



**David Livingstone Memorial Primary School and Nursery Class**  
**Standards and Quality Report 2021/2022**



**Context of the school:**

**Our School:**

David Livingstone Memorial Primary School and Nursery Class is set within the urban Coatshill area of Blantyre and is part of Calderside Learning Community. The current roll is 259 over 10 classes, and 22 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, 33.2% of our children are eligible for a free school meal (86 children). Our Scottish Index of Multiple Deprivation profile for 2021/2022 highlights that 18.9% of our P1-7 pupils live in deciles 1 or 2 (49 children), with no children living in deciles 9 or 10. Within our Nursery, these figures are 13.6% and 0% respectively. Our attendance level was 94.7% as of 31<sup>st</sup> May 2022. From August 2020 to March 2021, our attendance level was 96.0%, which was 2.8% higher than the average for our local authority. Our non-Covid absence was 3.8% compared to 6.0% for SLC.

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 Leadership Team has changed considerably over the past 3 years, with a new Head Teacher being appointed in August 2016 and a new Deputy Head Teacher and Principal Teacher being appointed during 2017/18. There is a jobshare DHT (0.6 and 0.4), with the staff member who usually works 0.6 being off on maternity leave throughout 2021/2022. There were also 4 new permanent teachers appointed to the school in August 2017. There has also been a number of staff changes in the Nursery over the past 3 years, with a new Team Leader, and 3 new part-time Early Years Workers now in post.

Unfortunately, we have suffered a lot of staff absence during 2021/2022.

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.

## **Key Successes/Challenges and Achievements during Session 2021/2022**

### **Successes and Achievements**

- We relaunched our school library and successfully gained a Silver Reading Schools Award in recognition of all the work we do to promote reading for pleasure across the school and nursery.
- Our P1-3 children engaged in the 21<sup>st</sup> Century Families Play Award.
- 1 child gained a Silver Award in the Scottish Mathematical Challenge Competition, and 4 children gained a Bronze Award.
- Some of our P6/7 children represented the school at the Davie Cooper Soccer 7s tournament.
- The whole school and nursery engaged in a range of activities linked with Bonnie Blantyre, including their infamous sunflower growing competition.
- Our P6 children participated in a series of Good Cop/Good Citizen workshops organised by Police Scotland and were awarded certificates for doing so.
- Some of our P6/7 children participated in the Hamilton Schools Cross Country Competition, with one child qualifying for the South Lanarkshire Final.
- Some of our P5-7 children participated in SLC's Primary Dance Festival.
- Our whole school engaged in SLC's 'Eat Them to Defeat Them' campaign to encourage children to eat more vegetables.
- Our whole school and nursery engaged in a wide range of activities linked to Fairtrade Fortnight, COP26, Scottish Book Week and World Book Day.
- We successfully supported a number of families with Halloween costumes and Christmas jumpers.
- Our P6/7 children all designed a poppy that was included in Blantyre's Remembrance Day display.
- Our nursery, P1 and P2 children all performed a Nativity that was screened to all families and other classes in the school.
- During the month of October, the whole school participated in 'Wellbeing Wednesdays'. These focused on different aspects associated with being healthy, including mental health, physical health and the importance of healthy eating and diet and involved both children and staff.
- For Harvest, we collected donations of toiletries in aid of Hamilton and District Foodbank.
- Our DHT/Principal Teacher qualified as a Level 2 Google Certified Trainer.
- In partnership with our YFCL Officer, all P7 children gained a 'Hi 5' award for supporting and mentoring others.
- We organised outdoor 'Stay and Play' sessions for our nursery families.
- One of our P5 children was nominated for a Sports Performer Award in association with Hamilton Sports Council.

### **Challenges**

- Ongoing staff and pupil absence.
- Restrictions associated with Covid have limited the opportunity for whole school events, parent/carer 'Open Days' and in-school family learning experiences, as well as partnership working with members of the local community.
- Frequently changing FME list which then has an impact on our reported poverty-related attainment gap.
- Staggered starts, finishes, breaks and lunches until end of February 2022 limiting opportunities for children and staff to get together with their peers.

