

Standards and Quality Report Struthers Primary School / Early Years Centre 2021/22



To support our children to reach their full potential we are working towards being a Rights Respecting School.

With this plan we support:

Participation Right 12 Be listened to and have opinions heard.

Participation Right 15 Meet together and join groups.

Development Right 13 get and share information.

Development Right 28 Free Primary Education.

Provision Right 42 Know what is in the convention.

Struthers Primary Context

The purpose of this report is to provide you with clear evidence of how well our school has performed in the academic year 2021-2022. The report provides a variety of information about how well our pupils are attaining, the many successes we have had, the wide variety of experiences children can expect at Struthers and how they will benefit from learning here. Struthers Primary is a non- denominational semi open plan school in a residential area of Troon close to North Shore Beach and Fullarton Woods which we use as an extension of our grounds for learning. The catchment area consists of mainly private housing and after a public consultation this has been extended. As a result of the construction of two large new housing developments in the local area, we are often unable to accommodate new pupils moving in to the catchment area and placing requests. There are plans to extend the school over the next 5 years, with a new Early Years Centre opening in December 2022. Our school roll for next session is predicted to be 336 with 60 pupils in the Early Years Centre. This may increase to 100 pupils when the new centre opens. This session our Free Meal Entitlement is 9%.

SIMD [Scottish Index of Multiple Deprivation] Profile of the Struthers Primary

% OF PUPILS IN DECILES 1-3	% OF PUPILS IN DECILES 4-7	% OF PUPILS IN DECILES 8-10
4	19	77

We encourage safe travel to school and have 2 bike shelters available. The roads around the school can become very congested and we therefore encourage active travel through our Junior Road Safety Committee and Bikeability programme.

Our playground is a mix of tarmac and grass. On fair weather days we also have access to the grass areas surrounding the school.

The school has 2 main teaching areas which at present accommodate 13 classes including our Early Years Class which will remain the same next session. The school capacity is 416 and currently we have 330 pupils in the school and 60 pupils in our Early Years centre. We have a newly refurbished school library in the centre of the school and an ICT suite which is normally timetabled for all classes. Due to the restrictions at the beginning of the year, we were unable to make use of these common spaces, including our courtyard, dinner hall and gym hall. However, towards the end of the year, these spaces became fully accessible once again. As a school we aspire to ensure a community ethos and welcome parents, community partners e.g. Local Churches, Local Charities and community projects in to our school. We offer an open door policy. This year we delivered parent workshops and parent meetings via online platforms at the start of the year, however, were able to mover to in-person meetings in term 4.

Our Vision

As a community we will work together to ensure Struthers is a respectful, safe, inclusive and happy school where all have the opportunity through support and challenge to reach their full potential and recognise their achievements. To ensure this is sustained into future destinations we will support children to be independent and self-motivated learners who take on leadership with resilience.

Our Values

RESPECT INCLUSION KINDNESS HONESTY RESPONSIBILITY

Our Aims

- We aim to provide a quality educational service taking full account of National and Local Priorities and implementing them effectively.
- We aim to improve the standard of achievement and attainment within the school.
- We aim to assist pupil's personal and social development.
- We aim to promote an effective partnership linking school, home and community.

Context of the school / early years centre

Name	Responsibility
Mrs Gail McKellar	Head Teacher
Miss Eilidh McBean	Depute HT (Mat Leave)
Mrs Lucy Lockie	Depute HT (Acting)
Mrs Melissa Devlin	Principal Teacher (Acting)
Mr Darren Haniford	Principal Teacher (Acting)
Miss Kerrie Wyllie	Principal Teacher (Acting)
Mrs Angela McGuigan	Early Years Class Teacher
Mrs Pauline Galloway	Early Years Depute Manager
Miss Daena Gass	Senior Early Years Practitioner (Mat Leave)
Mrs Nadine Little & Miss Geny Small	Senior Early Years Practitioner (Acting)
Miss Carly Rodger, Ms Alison MacKenzie, Miss Lea-Anne Campbell, Miss Angela Rossi, Miss Courtney Patterson, Mrs Tracy Campbell, Mrs Suzanne Young	Early Years Practitioners
Miss Rebecca Brown	P1D
Mr Elliot Kerr	P1K
Mrs Lauren McFadyen	P2M
Mrs Nicola McNally	P2L
Mrs Darren Haniford/Miss Natalie Brown	P3
Mrs Sarah Hayes	P3/4
Mrs Kimberley Bloomer	P4
Miss Rachel Alexander	P4/5
Mrs Ashley Love	P5

