

## Standards and Quality Report 2019-2020

### David Livingstone Memorial Primary School and Nursery Class



#### Context of the school

David Livingstone Memorial Primary School and Nursery Class is set within the urban Coatshill area of Blantyre. The current roll is 266 over 10 classes, and 39 children in the Nursery. Our catchment area comprises a mix of privately-owned and social (local authority) housing. Our new school opened in June 2012 and provides an excellent modern environment in which children can learn and achieve. Currently, 19.7.0% of our children are eligible for a free school meal. Our Scottish Index of Multiple Deprivation profile for 2019 highlights that 43.3% of our P1-7 pupils live in deciles 1 or 2, with no children living in deciles 9 or 10. Within our Nursery, these figures are 52.5% and 0% respectively. Our attendance level is 96.1%, which is above both the local authority and national average.

Our school vision is 'We aim to provide an inclusive and nurturing environment where everyone can thrive and achieve.' Our values are what we want all learners to be: respectful, responsible, caring, confident, honest and successful.

The Senior Management Team has changed considerably over the past 3 years, with a new Head Teacher being appointed in August 2016 and a new Depute Head Teacher and Principal Teacher being appointed during 2017/18. Our DHT has been 0.6 flexible working since August 2018 and this session there is an Acting DHT in post 2 days a week. There were also 4 new permanent teachers appointed to the school in August 2017. Unfortunately, we have suffered a lot of staff absence due to illness over the past 3 years. There has also been a number of staff changes in the Nursery over the past 2 years, with a new teacher and Early Years Worker now in post.

We have an active Parent Council who support the school in many ways, especially via fundraising. We are trying to establish greater links with the local community and make good use of our Active Schools Co-ordinator to provide learning opportunities for children of all stages.

We are part of Calderside Learning Community and are developing stronger links with local schools to take forward joint Learning Community initiatives. Our own Nursery works particularly closely with Calderside Nursery in Blantyre to ensure that smooth transitions are planned for.

## Review of SIP progress for August 2019 – March 2020

### School Priority 1: To raise attainment in Numeracy and Mathematics

#### National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

#### National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QIs: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3

#### Progress and Impact:

As a school, we have reviewed and updated our Numeracy Pathway and progression planners for Early, First and Second Level and have begun creating these for Third Level Numeracy and Mathematics. These have had a positive impact in terms of increased consistency and pace across the school, as well as increased breadth in learning for all children.

*"The pathway helps maintain pace within Numeracy and the revised versions allow for teaching the same outcome, whilst ensuring differentiation and challenge within it." (Numeracy Co-ordinator)*

*"The pathway provides more structure and a balance of concepts across the term." (P1 teacher)*

Pupil engagement in Numeracy is also positive with staff across all stages reporting that this is either high or extremely high for the majority of children.

Our Numeracy Co-ordinator and 2 support assistants were trained in the use of the 5-Minute Numeracy Box and successfully implemented this with 8 individual children. All of these children were highly motivated to do well and developed increased confidence in their understanding of number, as well as significant progress in terms of speed and accuracy of their number bonds.

*"I'm getting better at my Maths. It is giving me confidence." (P3 child)*

*"It helps me to do my Maths and to learn things better. I use what I do with the 5-Minute Box in the class." (P3 child)*

*"It's making a difference to the children I'm working with and their confidence is increasing. The sessions*

*reflect and build upon what the children are learning in class.” (Support assistant)*

*“I enjoy taking the children for their session. They are keen and motivated.” (Support assistant)*

We also introduced Catch-Up Numeracy to 6 children. Most of these children have developed a much more positive attitude towards Numeracy and Mathematics. However, although the gaps in their learning have been reduced, none of them are, as yet, achieving at their expected CfE Level.

*“I think things like the rounding sessions help me to be more confident when we cover the same thing in class.” (P6 child)*

*“I’m doing lots of taking away with Miss Morgan and we are doing it in class, too, so I’m getting lots of practice at it, which is really helping me.” (P5 child)*

*“All children were actively engaged during intervention activities. They report that they are more confident when completing work in class and this is due to the one-to-one input they have experienced.” (VSE feedback)*

In order to highlight the wide range of activities that we do to support children’s learning in Literacy, Numeracy and Health and Wellbeing, we organised our own ‘showcase of learning’ as part of one of the November in-service days. This was hugely beneficial in raising staff (teaching and non-teaching) awareness of the different interventions used to support children across all stages of the school, with all staff reporting that they found the session very worthwhile. As a result, all teachers are now thinking about showcased interventions for individuals within their own class as part of the staged intervention process.

*“I thought that this was a great afternoon. I really enjoyed learning about the different interventions on offer in our school and have started to think about what might work for some of my children. I am also more aware of how the different interventions fit in with progression across the school.”(Class teacher)*

*“It was good to see that the work of support staff and teachers who are leading interventions are valued.” (Support assistant)*

Numeracy Ambassadors have been introduced to support younger children with their number bonds, as well as to help them practice their ‘Learn Its’ as part of the Big Maths programme which is used throughout the school. This has provided increased support for some of our more vulnerable learners, as well as boosted the confidence and self-esteem for almost all the children who have been involved in the buddying.