## Review of progress for session Aug 2021- June 2022

<b>School priority 1: Continuity of Learning</b>	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	<u>HGIOS?4 QIs</u> 1.2 Leadership for learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning teaching and assessment 2.7 Partnership 3.2 Raising attainment and achievement/Securing children's progress
<u>NIF Driver</u> Teacher professionalism Assessment of children's progress School improvement Performance information	
<b>Strategy</b> <b>What did we set out to do?</b>	
<b><u>Reading Schools</u></b> <ul style="list-style-type: none"><li>• Analysis of reading standardised assessment data completed by P3-P6 children in 2020-2021 highlights that 20 pupils are significantly (&gt;18 months behind their expected age range.</li><li>• The analysis of data identifies the need for a more focussed whole school approach to building and sustaining a whole school reading culture.</li><li>• The Reading Schools programme will offer a coherent structure for all of our reading initiatives and activities.</li><li>• Engagement data shows that 16 pupils (6.2%) score lower than 3 when undertaking learning in Reading.</li><li>• Pupil dialogues have shown that a number of children do not have access to reading materials at home.</li><li>• Consultation with stakeholders has identified that pupils would like more choice in their reading materials to ensure that they are challenging, contemporary, enjoyable and relevant.</li></ul>	
<b><u>Outcomes:</u></b> <ul style="list-style-type: none"><li>• By June 2022, the reading age of 6 out of 20 identified children will become &lt;18 months below their chronological age.</li><li>• By June 2022, the number of children who score 2 or less for engagement in Reading using the Leuven Scale of Engagement will decrease by at least 25% (4 children).</li><li>• By June 2022, attainment in reading will increase by at least 2% across the school.</li></ul>	
<b><u>Measures:</u></b> <ul style="list-style-type: none"><li>• Children's reading age will be assessed twice over the course of the year.</li><li>• Leuven Scale of Engagement will be completed termly by class teachers.</li><li>• Attainment data will be tracked and monitored in November, February and May.</li></ul>	
<b><u>Outdoor Learning</u></b> <ul style="list-style-type: none"><li>• HGIOS self-evaluation has identified the need to develop the use of outdoor learning across the school.</li><li>• Being outdoors has a positive impact on people's wellbeing.</li><li>• Outdoor learning has a positive impact on children's engagement and enthusiasm for learning.</li></ul>	
<b><u>Outcomes:</u></b> <ul style="list-style-type: none"><li>• All Nursery children will engage in at least 4 Forest Schools experiences over the course of the year.</li><li>• All P1-P7 pupils will engage in at least one outdoor learning experience every week.</li><li>• Most children's engagement in learning shows an improvement as a result of outdoor learning experiences.</li></ul>	

**Measures:**

- Monitor outdoor learning through Forward Plan dialogues and classroom observations, with a specific focus on engagement.
- Baseline questionnaire in August with follow-up in May.
- Pupil focus groups to follow-up on key results of questionnaire.

**Play-Based Learning**

- Children in our P1 and P2 classes have missed out on nursery experiences, as well as the opportunity to play, because of lockdown.
- Children in P1 and P2 require a lot of support to instigate games over break times.
- Children in P1 and P2 need to develop their social skills, including their ability to share with others.
- There has been an 8% decrease in attainment in Writing at P1.
- 11 out of our 22 pre-school nursery children (50%) are not on track for Listening and Talking.

**Outcomes:**

- Attainment in Writing will increase by at least 10% in P1.
- Most P1 and P2 children will show improvements in their language development.
- At least 6 of our pre-school nursery children from 2020/2021 will achieve expected CfE Levels in Listening and Talking when they are in P1.

**Measures:**

- Complete Wellcomm assessment in September and again in February.
- Classroom observations will monitor how play has been implemented in all classes.
- Attainment data will be monitored in November, February and May.

**Listening and Talking in Early Years**

- 12 out of 23 nursery children (52.2%) are not on track for Listening and Talking. Of these, 11 are pre-school children.
- We have seen an increase in the number of nursery children who are referred to Speech and Language Therapy, with 34.8% (8 children) having being referred during their time in nursery.
- Results of our pre-school vocabulary assessment showed that 7 children (30.4%) were more than 6 months below their chronological age.

**Outcomes:**

- There will be a 25% increase in nursery children who are on track for Listening and Talking.
- Most nursery children will show improvements in their language development.

**Measures:**

- Attainment data will be monitored in November, February and May.
- The number of referrals to and children involved with Speech and Language Therapy will be monitored termly.
- Complete Wellcomm assessment in September and again in February.

## Progress and Impact

### Reading Schools

#### What difference did we see?

- The reading age of 8 out of 20 identified children (40%) is now <18 months below their chronological age.
- 98% of identified pupils are now scoring 3 or more in relation to the Leuven Scale of Engagement for Reading. This compares to 93.8% during 2020/2021.
- Attainment in Reading has increased by 9.4% in P1; 6.3% in P2; 1.6% in P5 and 2.6% in P7.

#### What did we achieve?

- The school signed up for Reading Schools award and we have already received Silver Accreditation. We have recently applied for our Gold Reading Schools Award.
- A Reading Schools Leadership Group was established, involving one child from P4-7, our Literacy Coordinator, as well as a support assistant and a parent volunteer. This allowed all stakeholders to have a voice in promoting reading for pleasure across the school.
- Our P7 children were trained as paired readers. This successfully gave identified children the opportunity to read aloud more regularly.

*“The younger children feel comfortable and have developed their confidence whilst reading to their older peers. It takes away the pressure of reading within a group and the fear of making errors. I can see an improvement in these children’s confidence and fluency already.” (P2 teacher)*

*“Working with different children makes me feel like a responsible pupil. I enjoy getting to know them and watching them get better makes me feel better.” (P7 child)*

- Our P6 children were trained as Junior Librarians. This has effectively given these children a meaningful leadership role in the school.