Mr Alastair Cole	P6
Miss Kerrie Wylie	P6/7
Miss Catriona Leck	P7
Mr Rory Tait	Active Schools Coordinator
Mrs Tracy Nelson	Youth Music Initiative Instructor
Mrs Jeannie Hendrie, Mrs Elspeth McLeod	Strings Music Instructors
Mrs Kath Brearley	NCCT Teacher
Mrs Joanna Blackwood	Pupil Support Teacher 1 day
Mrs Elaine Smith, Mrs Carrie Maley, Mrs Kirsty Allan	Clerical
Mrs Marion Boyd, Mrs Denise Caldwell, Mr Craig Harnett, Mrs Maureen Moore, Mrs Fiona Baird, Miss Paige Cameron,	Pupil Support Assistants
Mr Tommy Adams	Janitor
Mrs Brenda Cowan	Catering Supervisor
Miss Mariana Bastianelli, Mrs Dawn Stevenson, Miss Carol Ann Marley, Miss Amy Graham	Catering staff
Mrs Noreen Helliwell	Crossing Patrol Supervisor
Mrs Noreen Johnstone, Mrs Denise Roos, Miss Neve Lawson	Cleaning Staff

What key outcomes have we achieved?

School Priority 1: COVID RECOVERY (SUPPORTING CHILDREN'S WELLBEING ON RETURN TO SCHOOL AS A RESULT OF THE COVID 19 PANDEMIC)

NIF Priority:

School leadership
Assessment of childrens progress
Parental Engagement

Links to HGIOS 4 / HGIOELC

1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3

Progress and Impact

A school specific recovery programme was developed and implemented by staff on pupil return, facilitating a clear focus on literacy, numeracy and health and wellbeing.

As last session, at the beginning of the year, we completed GL numeracy and literacy assessments these as a baseline in order to plan for pupil progress for the remainder of the year. We were then able to amend and adapt any existing progress pathways to account for gaps in learning as a result of school closure. The assessments were then repeated at the end of the year and results can be seen in Priority 2 and 3 evaluations.

A 15 minute soft start each morning with a focus on mindfulness has allowed pupils to enter school calmly and safely. Pupils who had anxieties or worries on return to school have been well-supported by this approach. In addition, identified pupils have participated in nurture groups, lego therapy and art groups and in discussion with pupils and their families, they feel they have been well-supported through a very difficult period of time. Parents have reported pupils are more settled and less anxious in the home environment too. Pupil wellbeing webs show improved scores from the beginning of the year.

On return in August 2021 we continued a staggered approach to all break and lunch times. This resulted in only half the pupils outside in the playground at any time with more space to play. In April 2022, we removed the staggered

breaks and lunches, with all pupils returning to the dinner hall on rotation and all pupils having the same lunch time. This resulted in increased classroom time for our Pupil Support assistants and therefore increased time for interventions and support for individual pupils.

Wellbeing Wednesdays were continued, however, this year there was not a consistent approach to mental, physical and emotional wellbeing lessons for pupils across the school. We aim to refresh this programme next session with full school assemblies on a Wednesday and a focus on nurture, outdoor learning and expressive arts.

Whilst some classes utilise the outdoors on a fairly regular basis, our P1 and 2 classes introduced an 'Outdoor Thursday' which involved 4 classes making use of the outdoor space for learning on this day. One parent commented 'I was very happy to hear Struthers Primary introduced Outdoor Learning on a Thursday and I hope they continue with it.' Our staff evaluations showed that 56% of teachers still lack confidence in Outdoor Learning and so training will be provided on the August In-Service Day 2022.

