus weeks, including 'Let's Celebrate Us' week, which had a full 'Day of Play'
- Outdoor classroom built on school grounds in May – currently used by all classes to support outdoor learning
- Outdoor learning position statement produced by pupils at the end of the session – at Calderwood outdoor learning is about 'adventure, creativity and fun'

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

- This will become a **maintenance** target for Session 2022/2023
- We will continue to develop and improve on our approaches to outdoor learning to support pupil wellbeing, attainment and engagement through collegiate planning and professional learning opportunities
- We will support staff to effectively use the resources and planning documents produced by the staff working party
- We will continue to promote outdoor learning across the curriculum and through whole school events
- We will promote our position statement and good practice over the course of the session

School Priority 5: New Digital Technologies

NIF Priority

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

NIF Driver

Curriculum and assessment
School leadership

HGIOS?4 QIs

2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement
3.3 Increasing creativity and employability

Strategy

What did we set out to do?

- Build on staff's increased skills and confidence in digital technologies by encouraging the continuation of strategies used to support remote learning in a classroom context, enhancing our provision and providing further professional learning opportunities (audit of need with staff and pupils)
- Revise guidance on using ICT and new digital technologies to support home learning (including homework) to ensure a consistent approach across stages
- Offer support and training to parents and carers to allow them to best support their child's learning at home. Specifically aim supports at new P1 parents who did not experience Calderwood's remote learning offer

Progress and Impact

What difference did we see? What did we achieve?

- Six members of staff embarked on Google Educator programme Level 1
- Primary 6 and 7 leadership group – Digital Leaders – taking forward this priority across the session
- We piloted BBC Micro:Bits in classes and pupil Digital Leaders offered training to staff after school
- ICT Coordinator running Google Classroom to share good practice in using new digital technologies across the authority

- Purchased 15 new laptops, funded by our Parent Council, to support interventions and other learning activities across the school
- ICT Coordinator produced yearly overview for staff with links to support the delivery of our ICT curriculum

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

- This will become a **maintenance** target for Session 2022/2023
- We will continue to develop and improve on our approaches to using new digital technologies to enhance learning, teaching and assessment
- Continue to offer a range of professional learning opportunities for staff to enrich skills and knowledge across the whole team
- Support staff to work collegiately and collaboratively to develop and share good practice
- Identify potential resources available to support learning and teaching, and possible funding opportunities for such resources
- Staff to complete Google Educator programme Level 1
- Continue to train staff in use of Micro:Bits and roll out training to our learning community and staff across the local authority

School Priority 6: Celebrating Achievement

NIF Priority

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

NIF Driver

School and ELC improvement
Parental engagement

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment and achievement
2.7 Partnerships

Strategy

What did we set out to do?

- Continue to seek new ways to celebrate achievements in collaboration with staff, pupils and parents at an individual, class and whole school level
- Launch new Pupil Portfolios to celebrate success and achievements both in school and beyond

Progress and Impact

What difference did we see? What did we achieve?

- Pupil portfolios launched in August 2021 with staff information session
- Portfolios used to record and celebrate achievements both in and out of school
- Achievements celebrated in classroom and at weekly whole-school assemblies
- Pupils and parents/carers encouraged to share achievements from out of school
- *Consistent approach to recording and celebrating achievements across the school*
- *Increased number of pupils sharing achievements for celebrating in class and/or at assemblies*

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

- This will become a **maintenance** target for Session 2022/2023
- Continue to use pupil portfolios to record and celebrate achievements
- Ask for feedback from staff and pupils around the use of the portfolios and use feedback to improve practice
- Continue to promote the sharing of achievements and enhance practice both within classrooms and as a whole school

School Priority 7: Skills for Learning, Life and Work

NIF Priority

Improvement in skills and sustained, positive school-leaver destinations for all young people

NIF Driver

Curriculum and assessment

School Improvement

HGIOS?4 QIs

3.3 Increasing creativity and employability

2.2 Curriculum

2.3 Learning, teaching and assessment

Strategy

What did we set out to do?