*“I never used to think that I was good at Maths, but when I help \*\*\*\* in P2, it makes me realise how much I have learned.” (P7 child)*

*“The Numeracy Ambassadors have been helping P1 children who may not be supported at home with homework, as well as helping those who may just need extra practice.” (P1 teacher)*

Infant classes are now making much more regular use of Numicon. The use of this visual tool has helped to improve children’s number bonds and, as a result, most children are now achieving their expected CfE Level (81.4% in P1, 84.2% in P2 and 75.6% in P3). Numicon is used less frequently in P4-7 classes, but has been a great support during our innovative use of weekly ‘staged intervention time’ with children who have found a specific part of Numeracy challenging, particularly multiplication. Our next step is to update our Numeracy planners to show where Numicon can be used to support children’s learning.

*“Numicon has helped almost all children to recognise numbers to 10. It has also helped to reinforce our number bonds to make numbers to 20, e.g.  $10 + 9 = 19$ .” (P1 teacher)*

*“Initially I was using Numicon with the less able children to help them visualise numbers and it definitely helped them. I then started using it with my more able when learning times tables and they definitely understood it better/quicker than if I used cubes.” (P3 teacher)*

*“As a result of the introduction of ‘staged intervention time, teachers feel a real ownership and are able to*

*target individuals and small groups of learners when a need is identified.” (VSE feedback)*

By way of engaging parents/carers in children’s learning, we organised a very successful Numeracy ‘Open Doors’ session in November 2019. This allowed parents/carers to join in with Numeracy activities in their child’s classroom and approximately 35% of our families attended. This was a significant increase on the 10% who had attended our Numeracy workshop last session when we had first introduced Big Maths to the school.

*“I thought this was a great idea to show parents what is going on in class – thank you!” (Parent)*

*“As a gran it’s nice to be involved with the school and their progress.” (Grandparent)*

*“Really useful insights. We’ll be practising more of these at home now.” (Parent)*

*“I loved showing my mummy what we do in class. She said that some of our work was very tricky!” (P2 child)*

P2 and P3 staff also took the lead in organising a parent workshop centred on the Scottish Government’s ‘Read, Write and Count’ bags, with just under 40% of families attending. This allowed us to explain to P2 and P3 parents/carers how they might use the different resources to support their children’s learning and home, with several now reporting how much their children are enjoying the activities. We also prepared informative leaflets that were sent home to those who were unable to come along on the day.

*“Great workshop. Lots of ideas to help at home.” (Parent)*

*“Great session and a fab way to make things more fun for the kids. Will make homework time easier.” (Parent)*

*“Enjoyable afternoon. My child had fun having her mum at school for an hour and I enjoyed it, too.” (Parent)*

Although we had planned to complete interim assessments with all P1-7 children in December 2019, we did not actually do this since there was a delay in the delivery of our initial standardised assessments. This meant that these were not actually administered until October 2019, 2 months later than was intended. Nevertheless, these assessments gave us a baseline on which we could monitor pupil progress. Sadly, we have been unable to complete any further assessments and have no comparable data due to schools being closed because of the Covid-19 pandemic.

*“The results of these assessments help teachers to target areas of difficulty. The assessment provides a maths age which acts as a baseline to measure children’s progress across the year as the assessment is then done again in May/June at the end of a session.” (Numeracy Co-ordinator)*

Two members of staff have been working on the development of holistic assessments as part of a small working group with other members of staff from 2 other schools. Due to lots of staff absence, this task has not been fully completed and so will be carried over into next session.

We also did not manage to introduce a scrapbook family learning challenge for our Nursery, P3, P5 and P7 children since we were unable to secure the funding to support this initiative. This is something that we how to implement in future years once we have all become accustomed to the new ‘normal’.

Although the school was closed because of the lockdown, all children had the opportunity to engage in a wide range of World of Work Week activities as part of their home learning. These did not solely focus on the importance of Numeracy skills, but rather offered opportunities to promote positive health and wellbeing and self-reflection at home.

As a follow-up to a highly successful VSE visit in September 2019, we decided to change the focus of our trios peer visits in February 2020 to focus on leadership of learning and, in particular, what staff do to encourage children to be independent learners in Numeracy and Mathematics. This resulted in the sharing of good practice amongst colleagues, with each teacher then identifying one change that he/she would make to their own practice within their classroom as a result of their observation.

*“It was good to have discussion with colleagues and see what they are doing in class. Having the opportunity to share resources and good practice will benefit children in every class.” (Class teacher)*

*“It was great to see examples of good practice and teaching. The dialogue afterwards helps us all to improve on our own practice.” (Class teacher)*

### **Next Steps:**

- To embed the use of Numicon across all stages of the school, when it is safe to do so.
- To further develop leadership of learning in Numeracy and Mathematics as a follow-up to school's VSE visit.
- To continue to develop holistic assessments linked with revised Numeracy pathways.

## School Priority 2: To raise attainment for all learners in Reading

### National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

### National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QIs: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3

### Progress and Impact:

At the start of session, we identified and trained 2 'Literacy Coaches' who successfully completed a whole school literacy audit to find out where we were in terms of consistency in the teaching of reading. As well as promoting a strong sense of teacher leadership, this helped us to clearly identify our school's baseline in terms of Active Literacy implementation.

*"This has supported staff professional development and helped to increase leadership capacity in the school." (Literacy Coach)*

In order to be able to assess the impact of Active Literacy, we also completed PM Benchmark assessments with all of our P2/3 children, in addition to NGRT tests with all of our P4-7 children. Having successfully bookbanded all of our existing P1-3 texts, we were then able to give our Infant children a book which was more suited towards their personal reading ability, thereby ensuring that we were more effectively meeting the needs of all our children.