In Term 4 we were able to return to in-person parent events and provided a Learning Showcase to celebrate the learning pupils had achieved in the session. Pupils selected their own work to showcase and the event was a huge success, with just over 60% of our families attending. Parent evaluations asked for 'more events like this in the future please'.

Next Steps

- Continue whole school approach to nurture – nurture principles to be revisited on In-Service Day
- Continue use of loose parts play in the playground and complete pupil evaluations
- Plan for regular outdoor learning opportunities in-line with SAC guidance
- Targeted HWB groups during recovery period to support children with emerging needs.
- Establish Nurture groups for intensive targeted support for identified children.
- All staff receive Level 1 MAPA training and identified staff attend Level 2
- Nurturing Schools principles linked to new Positive Relationships Policy
- Re-focussed Wellbeing Wednesdays including outdoor learning and expressive arts
- Parent Council and Fundraising Committee working in partnership with the school to enhance and enrich pupil experiences
- Parental Engagement calendar re-evaluated and planned in-line with the lifting of COVID restrictions
- In-person parent workshops and support packs used to support parental engagement
- Continued use Seesaw across the school as a means of recording learning profiles from EYC-P7.
- Learners to understand use the 4 stages of progress to track learning and set targets

School Priority 2 : RAISING ATTAINMENT IN NUMERACY

NIF Priority:

Parental Engagement
Assessment of Children's' Progress

Links to HGIOS 4 / HGIOELC

2.2, 2.5, 3.2, 3.3

Progress and Impact

Class teachers continue to use the strategies and approaches linked with maths mastery and number talks to continue to develop pupil confidence and ability in numeracy and mathematics. 'Marvellous maths' resources were introduced to each class and pupils used these in line with our maths mastery approaches. Pupils were seen using the resources on a daily basis to support their understanding in class and staff report that the concrete materials have resulted in increased pupil confidence, particularly during problem solving lessons. We also purchased new 'Leckie and Leckie' textbooks which have now been implemented in P4-7 classes. The new resource focusses on the use of the maths mastery approaches, thus embedding these strategies further for pupils.

In May, we celebrated National Numeracy Day and all classes participated in events throughout the day to celebrate the importance of numbers and inspire pupils to improve their numeracy skills in order to open up opportunities in the future. Some of our P7 pupils also participated in the Scottish Maths Challenge, with one of our pupils achieving a Bronze Award.

Teaching staff presented a virtual welcome evening to further explain play-based pedagogy and how this is embedded in our P1 curriculum. The aim was to broaden the mind set of parents and to reassure them that pupils receive high quality learning and teaching through a play-based approach. The parents have been able to support a play-based approach

and have witnessed first-hand, the progress pupils have made. In addition, staff created a numeracy specific play-based video to accompany the initial session.

This session, due to a change in the leadership team, remits have had to change and a new member of staff will take a lead role in this area next session. This will bring about some change in the pace to improving outcomes in numeracy and maths with a new focus in this area.

Next Steps

- Provide CLPL opportunities for all staff through the embedding Maths Mastery programme
- Monthly Mental Maths Focus planned with an emphasis on celebrating achievements within each focus
- Provide an accompanying guide for 'Marvellous Maths' boxes for each class
- GL assessments and Cluster Numeracy and Maths moderations carried out twice in the session to identify gaps in learning
- Continue to 'Develop Scotland's Young Workforce' by organising visitors throughout the year including Careers day linked with whole school Enterprise Project
- Increase focus on developing learning experiences in N&M which promote creative thinking.
- Introduce new learning resources to support contextualised problem solving with a maths mastery approach
- Pupils in P1 and P2 experience high quality learning through a play-based approach
- Plan opportunities for families to become familiar with our approaches to teaching in N&M through provision of workshops, information sessions and Sharing Our Learning events. Outline in Family engagement calendar.