- Review opportunities to develop skills for learning life and work which have been curtailed by restrictions to identify what we can reintroduce/replace with other opportunities (for example, curricular topics, visitors to school, focus weeks, enterprise activities, etc.)
- Review use of home learning to develop skills for learning, life and work to ensure consistent approach across school
- Look into local community to re-establish links or make new links to support skills for learning, life and work
- Review skills for learning, life and work and enterprise-focused topics throughout the curriculum to ensure opportunities for every stage across the school

Progress and Impact

What difference did we see? What did we achieve?

- Skills for Learning Life and Work staff working party set up at the beginning of the session to take this priority forward
- Developing the Young Workforce Week took place in May – we had a wide range of visitors who spoke about their profession and carried out demonstrations, including the chef Gary Maclean, police and CID, the fire brigade and software engineers
- Classes participated in enterprise-based topics, including Farm to Fork, Daffodil Tea, Rutherglen Walking Tours and our Burns Supper, where pupils had a range of opportunities to develop their skills for learning, life and work
- Primary 7 pupils completed their John Muir Award
- Every child in the school was part of a leadership group and all leadership groups took part in planning for and taking forward an aspect of school improvement or community work
- Pupil Leadership groups organised and led events including Odd Sock Day, Book Week Scotland, World Book Day, Let's Celebrate Us Week and Children's Mental Health Week

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

- Next session we will work towards the Scottish Enterprising Schools Awards – bronze and then silver
- Next session we will set up an Enterprise focused pupil group to take forward this priority
- Revisit curriculum planning to ensure all stages and classes are engaging in enterprise-based work over the course of the session (some of the opportunities we participated in were impacted by Covid restrictions)
- Revisit planning for Developing the Young Workforce Week again provide pupils with opportunities to engage in DYW-focused excursions/learning opportunities beyond the school (again, these were impacted by Covid restrictions)

School Priority 8: Engagement

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Performance information

Assessment of children's progress

HGIOS?4 QIs

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

3.1 Ensuring wellbeing, equality and inclusion

Strategy

What did we set out to do?

- Monitor and track engagement of pupils at risk of not achieving to identify and address potential barriers to learning
- Ensure all staff know where to find engagement tracking data

Progress and Impact

What difference did we see? What did we achieve?

- Engagement levels of all targeted pupils monitored and tracked over the session
- Data used to identify and remove barriers to learning
- Engagement data recorded in monitoring and tracking spreadsheets used by each class

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

- This will become a **maintenance** target for Session 2022/2023
- Continue to use the measuring, monitoring and tracking of engagement levels as part of our intervention process for targeted pupils
- Continue to record engagement information with attainment data in monitoring and tracking spreadsheets
- Enhance practice in using engagement information to identify and address barriers to learning
- Support discussions about engagement and barriers to learning with wider pupil forum

School Priority 9: Reading School

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment

School Improvement

HGIOS?4 QIs

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

Strategy

What did we set out to do?

- Reading School initiative to be launched across whole school to build positive reading habits (both in school and beyond) and enhance learning in literacy
- Audit of attitudes towards reading to take place at beginning and end of session

Progress and Impact

What difference did we see? What did we achieve?

- Pupil leadership group established at beginning of session to take a lead on this initiative
- Parent focus group established at beginning of session to support the work taking place around Reading Schools
- Eco library set up to provide a variety of reading opportunities for all pupils

- Staff participated in Teacher Reading Group to enhance classroom practice and whole school approaches to celebrating reading
- Ongoing activities took place throughout the session to promote a love of reading and books, including planned class and whole-school activities
- *An action plan and evidence is in place and ready to be submitted for Reading Schools accreditation*
- *Very positive feedback from pupils on reading activities and events*
- *Across the school we saw a 4% increase in overall attainment in reading this session*

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

- Continue with the work of the pupil and parent groups to drive forward improvement in this area
- Eco library to be relaunched and promoted to increase uptake
- Enhance links with wider community and partnerships within the community to promote and celebrate reading
- Give staff opportunities to share innovative practice and enhance collaborative working
- Staff to continue working towards professional recognition with GTC

School Priority 10: Talk for Writing

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment

Performance information

HGIOS?4 QIs

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

Strategy

What did we set out to do?