*"Assessing all children helps class teachers ensure that every pupil is reading a book which is an appropriate level of challenge. It also helps with tracking the progress of those who are struggling, as well as identifies children who would benefit from extra challenge." (Literacy Co-ordinator)*

As well as whole school overview training for our 2 Literacy Coaches, all P1-7 staff attended training on the use of Active Literacy and one member of staff visited another school to see this being implemented. As a result, Active Literacy has now been successfully introduced throughout all stages of the school and 'read aloud' texts have been identified and used regularly in all classes.

*"I am much more confident in delivering Active Literacy and understand how it looks in the classroom. I am already seeing improvements in the children's phonological awareness and choral reading had helped increase children's confidence when reading aloud." (P2 teacher)*

*"I am more confident in delivering Stages 4 and 5 of Active Literacy. The children are exploring phoneme families and can identify different ways to make the same sounds. They are also learning new reading strategies which will help them with their understanding of a novel." (P5 teacher)*

During one of the in-service days, a visiting specialist support teacher delivered training to all teaching staff on the use of the 'Addressing Dyslexia Toolkit'. This had a positive impact in terms of increasing the professional knowledge and skills of all staff in relation to what they should do should a child presents with a literacy difficulty. As a result, a few teachers have started using the new paperwork and have been able to identify possible strategies that they can use to support an individual within their class.

*"This has helped to raise staff's understanding of dyslexia and the procedures to take to support a child who is presenting with this type of difficulty." (Head Teacher)*

Our Nursery Team Leader was trained in the use of Bookbug and this interactive reading session is now included in the children's learning at least once every week. We also arranged for a life-sized 'Bookbug' to visit the Nursery, an experience which increased the children's motivation and enthusiasm for reading.

*"All children now take part in Bookbug once a week. At these sessions, children become familiar with a variety of stories, rhymes and songs. Most children can now recite their favourite nursery rhyme and the majority of children can confidently recite more than one nursery rhyme." (Early Years Team Leader)*

*"I like Humpty Dumpty because he falls of the wall. I also like the 'Hello' song." (Nursery child)*

*"I like singing 'The Big Ship Sails on the Ally Ally Oh' and the stretchy fabric." (Nursery child)*

We have also successfully introduced twice weekly 'Rhyme Time' sessions with all of our P1 children. This has been extremely effective in terms of the children's phonological development, with over 90% of them now able to identify rhyming words both in isolation and within a song or rhyme.

Our visiting specialist support teacher trained all of our P6 children to be 'reading buddies' and now make good use of these skills to read aloud to both our Nursery and P1 children once a week. This has helped to boost the older children's confidence, as well as formed positive relationships between children from across different stages of the school.

*"I never used to like reading, but I love going down to the Nursery to read to the wee boy that I will be buddying next year when he comes into P1. He is always so happy to see me." (P6 child)*

One of our Literacy Co-ordinators successfully established a P5 Library Committee comprising of 12 children of different levels of ability. These children were selected after the successful completion of an application form as we were keen to provide a meaningful link between this experience and the world of work, something which all of the children reported that they really enjoyed. Working as a team, this committee organised 4 fun and engaging monthly reading challenges for the whole school to help promote increased reading for enjoyment, with almost 40% of all children having participated in at least one of these challenges.

*"The committee has given pupils the opportunity to share ideas about how to promote reading for enjoyment." (Literacy Co-ordinator)*

*"I like the Reading Challenges because I get to share different books with my mummy." (P1 child)*

The same committee also organised a very successful Book Swap. This hugely popular event tied in well with our target to reduce the cost of the school day for children since it allowed everyone to acquire new books without having to pay any money. We had planned to run another of these events in late March 2020, but unfortunately this had to be cancelled because the school closed.

*"All the children had the option of participating in the Book Swap because it didn't cost any money. Children across the school were really excited to choose their new book." (Literacy Co-ordinator)*

*"I liked the way you could bring in old books and swap them for new books." (P6 child)*

*"I liked helping at the Book Swap because it made me feel really important." (P5 child)*

Following feedback that we had received last session, we organised our own parent/carer workshop based on the Scottish Government's 'Read, Write and Count' bags. As part of distributive leadership, this event was successfully planned and delivered by the P2 and P3 staff and was designed to make it easier for parents/carers to understand how they might use the different resources with the bag. All parents/carers who attended reported that they had found the session worthwhile and felt much more confident about using the resources at home.

*"Had a lot of fun at the workshop. Look forward to doing activities at home with the kids. Kids enjoyed themselves." (Parent)*

*"A really good interactive afternoon." (Parent)*

*"It was a good workshop. It makes it easier to see what the activities are about." (Parent)*

Prior to lockdown, we had established much stronger links with our local library, with 3 classes having visited it on 2 separate occasions and another 2 classes having visited it once. This has resulted in an increase in the number of children across the school who have now become members and it is hoped that this will then result in a greater number of children reading for enjoyment. Unfortunately, we are unable to monitor this at present since both the library and the school are closed.

Another way in which we hope to increase the number of books available to our children, as well as children's enthusiasm for reading is by re-designing our own lending library. To generate ideas for this, our P5 Library Committee also visited the local library, as well as the library in another primary school outwith our own Learning Community to see what they might include. So far, they have agreed on revamped layout, one which will make all of our books much more accessible for children of all stages. This initiative is currently on hold, but will recommence when it is safe to do so.