*“Pupils were selected through an application process. The Junior Librarians have their own timetable and they follow this well. They enjoy the responsibility of the job and work together to sign out books for the whole school.” (Literacy Co-ordinator)*

*“My favourite thing about being a Junior Librarian is working with the younger children and helping them to learn how to care for books.” (P6 Junior Librarian)*

- Our school library was completely revamped, with all classes, including the nursery, now attending once per week.

*“Each class in the school was given an allocated time slot at our new library. Junior Librarians have been allocated to a time to match with classes so that they can help children borrow books. Children from across the school attended during the opening week and took a book to read both in class and at home. Children were excited by the wide range of literature on offer.” (Literacy Co-ordinator)*

- Following extensive consultation with pupils regarding the requisition of texts, a range of new books have been purchased for all stages, including fiction, non-fiction and diversity books, as well as graphic novels. This has been effective in encouraging more children to read for pleasure.

*“A digital library was created using QR codes for children to access a range of novels and i-Pads were purchased to support this development. Children of all stages also decided on a selection of new books for the school. This meant that we were buying resources that matched the children’s interests. These new resources were divided into 3 categories: diverse books, comic books/graphic novels and current authors.” (Literacy Co-ordinator)*

*“We asked for new Tom Gates’ books and they were bought in. These have proved popular during ERIC time with more children now enjoying reading in class.” (P6 child)*

*"We looked through a variety of different books that covered themes such as LGBTQ+, different races and gender equality. We then created a list of all our favourite books to buy for our school library." (P7 child)*

- Mobile playground libraries have been established in the Infant and Junior/Senior playgrounds and are available throughout the week to all pupils. This has been effective in allowing children of all stages the opportunity to read books during break times.

*"Children of all stages have enjoyed the library. The quiet area is good for children who are struggling with noise levels or the amount of people in the playground. Having books to read also allows for good interaction opportunities with the P7 Positive Play Leaders." (School Support Assistant)*

*"It's good because if someone wants to read, they can. If someone has had a bit of a sad time, they can read a book. I've used it quite a lot of times. It's very good." (P2 child)*

*"I like the variety of books on offer. I recently read a book about the Blitz which we are learning about in class." (P7 child)*

- A Breakfast Club book box has been established. This allows children of all stages to read for pleasure when they enter the school early in the morning.
- Lunchtime Book Clubs were organised for P3, P4, P5 and P7 children with 10 attending from each stage. These were successful in raising children's awareness of different genres of books.

*"I liked using the comfy pillows and blankets to read." (P4 child)*

*"I really enjoyed the book club. We talked about our favourite books/genres and I brought in a signed copy of my favourite Manga book to show others." (P7 child)*

- Reading experiences have been shared with the whole school community through assemblies, reading clubs, Google Classroom tasks, 'What I'm Reading' posters, book-themed displays, use of book barrows, Scottish Book Week and World Book Day. A local librarian has also visited the school. All of these activities have successfully raised the profile of reading across the school.

*"Pupils enjoy speaking at the virtual assemblies and sharing their favourite parts of novels. This might then make them aware of a book that they have never read but might then want to read." (P6/7 teacher)*

*"I loved speaking at assembly. It was good telling other people about the best book that I have read in P1." (P1 child)*

*"It's good hearing about different books. I haven't read many of the books that other children speak about so I can now look for these books when my class visit the library." (P5 child)*

- P7 have worked collaboratively with other schools within the Learning Community on Reading Schools transition activities. This was an effective way of allowing staff from 3 different schools to share good practice and resources with one another, thereby reducing workload for all.

*"This was a great way to allow children who are all transferring to Calderside Academy to meet one another." (P7 teacher)*

- All stages have been involved in 'Book Swap' events. These were a successful way of giving children access to more books that they could then read at home.

*"I loved the Book Swaps. It meant that I could get rid of books that I had already read and exchange them for books that one of my friends had finished with. This then meant that I had more books to read at home." (P4 child)*

- A few classes have created their own story books and shared these with other classes. This successfully gave children a real purpose for their learning and raised pupil confidence in reading aloud.

## Outdoor Learning

### What difference did we see?

- Unfortunately, none of our Nursery children engaged in any Forest Schools experiences since the Early Years Worker who was trained in this left the establishment at the start of the new session.
- All P1-P7 pupils engaged in outdoor learning experiences linked to themed weeks.
- Most children's engagement in learning shows an improvement as a result of outdoor learning experiences.

### What did we achieve?

- Baseline questionnaires were completed by all staff and children to audit current practice. These were then re-done at the end of session to monitor changes in practice. By June 2022, there had been a 39.3% increase in the number of P1-3 children who said that they had completed Maths outside and a 36.7% increase in those who said that they had completed Literacy outside. For our P4-7 children, there was an 18.0% increase in Maths and a 44.3% increase in Literacy. In terms of staff confidence, 100% of staff gave themselves a rating of 7 or above on a 0-10 ratings scale in June 2022, compared to just 7.7% in September 2021.
- An Outdoor Learning working party was established. This team organised themed outdoor learning weeks, as well as created resources and organised outdoor learning materials for use across the school.