School Priority 3 : RAISING ATTAINMENT IN LITERACY

NIF Priority:

Assessment of Children's Progress Performance Information

Links to HGIOS 4 / HGIOELC

1.1, 2.2, 2.3, 2.4, 3.2

Progress and Impact

We continued the implementation of our new school policy for the teaching of phonics and reading at Struthers Primary School. Literacy was taught every day and where possible it was taught in the morning session to ensure a settled, focussed ethos. Teachers delivered spelling lessons four times per week following the Active Literacy phonics guide. Reading and phonics were taught four times per week in Primary 1-3. One day a week pupils took part in Big Writing sessions and there was no reading or phonics on these days. Reading books in the infant department have all been book banded and pupils are regularly assessed to ensure they are using the appropriate resources for their ability.

A monthly assembly celebrating 'Star Writers' across the school was implemented to celebrate achievement and show progression of skills across the stages. One teacher with a particular passion for teaching writing delivered weekly lessons to our P4-7 classes in order to try and raise attainment in writing and instil a love of writing in our older pupils. This culminated in all P4-7 pupils writing and illustrating their own 'book' at the end of the year. We celebrated this at our end-of-year assembly by awarding prizes for 'Best book', 'Best Illustrator' and 'Upcoming author'. This was well-received by pupils and we would like to continue this and maintain momentum next session. Whilst the use of a passionate member of staff to deliver writing lessons has been advantageous, we do not wish teachers to become de-skilled in this specialist area of literacy – we therefore aim to introduce 'Talk for Writing' as a whole school approach next session with training for all staff.

This year, we had a small cohort of teachers who took on the Giglets pilot from P3 and P4. Whilst we had planned to use this as a targeted approach for some groups of pupils, the removal of our COVID recover teacher in Term 2 resulted in the halting of this pilot. A couple of teachers still use this with their own classes however, and pupils report enjoying the online reading and comprehension activities because 'they are more fun to do on the computer.'

Our focus from the start of the year with our Cluster Pupil Support teacher has been to baseline assess every pupil from P3 – P7 in reading and spelling. From these results, groups of pupils were identified to receive additional interventions from class teachers, support assistants or the Cluster Pupil Support Teacher. The most appropriate interventions were used for specific learning needs and therefore pupils were not being removed unnecessarily for interventions or support

that was not required. Pupils have expressed they feel much more included in the classroom and do not want to be 'taken out' of class as they felt 'different.'

One of our Principal teachers set up a 'buddy system' so that our P7 pupils could support our P2 pupils with their reading. Twice weekly for 10 minutes, our P7 pupils read with our P2 pupils and scaffolded the learning. The P2 class teachers reported in an increased number of pupils reading for enjoyment with our P7 teachers reporting that their pupils who required support in reading now have increased confidence. In May we celebrated reading with an outdoor 'Camp' where pupils pitched tents and read stories to each other. Our P7 pupils organised the event and the day was spent enjoying reading and associated activities with their P2 reading buddies.

In reading we also introduced a 'Spring In to Reading' initiative whereby staff and pupils were encouraged to review their favourite book on twitter. Both staff and pupils participated, listing their favourite characters, what they liked about the author's style of writing and who they thought should read the book – overall, this increased pupil use of vocabulary related to reading and writing. For pupils requiring additional challenge in reading, one of our principal teachers lead a 'Book blether group' on a weekly basis where pupils discussed genre and writing styles and nominated an author of the week which was displayed in the library for all pupils to see. The pupils in the 'Book Blether Group' all achieved reading levels higher than expected for their age and stage of development.

Next Steps

- All staff are trained and upskilled in Active Literacy
- Consistent approach to the teaching of writing across the school by introducing 'Talk for Writing'
- Provide termly opportunities for writing moderation in school
- Audit current infant reading scheme
- Source and purchase appropriate reading scheme for pupils requiring additional support
- New books more accessible for Infant class teachers
- Assign all P2 pupils with a reading buddy to read with twice a week
- Increased use of digital devices for reading
- Introduce new class novels across in every classroom to support literacy circles and IDL topics
- Continue 'Blether Book Group' for pupils requiring challenge in reading
- Celebrate reading with Parental Engagement events

Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of change	<p>Developing a shared vision, values and aims – Our vision was created in consultation with all stakeholders in 2014 and at that time, captured our aspirations for our learning community. We have recognised that our school landscape is changing as our school expands and we need to create a new vision, particularly given the changes following the global pandemic. In partnership with pupils and all stakeholders, staff will work collegiately in session 22-23 and this will be a focus in our School Improvement Plan.</p> <p>Strategic planning for continuous improvement – We use a range of evidence to agree as a school community our focus for improvement. This involves SLT gathering data e.g. CFE Levels, GL assessments, SNSA information and analysing data with Class Teachers. This lets us target support for pupils individually but also allows us to understand the context of our school and where we sit locally and nationally. We seek feedback from all stakeholders formally and informally through annual surveys and through feedback at events and meetings.</p>

	<p>The School Improvement Plan is shared with the whole school community and we aim to create a pupil friendly version next session. All staff are involved in the creation of the school improvement plan and all staff have opportunities to lead aspects of improvement. As a staff we meet twice throughout the year with a specific focus on evaluation of the priorities for improvement. This allows us to adapt and change plans to reflect the needs of the school.</p> <p>Implementing improvement and change The school has collegiality at its very core. All staff are part of school improvement working parties and take on leadership roles. Pupils who wish to be part of a committee from P3-7 can volunteer for a role in one of the many available. Unfortunately, we have been unable to sustain our pupil groups due but we aim to restart these in August 22.</p> <p>We have focused on 3 whole school priorities where clear and measurable targets are set from the outset. These are based on robust analysis of our school data and authority data.</p> <p>From all the evidence we have gathered, shared and analysed we feel we are good in the Leadership of Change.</p>
2.3 Learning and teaching	<p>Learning and engagement We have been unable to undertake learning visits in classrooms this session. We have, however, continued to review pupil learning by monitoring class jotters and plan for staff self-evaluation meetings. We have also monitored teacher planning files to evaluate teaching, learning and assessment. From this evidence we can see almost all our children are very engaged in their learning in all classes and in most cases are challenged and supported appropriately. We have high expectations for our learners as would be expected for pupils in our context.</p> <p>We have achieved our Gold Rights Respecting School award which was re-accredited this session. The rights are embedded within teacher planning, parent newsletters and staff weekly bulletins. Our RRS lead member of staff creates a seasonal newsletter to share the work of the school with the wider community. This has continued throughout the session despite any restrictions.</p> <p>All P7 pupils have responsibilities within the school. Our House Captains celebrate achievements and seek pupil views which are shared with the Senior leadership Team. Pupil views are also sought via school questionnaires.</p> <p>Quality of Teaching</p> <p>The SLT set high expectations for teachers and with the cohort of children at Struthers we can usually focus on providing high quality learning experiences. We use many technologies with each class having new ActivPanels. We have made use of multiple mobile devices such as kindles and iPads to support and evaluate learning. Our vision would be to supply every individual pupil with a laptop or tablet to facilitate learning.</p> <p>We are lucky to have high quality outdoor space both on and off school grounds. We have large grassy open areas around the school and are in walking distance to the beach and woods. Most staff regularly take learning outside. The EYC access the wider local environment on a weekly basis through their Wandering Wednesday initiative. This year, the focus has again been on working in partnership with the local church to visit some of our more vulnerable members of the community.</p> <p>The majority of staff are trained in Making Thinking Visible which promotes pupils cooperation, thinking and reasoning skills. We have HWB whole school programmes that are implemented from P1-P7.</p>