### **Next Steps:**

- To continue to embed Active Literacy across all stages of the school.
- To continue to develop the school's lending library and increase opportunities for children to read for enjoyment, when it is safe to do so.



## School Priority 3: To improve consistency in learning and teaching across all stages

### National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

### National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QIs: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 2.7, 3.1, 3.2

### Progress and Impact:

After an audit was completed by staff of all levels, as well as proportionate sample of children and parents from across all stages of the school, we produced an informative Cost of the School Day position statement for our school. In this, we clearly stated what we currently do to support those experiencing poverty under a range of different themes, including uniform, school trips, home learning, etc. We then identified manageable next steps that we would implement during 2019/2020 and were successful in achieving all 6 of these.

*"As a staff, we agreed on ways to reduce the cost of school excursions. We also introduced a school uniform 'swap shop' at the front door." (P5 teacher)*

Following consultation with all stakeholders, we successfully reviewed and updated our Promoting Positive Relationships Policy and introduced 'Ready Steady Learn' books to all of our children. These proved to be an effective way of increasing communication between school and home, and had a positive impact in encouraging almost all children to make good choices in terms of their behaviour.

*"The new Ready Steady Learn books give pupils, parents and teachers an overview of a child's behaviour, effort on a daily, weekly and termly basis. They are an effective means of communicating regularly with parents and lots of parents have said that they find them beneficial." (Principal Teacher)*

Introducing a new House System with elected House and Vice Captains helped to give children of all stages a sense of identity with school and developed increased teamwork as children were eager to win the end of term reward.

*"It's making some people work harder to get points for their House as they want the rewards." (P7 child)*  
*"More and more children are being encouraged to stay on green and have their Ready Steady Learn book signed because they know that this will get them extra House points. House and Vice Captains are also enjoying having increased responsibility in the school. Announcing the points at assembly each week"*

*generates great excitement and encourages everyone to work as a team.” (Acting Depute Head Teacher)*

As part of their involvement with Tapestry, all teaching staff participated in 2 TLC workshops, both of which were competently led by 2 Teacher Leaders. Evaluations completed at the end of the programme showed that most staff felt that the collaborative workshops and associated professional reading had helped to improve their classroom practice, with children being given more responsibility for the learning of others, as well as becoming greater owners of their own learning.

*“I love being a paired reader and helping a younger child to read. It makes me think about how I learned to read and how I can help them to break down words that they do not know.” (P7 child)*

*“We are now working in Maths families and learning from each other. When we do this we are taking in ideas from others on how to solve problems. We also use peer assessment in Numeracy and Literacy. Sometimes we take advice better from a friend!” (P7 child)*

*“A ‘Maths Zone’ has been set up at the back of my class. This zone provides children with a variety of resources and tools that they can use to help them achieve in Maths. Children are becoming more independent when looking for help.” (P5 teacher)*

*“I like that I can just go up and get a resource that is right for me.” (P5 child)*

*“The focus of the workshop linked in well with the targets established from our VSE visit. We had the opportunity to explore strategies that encourage children to be leaders of their others’ learning and identified methods that we can use in our own stages.” (Tapestry Teacher Leader)*

### **Next Steps:**

- To promote the positive health and wellbeing of children, parents/carers and staff as the school community returns to school after lockdown.
- To plan and deliver a HWB ‘recovery curriculum’ which is unique to our own context.
- To continue to plan for equity by re-identifying the poverty-related attainment gap and identifying ways in which to reduce children’s barriers to learning.
- To plan and deliver continuity of learning both in school and at home.

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

### Intervention 1: Developing HWB through Nurture

This intervention focused on developing children's Health and Wellbeing and readiness to learn through the use of Nurture provision within the school. This involves 2 separate Nurture groups: one for up to 12 P1-3 children, and one for up to 12 P4-7 children. During 2019/2020, we also ran our own 'Give Us A Break' group for the first time to support an identified group of 6 P7 children who have experienced trauma or loss in their lives. This was delivered by 2 members of support staff who had attended training the previous session.

- 11 out of the 12 targeted P1-3 children (92%) who attended the Nurture group at the start of session were fully re-integrated back into their mainstream class. One child also left the school. Another 5 children joined the group and 5 Boxall Profiles had been completed for prospective children to start before lockdown.
- Almost all children who were re-integrated were said to be showing increased levels of engagement in most curricular areas. There have also been fewer behavioural incidents for most of these children.
- 2 of the 12 targeted P4-7 children had been fully re-integrated back into their mainstream class prior to lockdown. One new child had also joined the group. All of these children are now much more able to discuss their emotions within a small group setting and have shown significant improvement in terms of the lines of development recorded in Boxall Profiles.
- Of the children attending the P4-7 Nurture group, 8 out of 12 (67%) of them were showing increased levels of engagement in most curricular areas. There had also been fewer behavioural incidents for almost all of these children.
- Boxall Profiles had been completed for 3 other P4-7 children with the prospect of starting in Term 4 before lockdown happened.
- By mid-March 2020, 52.8% of our targeted children had attended an extra-curricular club compared to 67% at the end of 2018/2019.
- By mid-March, 34.4% of our targeted children had had an out of school achievement celebrated, compared to 62% at the end of 2018/2019.
- All 6 children who attended 'Give Us A Break' said that they had enjoyed the sessions and that they had found the groupwork helpful, with 2 of the children saying that it had helped to improve relationships with other members of their family.