*"I loved the activities that we did linked to Earth Hour. It was great fun being outside and learning with my friends."  
(P5/6 child)*

## Play-Based Learning

### What difference did we see?

- Attainment in Writing has increased by 21.1% in P1.
- Almost all of our P1 children and most of our P2 children have shown improvements in their language development.
- 10 out of our 11 pre-school nursery children (90.9%) from 2020/2021 are now achieving expected CfE Levels in Listening and Talking in P1, compared to less than half when they were in Nursery.

### What did we achieve?

- An audit was completed to establish current practice in relation to play-based learning. This helped us to identify our baseline in relation to play-based learning, as well as what we needed to work on in order to establish this approach to learning within our school.
- A Play-Based Learning working party was established. This gave identified staff the opportunity to lead change within the school.
- One member of staff attended local authority training on play-based learning and regularly shared key messages with other members of the working party.

*"After attending the Play Pedagogy training, I was able to deliver the key messages back to Infant staff. This has led to changes in the learning environment to facilitate play more effectively for the children, both within the Play corridor and in their classrooms. By participating in the training, I was able to bring back examples of planning documents to reflect adult-led, adult-initiated and child-led activities. The CLPL also gave me the opportunity to participate in a practitioner enquiry, focusing on attainment in Writing, and it allowed me to participate in teacher leadership activities too." (Principal Teacher)*

- Resources were identified and purchased to support the development of play-based learning in P1 and P2. These successfully allowed us to create 3 identified zones within our Infant Corridor, as well as a 'creative zone' in our P1, P1/2 and P2 classes.
- Play-based learning has now been successfully introduced in P1 and P2, with all children also now accessing the Infant Play Corridor once per week.

*"We are starting to embed the principles of play in P1 and P2. The children have gained a lot of independence and autonomy from having the ability to choose their own learning experiences. They have also benefited from the chance to have time to free play in our break out corridor, a session that the children look forward to every week."* (P1 teacher)

*"Our P1 children in particular have settled much more quickly into school this session. They are much better at sharing resources and are much more engaged in their learning compared to their peers in previous years. Allowing our P1 and P2 children to choose their own activities has allowed them to take greater responsibility for their own learning, as well as increased motivation in both stages."* (Head Teacher)

- All of our P7 children were trained as Positive Play Leaders and have successfully initiated playground games with P1 and P2 children at break times.

*"I like playing games with the P7s."* (P1 child)

*"I loved the Positive Play Leader training. It was very active and our suggestions were listened to."* (P7 child)

*"It has been great having our play leaders back, teaching the children games and playing with them. They try to involve all children in games. They are also helpful when tidying up and getting the children to line up too."* (Support Assistant)

- All P1-3 children were invited to participate in the 21<sup>st</sup> Century Families Play Award, with 44.8% engaging in this programme and achieving at least Bronze level. These activities successfully allowed

*"I loved doing all the different things at home. I had so much fun, but knew that I was learning new things at the same time. I also used some of the things to help me with some badges for Rainbows."* (P2 child)

*"Many of the identified activities helped us to engage in new things as a family."* (P3 parent)

## **Listening & Talking in Early Years**

### **What difference did we see?**

- There has been a 20.4% increase in nursery children who are on track for Listening and Talking with 15 out of 22 children now on track (68.2%) compared to 11 out of 23 during 2020/2021 (47.8%).
- Almost all nursery children will show improvements in their language development.

### **What did we achieve?**

- All Early Years staff completed NHS Lanarkshire's speech and language training.
- Staff prepared helpsheets to support parents with their child's speech and language development.

*"Staff have made use of the NHS Lanarkshire's SALT helpline and have shared this information with parents. We have also used NHS Lanarkshire's SALT social media channels and this has provided a huge amount of useful information, tips and videos which support our Early Years staff in creating a communication-friendly settling which will, in turn, improve outcomes for the children in our nursery."* (Early Years Team Leader)

- Our Early Years Team Leader completed Bookbug training and weekly sessions have now been introduced to all children. We also successfully organised an outdoor 'Stay and Play' session for all families and included a Bookbug session within this.

*"Children are showing an increased interest in stories. They are now bringing books/stories for adults to read, and so an early interest in books and literacy has been developed."* (Early Years Worker)

*"Great time in nursery doing Bookbug and seeing what the garden area was like to play in."* (nursery parent)



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

- Continue to prioritise the development of children's reading for pleasure across the school and work towards a Gold Level Reading Schools Award.
- Continue to extend the use of outdoor learning so that all children have the opportunity to learn outdoors on a more regular basis, as well as in areas outwith the school and nursery setting.
- Extend the opportunity for nursery children to engage in Literacy activities outdoors.
- Embed and extend the use of play-based learning in P1 and P2.