- Talk for Writing training for all P3 and P5 staff and designated member of SLT (Literacy Lead)
- Talk for writing to be introduced at Primary 3 and Primary 5
- Implementation to be monitored throughout the session, with support available for staff
- Pupil engagement in writing to be measured at beginning and end of session
- Attainment levels in writing at Primary 3 and Primary 5 to be closely monitored throughout the session

Progress and Impact

What difference did we see? What did we achieve?

- All Primary 3 and Primary 5 teaching staff attended SLC Talk for Writing training
- School Improvement staff Talk for Writing working party set up to take the lead on this priority over the course of the session
- Working party developed resources to be used in Primary 3 and Primary 5 classes, and planned how to implement Talk for Writing within our existing literacy curriculum
- Talk for Writing was a focus of SLT quality assurance activities, including classroom observations
- Teaching staff engaged in ongoing collegiate working to support each other to develop and deliver good practice
- *Staff observed positive and increasing engagement levels in writing activities*
- *Staff reported more positive attitudes towards writing from some learners*
- *Talk for Writing motivated reluctant writers and engaged EAL pupils in writing lessons*
- *Feedback from staff and pupils on use of Talk for Writing was positive*
- *The use of Talk for Writing strategies supported moderation of writing and shared standards for monitoring and tracking purposes*
- *In our targeted class, eleven children were identified as not on track to achieve their expected CfE level in writing in November at our first tracking meeting – by the end of June, five of these children were on track to*

achieve Predicted attainment in writing in this targeted group of 33 pupils went from 66% to 81% over the course of the session

- *Across the school we saw a 1% increase in our writing attainment levels*

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

- Talk for Writing working party will continue next session to take a lead on this priority
- Next session we will continue to embed Talk for Writing at P3 and P5 stages
- Next session we will introduce Talk for Writing at P2 and P4 stages
- Next session trained staff will model and support other identified staff to use Talk for Writing strategies
- Identified staff will participate in professional learning activities to support the development of their practice
- The working party will examine the best way to embed Talk for writing into strategic planning

School Priority 11: Maths Recovery

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment

Performance information

HGIOS?4 QIs

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

Strategy

What did we set out to do?

- Maths Recovery training to be provided for identified teaching staff, Equity teacher and a member of SLT (numeracy lead)
- Maths Recovery to be used as intervention to support learning in numeracy for pupils identified through monitoring and tracking processes and professional dialogue following assessment of learning

Progress and Impact

What difference did we see? What did we achieve?

- Equity teacher attended Maths Recovery training
- Equity teacher used Maths Recovery pedagogies with identified numeracy intervention groups
- *Equity teacher reported positive engagement from pupils*
- *More time will be needed to measure impact on attainment*

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

- Maths Recovery strategies to be used with numeracy intervention groups working with Equity teacher
- Additional teaching staff to attend Maths Recovery training, targeting Primary 1 and 2 classes
- Attainment in numeracy to be monitored for impact (this will go beyond Session 2022/2023)

School Priority 12: Participation

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Curriculum and assessment

School Improvement

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

2.7 Partnerships

Strategy

What did we set out to do?

- Taking into consideration guidance around clubs, offer a wide range of clubs, monitor and track participation, identify barriers to participation and target non-participating individuals/groups

Progress and Impact

What difference did we see? What did we achieve?

- Working collaboratively with Active Schools and our community partners, we were able to provide a range of clubs and activities at lunchtimes and after school to provide opportunities for all groups and stages
- We participated in a wide range of sporting festivals and competitions over the course of the session, primarily involving upper school pupils
- Our 'Creative Club' was established from our participatory budgeting discussions with the aim of supporting the wellbeing and providing opportunities to socialise for targeted groups of children (Primary 3 and 4)
- *Progress with this priority was limited by the restrictions which remained in place for much of the session*

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

- This will become a **maintenance** target for next session
- We will continue to monitor and track participation across the school
- We will aim to gain a wider understanding/record of activities that pupils participate in beyond school (with information gathering opportunities at various points during the year)
- We will improve the ways that we signpost targeted pupils to participation opportunities beyond the school
- We will support participation for pupils who are not engaging in opportunities either in school or beyond

School Priority 13: Health and Wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School and ELC improvement

School leadership

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.7 Partnerships

Strategy

What did we set out to do?