*"I found the group sessions helpful because I was arguing with my mum less." (P7 child)*

*"Me and my mum didn't have much time together, but since coming to GUAB, we spend much more time together. We talk about things more." (P7 child)*

- All 6 children who attended 'Give Us A Break' said that they now understood how they felt about the changes that had happened in their life and that they felt able to discuss/share these feelings with others.

*"I know that I can talk to the people in the group, and also my dad and step-mum. I can tell them anything." (P7 child)*

## Intervention 2: Raising attainment in Literacy

This intervention focused on raising targeted children's attainment in Literacy through the use on one-to-one interventions, namely Catch-Up Literacy and the Literacy 5-Minute Box.

- There has been an increased consistency in the teaching of Literacy in all classes.
- Almost all staff feel that their capability, capacity and confidence in the learning, teaching and assessment of Reading and Writing has improved.
- 9 targeted children engaged in Catch Up Literacy (and 1 non-targeted) from September 2019.
  - The reading age of 6 out of the 9 targeted children (67%) increased by more than 5 months over a 5-month period. The average gain was 7 months over the 5-month period, with the biggest increase being 17 months.
  - Of the 10 pupils, 2 targeted children are now on track for Reading, the others remain not on track.
  - When re-assessed in December 2019, 3 out of the 9 targeted children (33.3%) were now within 1 year of their chronological age and so were removed from this intervention.
  - Staff report that all learners are motivated and engaged during Catch Up Literacy sessions.

*"I am really happy with myself. I didn't think I'd get this far." I never used to read that well ... I was asked to read in class and I got every word right." (P7 child)*

*"I was amazing! I actually used expression! That made me feel fantastic!" (P7 child)*

- After lengthy assessments, 4 new children were introduced to Catch Up Literacy in January 2020. No progress data is available for these children as yet
- 12 children were introduced to the Literacy 5-Minute Box (9 targeted and 3 non-targeted)
  - Of the 9 targeted children, 8 (89%) are now able to recognise and say all initial phonemes and all have shown a significant increase in the initial phonemes that they are able to write correctly.
  - All children have shown a significant increase in the short vowels that they can recognize.
  - 6 out of the 9 targeted children (67%) are now able to blend 2-letter words, with 4 out of the 9 (44%) now able to blend 3-letter words.
- At our last tracking meetings which were held in February 2020, the attainment gap for P1 Reading was sitting at 24.5%.
- At these same tracking meetings, the cumulative overall attainment gap for Reading in P1, P4 and P7 was showing an increase of 8.1% from 2018/2019.
- At our last tracking meetings which were held in February 2020, the attainment gap for P1 Writing was sitting at 18.3%.
- At these same tracking meetings, the cumulative overall attainment gap for Writing in P1, P4 and P7 was showing an increase of 10.7% from 2018/2019.
- Almost all (93%) children's confidence in Literacy had improved.
- 9 children worked on Catch-Up Literacy. The reading age of 6 out of the 9 children (67%) had increased by more than 5 months over a 5-month period. 3 out of the 9 children (33%) were now within 1 year of their chronological age and so were removed from this intervention.
- When surveyed in November 2019, only 18.6% of our targeted children were members of the local library, with 17.7% of them reporting that they visited the library with their parents/carers.

Unfortunately, we were unable to monitor whether or not this had improved over time because the school had to close.

### **Intervention 3: Teacher Leadership**

Due to a reduction in PEF funding and an increase in staffing costs, this intervention was no longer being funded by PEF. Instead it was being funded from the school's CPD budget.

### **Intervention 4: Raising attainment in Numeracy**

This intervention focused on raising attainment in Numeracy through targeted interventions involving both small groups and individual children, as well as through increased consistency in the teaching of Numeracy across the school.

- 4 targeted children engaged in Catch-Up Numeracy (and 2 non-targeted)
  - 1 of the non-targeted children completed 23% of the targets, the other completed 81% of the targets in Phase 1
  - 50% of the targeted group completed less than 50% of the targets in Phase 1
  - 50% of the targeted group completed more than 65% of the targets in Phase 1
  - All of the children remain 'not on track' with Numeracy
  - Staff report that the majority of children love the one-to-one time and are enthusiastic during sessions.

*"I am now confident when I am rounding." (P5 child)*

*"I enjoy the linked recording." (P5 child)*

- 6 targeted children were introduced to the Numeracy 5-Minute Box (and 1 non-targeted)
  - All children completed more than 36% of the targets
  - The majority of children completed more than 40% of the targets
  - 33.3% of 6 targeted children completed more than 50 %
  - 16.6% out of the 6 targeted completed more than 75% of the targets
  - All of the children remain 'not on track' with Numeracy
  - Staff report that most children enjoy using the concrete materials within the box to explore and investigate number and number processes. Most are inquisitive and engaged in tasks.

*"I love my times table helper. It is helping me to learn my 2 times table better." (P3 child)*

*"I love using the Numicon and finding the missing numbers." (P2 child)*

- At our last tracking meetings which were held in February 2020, the attainment gap for P1 Numeracy was sitting at 9.7%.
- At these same tracking meetings, the cumulative overall attainment gap for Numeracy in P1, P4 and P7 was showing an increase of 7.0%.
- We have not yet introduced family learning Maths challenges in the school.