**School priority 2: Promote the positive health and wellbeing of children & young people, parents/carers and staff**

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Teacher professionalism  
Parental engagement  
Assessment of children's progress

HGIOS?4 QIs

1.3 Leadership of change  
2.2 Curriculum  
2.3 Learning teaching and assessment  
2.5 Family learning  
3.1 Ensuring wellbeing, equality and inclusion  
3.2 Raising attainment and achievement/Securing children's progress

**Strategy**

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

- HGIOS self-evaluation, as well as consultation with staff, pupils and children has highlighted the need for us to review and update our school's HWB Programme of Study to include an increased focus on mental wellbeing and diversity.
- An increasing number of children showed behaviours associated with insecure attachment.

**Outcomes:**

- Attachment-informed practice will be evident across the school.
- At least 75% of pupils will attend at least one extra-curricular club.
- The majority of families will engage in at least one family learning experience.
- Our revised HWB programme will show appropriate progression pathways are in place across P1-P7.

**Measures:**

- Participation data will be monitored termly in relation to extra-curricular activities and family learning opportunities.
- Parent evaluations following family learning opportunities.
- Glasgow Wellbeing Assessment will be completed in August and February.

**Progress and Impact**

**What difference did we see?**

- Attachment-informed practice is now evident amongst almost all staff across the school.
- 64.5% of our P1-7 pupils attended at least one extra-curricular club.
- Due to Covid restrictions, we were unable to offer any family learning experiences in our school building.
- We created a revised HWB programme that shows progression pathways across P1-P7. This has yet to be piloted by staff.

**What did we achieve?**

- An Attachment Lead and 2 Attachment Ambassadors have been appointed. They have attended a number of SLC collegiate sessions and have effectively shared good practice with colleagues.
- The Glasgow Wellbeing Assessment was completed by all P1-7 children at the start and end of session. This effectively allowed us to monitor any changes in children's attitudes towards Affiliation, Agency, Autonomy and Feeling Safe and Healthy over the course of the session.

*"All children completed the survey and results were saved to allow us to compare these results later on. Staff will be given guidance on how to analyse the data, as well as time to think about suggested activities that they can do with their whole class and individuals to support them with areas for development. We also used the results of this survey to help us identify which children might benefit from interventions that are on offer in the school." (Depute Head Teacher)*

- All staff received input on Adverse Childhood Experiences (ACEs). This effectively heightened staff awareness of some potential of the potential barriers to attainment and achievement and how we can work as a school to support the children affected by these.

*“I was already aware of some ACEs through our Nurture training sessions, but this event highlighted the different ways in which I can support the children in my class. I am very much aware that the relationships that you establish with children, as well as how you speak to and support them makes a big difference not only to their self-esteem, but also their motivation to learn.” (P3 teacher)*

*“It has raised my awareness of the impact that outside experiences have on children’s behaviour. As a result, I will try to be more patient and tolerant.” (School Support Assistant)*

*“The training that we received gave us a good insight into the different types of ACEs. We talked as a staff group about the impact on staff and how we can all work together to support children, being mindful of the language that we use. Implementing this will have a positive impact on both children and staff.” (Early Years Worker)*

- We have provided a range of extra-curricular clubs for children in our P2-7 classes. These included a mixture of lunchtime and after-school clubs, as well as supported study clubs to target identified children. These were successful in increasing pupil engagement, participation and attainment.
- A HWB was established and they developed a revised HWB programme that shows progression across P1-7 for all organisers. Once launched in 2022/2023, this will be successful in ensuring increased consistency and progression across all stages.

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

- Continue to embed attachment-informed practice across the whole school.
- Increase pupil participation in extra-curricular clubs.
- Organise family learning experiences for all stages.
- Pilot revised HWB programme at all stages.

<b>School priority 3: Planning for Equity</b>	
<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children</p> <p><u>NIF Driver</u> Assessment of children's progress Teacher professionalism</p>	<p><u>HGIOS?4 QIs</u> 1.2 Leadership for learning 1.3 Leadership of change 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress</p>
<p><b>Strategy</b> <b>What did we set out to do?</b></p> <p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>PASS assessment results show that there are significant barriers to learning for 29 children (27.6%).</li> <li>SHANARRI self-assessment assessment results show that children from the targeted group (SIMD 1-2 plus FME) feel less positive about being Healthy (-14.5%), Nurtured (-9.8%), Active (-2.0%), Responsible (-7.3%) and Included (-9.2%).</li> </ul> <p><b><u>Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>There will be a 25% reduction in the number of children with significant HWB barriers recognised via the Glasgow Wellbeing Assessment.</li> <li>Nurturing Principles will be evident across the whole school beyond Nurture Groups.</li> <li>By June 2022, all pupils targeted for Nurture intervention will have improved wellbeing with their barriers to learning reduced as evidenced in the Boxall Profile.</li> </ul> <p><b><u>Measures:</u></b></p> <ul style="list-style-type: none"> <li>Boxall Profiles will be completed termly.</li> <li>Classroom/school observations</li> </ul> <p><b><u>Attendance and Punctuality</u></b></p> <ul style="list-style-type: none"> <li>Attendance data from 2020/20211 highlighted the need for a more bespoke approach to monitoring and additional CLPL for class teachers to ensure any barriers to learning are identified and punctuality encouraged.</li> <li>As at 1<sup>st</sup> June 2021, 11% of pupils (12) from targeted group (SIMD 1-2 plus FME) have &lt; 90% attendance. 3% (3) of these pupils have &lt;80% attendance.</li> <li>At as 1<sup>st</sup> June 2021, 13% of pupils (14 pupils) from targeted group have been late on more than 10 occasions during 2020/2021.</li> </ul> <p><b><u>Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>&lt; 90% attendance: 6 identified pupils will have attendance greater than 90%</li> <li>&lt;80% attendance: 3 identified pupils will have an attendance greater than 80%</li> <li>The number of targeted pupils with 10 or more late-comings over the course of the year will reduce by 30%.</li> </ul> <p><b><u>Measures:</u></b> % attendance for targeted pupils will be monitored weekly.</p>	