	<p>Evaluative use of Assessment Staff create mid-term plans which are focussed around holistic assessments. This ensures they have a clear direction for all learners and can develop learning experiences which will help children achieve their targets. Children are assessed through end of unit assessments, authority assessments, GL, ongoing CFE levels updated by CTs on SEEMIS and termly tracking meetings. We use Assessment is for Learning strategies and this ensures all children receive ongoing feedback about their achievements and next steps. Pupils are also encouraged to self- assess and peer assess their work and through using Success Criteria set for their tasks they can evaluate how well they have achieved their targets.</p> <p>Due to the Covid restrictions this session we have been unable to meet across the authority in stages to look at assessments at the end of each level in Literacy and Numeracy. To help us to achieve consistency in our professional judgements we have continued to moderate at school level. We have 2 staff who are taking a lead role at National and Authority level in assessment and moderation which enables us to work with the most up to date information and guidance.</p> <p>Planning, Tracking and Monitoring The school has developed Curriculum Frameworks for each stage which ensure consistency and progression in learning. These frameworks take the Experiences and Outcomes of CFE and break them down into relevant skills for each stage closely linked to assessment. These are also aligned to the benchmarks. This allows any staff working in our classes to fully understand the curriculum they should be delivering and keeping the focus around assessment. As staff have worked to develop these as a team this enables them to fully understand pupil progress from Early Level to Second Level. This means they can plan for pupils building on prior learning and also by preparing them for what is coming next.</p> <p>Planning is carried out 6 times a year with a yearly plan created in June for the start of the new session as an overview and then from this, more detailed mid-term planners are written twice each term. Children are consulted on their learning experiences from this early stage and can choose their contexts for learning linking to the Experiences and Outcomes they have to cover. They are also involved in learning conversations with their class teacher about their progress and this allows them to set personal goals and take responsibility for their learning.</p> <p>When looking at Learning and Teaching we would evaluate our progress as Good. We have started to make better progress this year with our curriculum development, but realise the impact of the pandemic means we still have a long way to go.</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Wellbeing We are a Rights Respecting School having achieved Gold Level. This has created a culture of respect, tolerance and provided meaningful ways for developing children's skills for learning, life and work. Each class has a Rights Respecting class charter and there are charters for our lunch hall and playground. This is all included in the whole school positive behaviour policy. This policy will be reviewed and further developed in Session 22-23 following work undertaken by our positive discipline working group.</p> <p>All pupils in school complete a wellbeing web at least twice throughout the year with children who are supported through staged intervention completing this 3 times a year. This is used to facilitate conversations about feelings both in and out of school. Concerns are discussed with the SLT and when necessary, interventions put in place.</p> <p>We have worked closely with partners in Health and Social Care this session after identifying a large number of pupils with stress, anxiety and other</p>

mental health concerns. We organised the implementation of 3 sessions for our P7 pupils with SAMH which focussed on the knowledge and understanding of mental health and wellbeing in order to reduce mental health stigma, enable mental health conversations and to help young people seek support more easily. These sessions were highly successful and parents reported that children were using some of the 'calming strategies' at home too and teaching parents how to use these as well.

The P7 residential visit took place in October with almost all P7 pupils attending Inverclyde Sports Centre for 3 nights and 4 days. Pupils participated in a variety of sports that were new to them such as kayaking, archery and sailing.

Fulfilment of Statutory duties

All staff in school are appointed using council policy and have the appropriate qualifications to meet the roles they hold. At the start of each year all staff who contribute to the life of the school undertake Child Protection training and are aware of how to report any concerns. Covid risk assessments were also shared with all staff. New staff and students joining the school would also receive this training throughout the year.

This year we have continued to deliver 2 hrs quality PE for all pupils by timetabling outdoor PE sessions throughout the week. We have worked closely with Active schools to implement additional orienteering and outdoor learning sessions for pupils. We have also been able to re-introduce after-school sports clubs in Term 4.

Inclusion and Equality

Inclusion and equality are at the heart of our values and we strive to uphold these in the daily life of the school. Our school is easily accessible to everyone and we ensure we know our families and pupils well and adapt any communication or activities to ensure there is no discrimination.

Following the disruption over the past two years, we decided to create a more intensive enhanced transition programme to allow more pupils to participate in transition activities. Identified pupils met with their new teachers on more than one occasion prior to our bump up day in order for relationships to be established and anxieties and worries to be alleviated. The result of this was a smoother and seamless transition for a large number of pupils.

This session we have had 6 Pupil Support Assistants. They are fully timetabled to be with children in and out of class. They have been trained in targeted interventions such as TalkBoost and the Management of Actual or Potential Aggression (MAPA).