# Poverty-related attainment gap data

## Attainment:

### Literacy

With regards to 'bridging the gap' for those children in receipt of Free School Meals and/or living in SIMD deciles 1 and 2, we have collated the following data for session 2019/20:

	Early Level	Level 1 by end P4			Level 2 by end P7		
<b>CALCULATED STATISTICS</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>
% in targeted group	63%	26%	51%	67%	47%	41%	36%
% not in targeted group on track: Reading	88%	86%	75%	100%	79%	79%	83%
% not in targeted group on track: Writing	81%	86%	80%	100%	90%	74%	83%
% not in targeted group on track: Listening/Talking	88%	97%	90%	90%	95%	77%	90%
% in targeted group on track: Reading	63%	70%	62%	70%	77%	85%	72%
% in targeted group on track: Writing	63%	60%	67%	70%	75%	85%	50%
% in targeted group on track: Listening/Talking	82%	70%	91%	95%	88%	90%	78%

Comparison between targeted and non-targeted group:							
Reading	-25%	-16%	-13%	-30%	-2%	+6%	-11%
Difference in gap from June 2019		19% dec	4% dec	9% inc	1% dec	8% dec	19% dec
Writing	-18%	-26%	-13%	-30%	-15%	+11%	-33%
Difference in gap from June 2019		9% dec	19% inc	9% inc	19% inc	19% inc	42% dec
Listening/Talking	-6%	-27%	+1%	+5%	-7%	-13%	-12%
Difference in gap from June 2019		15% dec	+30% inc	1% dec	28% dec	Same	9% inc

	Decrease in attainment gap for same cohort year on year (June 2019 - June 2020)
	Increase in attainment gap for same cohort year on year (June 2019 - June 2020)

This shows that we during 2019/2020, we have managed to narrow the gap for most stages for Reading (P2, P3, P5, P6 and P7); nevertheless, we still have work to do to support targeted children in our existing P1 and P4 cohorts in particular. (Our P4 cohort had a number of children leaving or joining the school during the session and so it is not necessarily the same group of children that are being compared).

We have also managed to narrow the gap for less than half the stages in Writing (P2 and P7), but need to focus more on targeted children in our current P1, P3, P4, P5 and P6 stages next session.

In addition, the gap has decreased or stayed the same for the majority of stages in Listening and Talking (P2, P4, P5 & P6), but need to concentrate our efforts on our existing P3 cohort next session.

During the course of 2019/2020, we enrolled a number of new children who were not included in our 2018/2019 data due to new houses that were built close to the school. Since 2018/2019, some children's circumstances have also changed, whether this be because they have moved house and are not living in a different SIMD decile, or because they are/are not no longer entitled to FME. As a result, the figures above do not necessarily compare the same group of children year on year.

## Numeracy

With regards to 'bridging the gap' for those children in receipt of Free School Meals and/or living in SIMD deciles 1 and 2, we have collated the following data for session 2018/19:

	Early Level	Level 1 by end P4			Level 2 by end P7		
<b>CALCULATED STATISTICS</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>
% in targeted group	63%	26%	51%	67%	47%	41%	36%
% not in targeted group on track: Numeracy	88%	93%	85%	100%	84%	63%	83%
% in targeted group on track: Numeracy	78%	70%	67%	30%	50%	54%	56%
<b>Comparison between targeted and non-targeted group:</b>							
Numeracy	-10%	-23%	-18%	-30%	-34%	-9%	-27%
Difference in gap from June 2019		2% inc	1% inc	19% inc	Same	Same	1% dec

	Decrease in attainment gap for same cohort year on year (June 2019 - June 2020)
	Increase in attainment gap for same cohort year on year (June 2019 - June 2020)

This shows that during 2019/2020, the gap has actually increased for the half of all stages, with the greatest increase being in our P4 cohort, which had a number of children leaving or joining the school during the session and so it is not the same group of children who are being compared. Two stages have remained the same (P5 & P6), with a slight increase in P7. We now need to pay increased focus on the children in our current P1 and P4 cohorts in particular.



## Participation and Engagement:

Prior to lockdown, 60.9% of our children attended at least one extra-curricular club during 2019-2020. Of this, 52.8% of our targeted children attended at least one extra-curricular club, compared to 68.1% of our children living in SIMD 3-10 with no FME.

Prior to lockdown, 44% of our children had received an achievement out of school. Of this, 34.4% of our targeted children have had this celebrated in school, compared to 52.5% of our children living in SIMD 3-10 with no FME.

We use the Leuven scale as a whole-school approach to tracking pupil engagement in Literacy and Numeracy. The tables below show our results.

### Literacy

Leuven Scale Point	% of pupils from SIMD 1-2 plus FME	% of pupils from SIMD 3-10 with no FME
1. Extremely low	3.2%	5.0%
2. Low	20.0%	8.5%
3. Moderate	24.8%	21.3%
4. High	40.0%	41.8%
5. Extremely high	12.0%	22.7%

This shows that, prior to lockdown, 52.0% of our targeted children are either highly or extremely highly engaged in Literacy, compared to 64.5% of those living in SIMD 3-10 with no FME, a difference of -12.5%. We will look to investigate the reasons why this might be once schools re-open.