- Initial health and wellbeing survey to be completed by all pupils to highlight concerns and inform planning (both for classes and individuals)
- Revise school guidance for health and wellbeing planning/interventions and how these should be accessed/used to support pupils to ensure a consistent approach across the school

- Provide opportunities for staff to share good practice in supporting pupil health and wellbeing (for example, gratitude diaries, mindfulness sessions)
- Use of Emotion Works to support targeted individuals/groups to be expanded to increase provision, with training offered to members of staff

Progress and Impact

What difference did we see? What did we achieve?

- Initial health and wellbeing survey completed by pupils and used to identify potential supports required
- Health and wellbeing embedded into monitoring and tracking procedures and discussions with SLT
- Health and wellbeing for pupils, staff and families was prioritised throughout the session and at the core of all decision making and planning
- *Eighty-one pupils were flagged through our monitoring and tracking processes as requiring some level of additional support with their health and wellbeing – all received support at either a class or school level, or beyond*
- *Higher number of pupils than ever before benefitted from either targeted nurture support or other health and wellbeing interventions (for example, Emotion Works) which had a significant positive impact on pupils – 26 with our specialist support team and 16 with our nurture teacher*
- *Counselling available as required as a targeted intervention*
- *Monitoring and tracking processes used to identify potential areas of support required*
- *The majority of children highlighted as 'amber' or 'red' during monitoring and tracking meetings, subsequently moved onto 'green' as the result of intervention (intervention being anything from some additional support from the classroom teacher to being part of a nurture group)*
- *Regular communication between parents/carers and the school to best support learners*

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

- Audit current health and wellbeing curriculum and monitoring and tracking processes to ensure they are adequately promoting resilience and supporting the mental, emotional, social and physical wellbeing of our children and young people.
- Boxall Profiles to be completed for any pupil whose health and wellbeing is raised as a concern through monitoring and tracking processes or other means - DHT to lead training for staff on completion of Boxall profiles for pupils
- Continue with wellbeing survey to gain data and individual feedback around health and wellbeing

School Priority 14: Attainment

<p><u>NIF Priority</u> Improvement in attainment, particularly in literacy and numeracy.</p> <p><u>NIF Driver</u> Performance information School Improvement</p>	<p><u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion</p>
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Strategy

What did we set out to do?

- Early identification of pupils who would benefit from additional support and interventions through professional dialogue (including transition meetings) and assessment
- Interventions put in place to support literacy/numeracy/health and wellbeing for groups, baseline assessments in place to monitor progress and impact
- Parents/carers are kept informed of interventions in place and pupil progress
- Equity teacher to lead monitoring and tracking of impact of equity measures and interventions, working in collaboration with SLT

- Targeted support for identified pupils who had low levels of engagement over lockdown to plug gaps in learning
- Targeted interventions (Talk for Writing) in place for identified stages
- Planning in place to consistently review equity approaches/interventions and change approach if no impact is measured
- Re-establish supports for groups of pupils such as the lunchtime reading clubs, homework club and/or numeracy club (guidance permitting)

Progress and Impact

What difference did we see? What did we achieve?

- Baseline assessments carried out early in school session, and pupils who would benefit from interventions in literacy, numeracy and health and wellbeing identified and grouped through ongoing discussions with class teacher
- Interventions in place for identified pupils with members of our Equity team led by our Equity teacher
- Interventions monitored over the course of session to ensure impact
- Feedback sought from staff on Equity input and modifications made accordingly
- Continuing engagement with parents and carers of pupils participating in interventions to keep them up-to-date with information
- Engagement in learning monitored for identified pupils to try to identify barriers to learning and as a baseline for improvement after intervention has been in place
- *In total, 24 pupils from our targeted group were identified for literacy interventions this session – by the end of the session 38% of these pupils are on track to achieve their expected levels*
- *Sixty-seven other pupils (from our non-targeted group) were also identified as requiring additional support for literacy - 27% of these pupils were on track to achieve expected levels by the end of the session*
- *For numeracy, 24 pupils from our targeted group were identified for interventions this session - 38% of these pupils were on track to achieve their expected levels by the end of the session*
- *Twenty-six other pupils (from our non-targeted group) were also identified as requiring additional support for numeracy - 23% of these pupils were on track to achieve expected levels by the end of the session*
- *Positive feedback was received from pupils and families on the health and wellbeing interventions in place*