## **Numeracy**

- Analysis of MALT standardised assessment has identified that 55 pupils across the school are at least a year behind their expected age range: 6 in P1, 8 in P2, 1 in P3, 8 in P4, 6 in P5, 12 in P6 and 13 in P7.
- Leuven Scale of Engagement data shows that 17% of identified pupils (18 out of 105) score 2 or fewer when undertaking learning in Numeracy.
- 46.7% of targeted children (49 out of 105) are not on track in terms of expected CfE Levels for Numeracy.

### **Outcomes:**

- By June 2022, 20 children who are currently 12–18 months behind their chronological age will be within their expected age-range for Numeracy and Mathematics: P1 (5); P2 (1); P3 (1); P4 (3); P5 (3), P6 (7).
- By June 2022, 85% of identified pupils will score 3 or more in relation to the Leuven Scale of Engagement for Numeracy.

### **Measures:**

- MALT in June 2021 is baseline. Further assessment in December 2022 and SNSA for P4 and P7 pupils in May 2022.
- Catch-Up assessments
- Numeracy 5-Minute Box assessments
- Ongoing assessment throughout session utilising in-school numeracy assessments, including holistic assessments on termly basis.
- Leuven Scale of Engagement completed every term

## **Literacy**

- Analysis of standardised assessments has identified a number of pupils in P3 (4), P4 (1), P5 (1) and P6 (1) who are between 16 months and 2 years behind their expected age-range in Reading.
- Leuven Scale of Engagement data shows that 11% of identified pupils (12 out of 105) score 2 or fewer when undertaking learning in Reading.
- 40% of targeted children (42 out of 105) are not on track in terms of expected CfE Levels for Reading.
- 59% of targeted children (62 out of 105) are not on track in terms of expected CfE Levels for Reading.

### **Outcomes:**

- By June 2022, the reading age of P3 (4), P4 (1), P5 (1) and P6 (1) will be within 12 months of their chronological age.
- By June 2022, 92% of identified pupils will score 3 or more in relation to the Leuven Scale of Engagement for Reading.

### **Measures:**

- Salford Reading Assessments to be completed twice per year.
- NGRT assessments in September and May.
- Catch-Up assessments
- 5-Minute Box assessments
- Ongoing Active Literacy assessments
- Leuven Scale of Engagement completed every term

## Progress and Impact

### Health and Wellbeing

#### What difference did we see?

- Results of the Glasgow Wellbeing Assessment showed that out of our 10 classes, 50% reported an increase or no change in terms of Affiliation; 70% reported an increase or no change in terms of Agency; 40% reported an increase or no change in terms of Autonomy and 50% reported an increase or no change in terms of Feeling Healthy and Safe.
- Nurturing Principles are now evident across the whole school beyond Nurture Groups.
- By June 2022, all pupils targeted for Nurture intervention have shown improved wellbeing with their barriers to learning reduced as evidenced in the Boxall Profile.

#### What did we achieve?

- Boxall Profiles were completed with identified children. These were effective in helping us to identify which children would benefit most from attending one of our Nurture groups.

*“The children were identified by their previous class teacher and their current class teacher to ensure we were asking staff who knew the children well. We made a conscious effort to Boxall all our care experienced children and children who are subject to Child Protection in order to provide them with the support that they may require. All the Boxall Profiles were then analysed and sorted into groups according to age. From this, we identified our priority children.” (Nurture Teacher)*

- Pupil targets re Nurture were shared with class teachers. This meant all staff were aware of what individual children needed to work on and could tailor their plans accordingly.
- The 6 Principles of Nurture were shared with children, staff and parents.

*“This raised awareness to all staff about the principles of Nurture. It also offered advice and strategies on how to take the principles forward and how staff could implement them with our children.” (Nurture Practitioner)*

*“We created a leaflet explaining the 6 Principles of Nurture and shared this on our school app and Twitter. This has raised parents’ awareness of the language relating to the 6 Principles of Nurture.” (Principal Teacher)*

*“By being introduced to the 6 principles and having follow-up discussions about it has furthered my knowledge and understanding. I also feel more confident about applying these principles to my practice.” (Early Years Worker)*

- Nurture groups continued twice weekly for identified pupils. These had a very positive impact on the emotional wellbeing of all children involved.