### Numeracy

Leuven Scale Point	% of pupils from SIMD 1-2 plus FME	% of pupils from SIMD 3-10 with no FME
1. Extremely low	1.6%	2.8%
2. Low	13.6%	8.5%
3. Moderate	33.6%	18.4%
4. High	34.4%	42.6%
5. Extremely high	16.8%	27.7%

This shows that, prior to lockdown, 51.2% of our targeted children are either highly or extremely highly engaged in Numeracy, compared to 70.3% of those living in SIMD 3-10 with no FME, a difference of -19.1%. We will look to investigate the reasons why this might be once schools re-open.

### Attendance:

	95% attendance or above	90 – 94.9% attendance	Less than 90% attendance
Whole school	67.7%	22.6%	9.7%
SIMD 1 + 2 plus FME	64.8%	22.4%	12.8%
SIMD 3-10 no FME	70.2%	22.7%	7.1%

This shows that, prior to lockdown, children from SIMD 3-10 with no FME attend better than targeted children. The gap between children with 95% attendance or above is 5.4%, with a gap of 0.3% between those attending 90% -94.9% of the time and a gap of 5.7% for those attending less than 90% of the time. We will continue to work with families to support them in ensuring that their child attends school regularly.

**Exclusion:**

	Number of children	% of children excluded
Whole school	0	0%
SIMD 1 + 2 plus FME	0	0%
SIMD 3-10 no FME	2	1.3%

This shows that, prior to lockdown, our targeted children perform better than those living in SIMD 3-10 with no FME.

## Response to Covid-19 Lockdown Closure: March 2020 – June 2020

### Continuity of Learning

Prior to lockdown, we issued a home learning pack to all children who were present in school and nursery, as well as posted the same resources on our school website, our school app and on our nursery Learning Journals. Taking into account the different year groups across the school, these packs contained some activities that were stage specific and others that were organised according to CfE Levels, focusing primarily on Literacy and Numeracy. In addition, there were a variety of generic activities that could be completed as a family to help promote positive health and wellbeing for everyone. Children were also issued with their Glow username and password to enable them to access this at home.

After the Spring Break, we then successfully introduced Google Classroom to all P1-P7 classes, having effectively piloted this with our oldest children in the first instance, and provided parents/carers with detailed helpsheets explaining to them how to access this from home. On average, 38% of children logged on to Google Classroom each week. Just under 15% of children also corresponded with their class teacher via email.

Using a Google Form, we consulted with parents/carers on the school's home learning activities. This was an effective way of gaining feedback on our learning provision and we made some changes in response to some of the comments that we received. Of the 70 respondents, 95.7% said that they had accessed the activities that were sent home, whether these be the original paper packs or the weekly activities that were posted on Google Classroom and our social media or nursery Learning Journals.

*"The Google Classroom activities are fab, well thought out and varied." (Parent/carer)*

We also consulted with the children using the same format and will now use this feedback to inform our practice when schools re-open in August.

Using staff professional knowledge of their pupils, as well as messages on the school's social media, we were able to identify families who required support with physical resources (stationery) and/or sanitary products, and IT devices (including internet access). This information was then fed back to the local authority who were taking responsibility for distribution of things on a priority basis, focusing primarily on those who qualified for FME. We also made physical resources available for collection for those who needed it.

To encourage the children to participate in learning and in response to feedback from parents/carers, we introduced whole school and class challenges which we actively promoted on Google Classroom and the nursery Learning Journals, as well as on all of the school's social media. These ranged from a cookery challenge to a remote talent show. We also organised a fun and engaging virtual Sports Day, with differentiated activities for our Nursery to P3 children, and those in P4-7. These helped to develop a sense of teamwork and a positive link between everyone involved with our school.

In a consultation completed by 69 children from all stages towards the end of the summer term, 98.6% of the pupils who responded said that they enjoyed the home learning activities set by their teacher. They have also given us useful ideas on how we might make our blended learning better when schools return in August 2020.

*"I liked the transition to high school activities." (Child)*

*"I enjoy the activities because they are fun. I like the weekly challenges the most." (Child)*

*"There is something different every week and it's not boring, it is fun!" (Child)*

*"I liked the outdoor activities." (Child)*

## **Welfare of Children**

The welfare of all members of our school community was paramount throughout the lockdown. To help offer support and comfort to the children, we created entertaining whole staff videos and the majority of staff also uploaded videos of themselves. All teaching staff also wrote a personal letter to their class. This was effective in reassuring the children that we were all still safe and helped to remind them that they were constantly in our thoughts.

Positive and encouraging messages were continually posted on our Google Classroom and on our nursery Learning Journals. We also made effective use of our social media to raise parents/carers' awareness of resources that had been developed by different partner agencies to help children to understand what Coronavirus is, as well why it has affected family life in the way that it has. In addition, all parents/carers were given a copy of the office email address, their child's class teacher email address and the Head Teacher's email address so that they always had someone that they could contact if they were worried about something. A few parents made use of this resource and were very appreciative of the support that they received.