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

- Analyse data from Session 2021/2022 and identify priority areas for improvement next session
- Offer targeted workshops for parents and carers to support children at home
- Continue to build on positive work of Equity team – please see the School Improvement Plan for more detailed targets

School Priority 15: Attendance and Punctuality

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parent/carer involvement and engagement
Performance information

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

2.1 Safeguarding and child protection

Strategy

What did we set out to do?

- Build on monitoring and tracking of attendance and punctuality to ensure swift and consistent action is taken to remove this as a barrier to learning and families are supported in a timely manner
- Continue to monitor and track attendance and use this information to inform professional dialogue around attainment and potential barriers to learning

- Ensure a clear message is communicated to parents and carers at the start of the session, and then on an ongoing basis, to promote the importance of attendance and punctuality

Progress and Impact

What difference did we see? What did we achieve?

- Attendance was closely tracked and monitored over the course of the session
- Attendance procedures followed where issues arose
- Home visits carried out when pupils were absent and no contact was made with the school
- *The continuing effects of Covid on attendance had an impact on our ability to meet our attendance targets – attendance will remain a priority next session*
- *Our overall attendance rate was 92.8% for this session – this was lower than 93.5% in the previous session*
- *The staggered start times impacted on our ability to closely monitor punctuality, especially for pupils who came in at the first bell – punctuality will be a priority next session*

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

- Build on monitoring and tracking of attendance and punctuality to ensure swift and consistent action is taken to remove this as a barrier to learning and ensure families are supported in a timely manner
- Use attendance tracking information to inform professional dialogue around attainment and potential barriers to learning
- Ensure a clear message is communicated to parents and carers at the start of the session, and then on an ongoing basis, to promote the importance of attendance and punctuality

School Priority 16: Cost of the School Day

NIF Priority

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

NIF Driver

School and ELC improvement
Parental engagement

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion
1.5 Management of resources to promote equity
2.7 Partnerships

Strategy

What did we set out to do?

- Revisit Cost of the School Day position statement (in light of current circumstances) in consultation with all stakeholders
- Consult with all stakeholders to determine how we can best carry on supports introduced during lockdown (supply of resources, devices, other supports as necessary) in a sensitive way
- Use Parent Council fund to provide support, ensuring record-keeping and reporting procedures are in place
- Review Eco Uniform initiative to increase capacity and availability
- Increase capacity of Eco Uniform initiative to include indoor shoes, packed lunch bags, school bags, and 'swap shops' for specific items like Halloween costumes or Christmas jumpers
- Review 'Toast and Go' provision
- Revisit Cost of the School Day training with all staff to ensure a consistent and sensitive approach to poverty is taken throughout the school

Progress and Impact

What difference did we see? What did we achieve?

- Continuous focus on Cost of the School Day throughout session
- No charge to parents/carers for any school activities or any aspect of the curriculum including excursions and sporting events/competitions (with the exception of the Primary 7 residential trip)
- Eco uniform available for parents/carers throughout session, and promoted at key events such as P1 transition activities and Parent Council community events
- Halloween costume and Christmas jumper initiatives to make donated costumes and jumpers available to all families
- Resources provided to support learning at home
- Breakfast Club running alongside our 'Toast and Go' provision to ensure all pupils have access to breakfast, no matter what time they arrive at school
- Close liaison with Parent Council to support initiatives and funding for school activities
- *Positive feedback received from parents/carers around the various initiatives to lower the cost of the school day and a good uptake from parents*

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

- Given the current cost of living crisis, this priority will be more important than ever this session
- We will again revisit Cost of the School Day position statement (in light of current circumstances) in consultation with all stakeholders
- Review Eco Uniform initiative to increase capacity and availability, working in partnership with our Parent Council
- Continue to build on other initiatives to increase capacity and reach
- Maintain 'Toast and Go' provision
- Promote 'Cost of the School Day' work amongst all stakeholders, seek feedback and work together to plan future projects