*“Our children can now successfully identify the different reasons people need to come to The Den and can verbalise the positive ways that The Den has helped them. They can also recognise situations and emotions other children are experiencing both inside and outside The Den and offer advice.” (Nurture Support Assistant)*

*“Many children express anxiety and stress. The Snug enables them to share and work through these emotions with trusted adults in a safe place within the school. This, in turn, enables them to re-join the class in a better place for learning.” (Nurture Support Assistant)*

*“I like The Snug because we get to relax. On a Tuesday I don’t need to feel worried because I know I’m coming to The Snug and can talk about stuff.” (P7 child)*

*“I like The Den because it’s fun and calming and it makes my day better.” (P3 child)*

*"I like the school's nurturing ethos. It has helped my child access strategies to support her worries and anxieties. The Snug has helped her to talk about her feelings and the things they do help her at home." (P5 parent)*

## **Attendance and Punctuality**

### **What difference did we see?**

- < 90% attendance: 9 out of our 13 identified pupils (69.2%) now have attendance of greater than 90%
- <80% attendance: 1 of our 3 identified pupils (33.3%) now has an attendance of greater than 80%
- The punctuality for 12 of our 16 identified pupils (75%) has improved this year, with 9 of them now having fewer than 10 late-comings this session.

### **What did we achieve?**

- Attendance and punctuality figures were monitored regularly with any patterns of non-attendance/lateness identified and support to help improve this offered via YFCL Officer. This helped to improve the attendance and punctuality of a number of children.

*"This has helped to bridge the gap between school and home, as well as build relationships with myself. Hopefully by promoting increased attendance I will also help to raise attainment." (YFCL Officer)*

*"Monitoring attendance and punctuality of identified pupils allows us to look for patterns and offer support, where required. Using our YFCL Officer to contact these families has helped to break down some barriers between school and home, with a few parents being more open about the challenges that they are facing." (Depute Head Teacher)*

## **Numeracy**

### **What difference did we see?**

- Of the 20 children who were 12–18 months behind their chronological age, the following are now within their expected age-range for Numeracy and Mathematics: 2 x P1, 1 x P2, 2 x P3, no P4, 3 x P5 and 1 x P6 child
- 94.3% of identified pupils now score 3 or more in relation to the Leuven Scale of Engagement for Numeracy.

### **What did we achieve?**

- Unfortunately, we were unable to deliver Catch-Up Numeracy this session due to staff absence.
- The Numeracy 5-Minute Box was introduced to 9 targeted children who were not on target to achieve. Unfortunately, the children involved did not receive as many sessions as hoped due to staff absence. Nevertheless, one third of the children are now on target to achieve, with the motivation of all identified children much improved.

*"Since introducing the 5-Minute Number Box in Term 3, 3 out of the 7 identified children are now on track with Numeracy. Teachers have all noted improved confidence and enthusiasm for Numeracy in all of the children involved." (Equity Lead)*

## Literacy

### **What difference did we see?**

- The reading age of 2 P4 children is now within 12 months of their chronological age.
- 96.2% of identified pupils score 3 or more in relation to the Leuven Scale of Engagement for Reading.

### **What did we achieve?**

- Catch-Up Literacy was introduced to 12 targeted children who are not on track to achieve. Unfortunately, this intervention did not have the desired impact that we had hoped with only one child now achieving expected CfE levels. One of the main reasons for this was the fact that the number of sessions that these children received was limited due to staff absence.

*“Both girls appear much more confident with their reading. Upon discussion with their class teacher, she said that the girls were more willing to read aloud in a group and she also noted that their confidence had grown.”*  
(Support Assistant)

- Literacy 5-Minute Box was introduced to 15 targeted children who are not on track to achieve. Unfortunately, the number of sessions that these children received was limited due to staff absence, with only 2 of these children now achieving expected CfE levels. However, the confidence of the majority of children has shown an improvement.

*“The confidence of all children has improved in blending CVC words and in recognising vowels and sounds. They have also improved their letter formation and become more confident with their handwriting. All 3 children think that it has improved their learning by helping them with their keywords when writing in their Literacy jotters. They all now know 5/5 vowels when previously it was 0/5.”* (Support Assistant)

*“\*\*\*\*’s confidence has grown considerably during his 5-Minute Box learning. At the beginning, he struggled with identifying and building the rainbow. He can now identify all his sounds, vowels and split phonemes. He has successfully learned to read and spell all keyword cards. You can see a marked improvement in his reading, blending and spelling.”* (Support Assistant)

*“I enjoyed doing it. It helped me spell better and makes reading easier.”* (P2 child)

*“The 5-Minute Box helps me with my spelling and dictation.”* (P3 child)

- New texts were purchased to engage pupils in reading. All pupil visited the in-school library each week to ensure they have appropriate texts at home to read for enjoyment. This has been effective in making books accessible for all children and so enthusiasm for reading for pleasure has increased for most children.