*"My children like the contact and the 'personal' comments ...They get a morale boost from the feedback from the teachers. It motivates them to keep going. You are all doing a great job. These times are so difficult and none of us have experienced this before. We can only do our best to get through it and give praise when it's due. Well done to all of you!" (Parent/carer)*

*"My child is using Google Classroom and enjoys looking at what the teacher has posted. Also, looking at comments from other pupils helps \*\*\*\*\* to feel part of something and included." (Parent/carer)*

*"Happy with the contact that we are receiving. We know that support is there if we need it." (Parent/carer)*

After our reports were issued, all teachers and Early Years staff phoned each of our families to check that these had been received and to check how things were at home. Where possible, staff got the opportunity to speak to the children, and were able to ask them how they were doing. In addition, members of the SMT phoned each of our vulnerable families twice weekly to offer support and to check that everything was okay. This verbal communication provided a personal touch to each of our families and was positively received by everyone.

As a school, we are very good at celebrating children's successes and this continued during lockdown via congratulatory messages on our Google Classroom, nursery Learning Journals, school website, school app and Twitter. We also collated photographs and videos from our whole school challenges to share with all our families and these received a lot of positive comments from our school community. In addition, we organised a virtual graduation ceremony for our pre-school nursery children and a virtual yearbook and leavers' messages for our P7 children.

## **Welfare of Staff**

Staff of all levels were very well supported during the lockdown. As well as regular emails containing updates from the school and the local authority, (including supports that could be accessed, as needed), staff at all levels communicated with one another through our school WhatsApp group. The Head Teacher phoned staff individually to check on their wellbeing and to see if they needed any support. Staff were also asked to let their allocated member of SMT know via email on a Monday morning how they were placed for working that week. Members of support staff were asked to phone their Team Leader every Tuesday.

As well as weekly meetings between members of the leadership team, all teaching and Early Years staff engaged in weekly meetings via Microsoft Teams. These were effective in keeping everyone updated on developments and gave the opportunity for staff to ask any questions. Small groups of staff also made effective use of this resource to facilitate school development work and to link in with other establishments in order to support children's transitions, as well as with other agencies.

Prior to returning to work to prepare for school restarting in August, the Head Teacher briefed all staff on the Safe System of Work and completed regular risk assessments, ensuring that all identified control measures were put in place. A detailed capacity audit was also undertaken to ensure that the 2-metre social distancing guidelines could be facilitated throughout the building.

*“During the period of time that schools were closed, I felt very well supported by my establishment. There was regular communication between the head teacher, members of the management team and staff including weekly ‘check ins’ and Microsoft Teams meetings. This allowed staff to support each other and stay in contact while working from home. Clear direction was given about the various tasks to be completed while working from home and the management team ensured staff felt they were approachable with queries or questions at any time via email or phone.” (Class teacher)*

*“During lockdown I feel we were greatly supported by management in our school. Our head teacher checked in regular making sure all staff were feeling OK and checking on our wellbeing. This was greatly appreciated. With regards to home learning, the parents and children I have spoken to have all been very impressed with the standard from our school. I feel we did not put too much pressure on children or parents and this kept motivation high to try and work from home. We were realistic in expectations and this has really helped staff, parents and, most importantly, children feel supported.” (Class teacher)*

*“I feel I was very supported. From your emails to our WhatsApp group chat, we knew everything we needed to know as and when we needed to. You even cheered us up sharing jokes too! Speaking to my Team Leader separately, too, as part of our Tuesday phone calls was great. We all kept in touch with each other as a group and that was great.” (Support assistant)*

*“I felt information was given from many agencies offering support, direction and guidance on a new way of learning. Although we were dealing with unprecedented times, I was always aware that we were all working together to keep the families and children at the forefront of our minds, to keep them safe and offer them direction and to keep them learning in a new environment. Going forward, I am sure that we will continue to reflect and be vigilant on children and their families. Learning journals were a nice reassuring way to maintain contact and see our children adapt to a new way of life. Many of them were learning valuable life skills that will help them to deal with a new school format.” (Early Years Worker)*

*“I’ve felt very well supported during the current situation as I was provided flexibility to change my part time working days to suit home working and childcare. I was very appreciative of the patience that the SMT had with me when I was waiting to find out what availability by son’s nursery had before I could be added to the staff rota.” (Early Years Worker)*

## **Hub Activity**

The majority of staff volunteered to work in one of the Hubs set up to secure childcare for keyworkers, although only about half of these staff were utilised and all were for varying amounts of time. The Head Teacher also attended one of the Hubs to help a vulnerable child settle into this new environment.

## **Communication with Parents/Carers**

The school regularly communicated updates with parents/carers via text, our school website, our school app, Twitter and our nursery Learning Journals. Monthly newsletters were issued as normal and parents had the opportunity to email either their child’s class teacher or the Head Teacher, as required. Feedback from parents/carers showed that they felt that they were continually kept informed of developments.

*“I think the school/teachers and all the staff are doing a great job with all the online work/communication.” (Parent/carers)*

The Head Teacher also arranged for 2 virtual Parent Council meetings to take place. This allowed parents/carers to be consulted on school business, including the school’s response to lockdown, as well as the recovery plan and how we planned to manage transitions for the different stages.

As part of our P1 induction, we set up a P1 induction tab on our website and hand-delivered P1 information packs to all of our new children. Induction days were organised for our new P1 children in small groups. This ensured that new families to the school were made to feel welcome and helped to ease anxiety for those who may have been unsure about sending their child to school for the first time.

*“I feel a lot more at ease following the induction. We are both looking forward to the next chapter.” (P1 parent/carers)*

*"It has really put my mind at ease seeing the measures in place. The children seemed to settle well today."  
(P1 parent/carer)*

*"Excellent presentation considering the circumstances. Well planned and informative." (P1 parent/carer)*