*“The children are very excited to visit the library. It has definitely created a buzz about reading in the classroom. They are asking at any spare time to choose books from our class library. I have noticed that the children are showing a real interest in taking home non-fiction books, particularly the boys (dinosaurs, the body and football skills). The P2s are choosing short novels which is really improving their sight reading of words within the class reading books.”*  
(P1/2 teacher)

*“The children have loved selecting their own books. They are now reading a selection of different texts and are comfortable sharing their thoughts on books with others.”* (P4 teacher)

*“I really like it. I get to choose harder books like my sister reads and I can read them now.”* (P2 child)

*“I enjoy getting new books and taking them home to read. I don’t get a lot of free time to go to Blantyre Library because I go to a lot of clubs, so having a library in the school is a great help.”* (P4 child)



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

- Apply for Nurturing Schools Award.
- Review the school's Positive Behaviour Better Relationships Policy.
- Continue to improve attendance and punctuality across the whole school.
- Increase attainment in Numeracy, with a key focus on mental maths and core skills.
- Introduce more opportunities for challenge, along with family learning experiences to increase pupil engagement in Numeracy.
- Increase attainment in Literacy, with a key focus on closing the attainment gap in Reading and Writing.
- Develop high quality reading assessments.

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

### Strategy

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

During 2021/2022, 42.3% of our pupils were FME and/or living in SIMD 1 & 2. 86 children (33.2%) qualified for a free school meal, an increase of 2.3% since June 2020 and an increase of 13.5% since June 2019.

During lockdown, an average of 83.7% of pupils posted up work on Google Classroom. This comprised 72.6% of targeted pupils.

Of our 105 targeted children, 55 of them (52.4%) regularly complete homework.

### Outcomes:

- By October 2021, all identified pupils will have the necessary equipment at home to enable them to undertake learning at home.
- Almost all identified pupils will be engaging in home learning by March 2022.
- At least 20% of identified pupils will show improvements in attainment.

### Measures:

- Home learning participation data monitored termly.
- Attainment data will be tracked and monitored in November, February and May.
- Pupils' attendance at homework support club will be monitored weekly.

### Progress and Impact

#### What difference did we see?

- All targeted children were given any resources that they needed to support home learning.
- 91.9% of targeted children engaged in home learning activities either all of the time or some of the time.
- The percentage change in our attainment for targeted children from 2020/2021 to 2021/2022 is as follows:

Stage	Reading	Writing	Listening & Talking	Numeracy
P2	+14.3%	+14.3%	No change	-7.1%
P3	+5.0%	+15.0%	No change	No change
P4	-31.3%	-37.5%	-12.5%	No change
P5	+5.6%	+11.1%	+5.6%	+20%
P6	No change	+13.3%	+6.7%	+6.7%
P7	+15.4%	+7.7%	+7.7%	-7.7%

- Of the 14 children who attended a Numeracy supported study club, 10 children (71.4%) are now on target to achieve.

#### What did we achieve?

- All children were allocated a home learning pack, including IT equipment if needed. These resources could be replenished at any time. This ensured that all children had access to anything that they needed to support their learning at home.

*"Almost all the children in my class complete their homework every week. Having the choice of completing homework online or using the packs that are sent home definitely makes it more accessible for all children."*  
(P5 teacher)

*“Miss Campbell prints me a pack every week and I use that with the pens and pencils that I got to do my homework. I don’t forget it any more.” (P5 child)*

*“I used to have to try to access Google Classroom on a phone, but the Chromebook that the school gave me helps to make things so much easier. I now complete my homework every week.” (P7 child)*

- Staff ran a number of supported study and homework clubs to support targeted children. These had a positive impact on attainment in Numeracy, as well as pupil engagement and confidence in Literacy.

*“The after-school P3 Maths Club allowed some of the children who weren’t on track extra practice in some aspects of Maths. Out of the 10 children who attended, I am confident that 7 will now achieve expected levels.” (P3 teacher)*

*“Children’s phonological awareness improved and they will now try a variety of approaches when facing unfamiliar words. The children’s attitude towards Literacy improved and they are now much more motivated to ‘have a go’ at unfamiliar tasks.” (P5 teacher)*

*“I really liked the club. It was fun. I got to try new things after school and it helped me with my spelling and reading too.” (P5 child)*

- Educational excursions for all targeted children were fully funded by the school. This meant that all children, regardless of their family circumstances, were able to attend all outings.

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

- Provide small group support to improve the attainment of targeted children in Writing.
- Continue with and extend the use of one-to-one Literacy and Numeracy interventions to support targeted children who are not on tracking Reading and Numeracy.
- Continue to provide targeted children with the resources that they need to complete home learning.
- Extend the use of supported study to help raise the attainment of targeted children.
- Ensure that the cost of the school day is £0 for targeted children and create a Cost of the School Day Policy.