Support plans are written in collaboration with pupils, parents and all staff who work with the individual child. These plans are reviewed and evaluated 3 periods each year. These are working documents that class teachers refer to on a daily basis and will be continuously updating and evaluating.

We forge many positive relationships with outside agencies to ensure we can use all resources available to support children. Staff also attend Team Around the Child meetings allowing them to keep updated with interventions in place and how they can best support children in class with this holistic knowledge.

We would evaluate our achievement in this area as very good as parent evaluations show they are extremely happy with our model of support. Our DHT, in collaboration with our exceptionally experienced and knowledgeable cluster pupil support teacher will continue to drive improvement to ensure all our children are identified in a timely manner and supports from our minimal allocation are utilised for greatest impact. Staff will continue to develop their understanding of creating SMART targets.

3.2 Raising attainment and achievement

Attainment in Literacy and Numeracy.

Milestones in Early Years Class for Pre School pupils (all 10)	20-21	21-22
Communication & Language	50%	53%
Maths & Numeracy	43%	84%
Health and Wellbeing	70%	75%

In 20-21, due to the period of EYC closure, percentages of pupils achieving their milestones fell below expected levels. This year, the number of pupils achieving all milestones has risen, especially in maths and numeracy. We are still concerned with communication and language with more pupils being referred for speech and language than in previous years.

CFE Levels- % of pupils who have achieved expected levels.

Reading	2020-21	2021-2022
P1	55%	87%
P4	75%	81%
P7	58%	86%

Reading – Overall, **most** pupils in P1 achieved Curriculum for Excellence levels in reading which were in line with or higher than levels expected for their age. This has risen by 32% since last year.

Overall **most** pupils in P4 achieved Curriculum for Excellence levels in reading which were in line with or higher than levels expected for their age. Again this is an increase from last year.

Overall **most** pupils in P7 achieved Curriculum for Excellence levels in reading which were in line with or higher than levels expected for their age. This was again an increase of 28% from last year.

Writing	2020-21	2021-22
P1	95%	87%
P4	70%	71%
P7	25%	73%

Writing – Overall, most P1 pupils achieved Curriculum for Excellence levels in writing which were in line with or higher than levels expected for their age.

Overall **most** pupils in P4 achieved Curriculum for Excellence levels in writing which were in line with or higher than levels expected for their age.

Most pupils in P7 achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age. This was a huge increase from last session of almost 50%.

Numeracy	2020-21	2021-22
P1	91%	96%
P4	68%	73%
P7	48%	80%

Numeracy - Overall **almost all** P1 pupils achieved Curriculum for Excellence levels in Numeracy which were in line with or higher than levels expected for their age.

Overall **most** P4 pupils achieved Curriculum for Excellence levels in Numeracy which were in line with or higher than levels expected for their age.

	<p>Overall most P7 pupils achieved Curriculum for Excellence levels in Numeracy were in line with or higher than levels expected for their age which was almost 40% more than last session.</p> <p>Attainment over Time We regularly monitor and track pupil progress. At the start of every session as class structures are created staff are provided with overviews showing pupil CFE , SIMD, FME, Staged Intervention and Attendance data as well as any HWB issues. This is discussed fully at transition tracking meetings in June and class teachers meet with previous teachers and SLT to share information. This also means strategies which have been evidenced to best support pupils continue and discussion about possible future interventions agreed. This allows staff to plan fully for their new class. We ensure in these meetings we have an individual conversation around our Looked after children and children from deciles 1-3 or who are receiving free school meals.</p> <p>These meetings are then held across the academic year to monitor attainment and identify children who require support or challenge. These then feed in to Staged Intervention targets and strategies and parents and pupils will be invited to contribute to this process.</p> <p>Overall quality of learners' achievements Achievements are celebrated by P7 pupils via online weekly assemblies. Pupils are encouraged to share a wide variety of out of school achievements e.g. sports, music, personal achievements etc. Achievements are also posted on Twitter and the school website to be shared with our wider community. Class teachers also share achievements via Seesaw and parents can communicate achievements from home in the same manner. The EYC also use Seesaw to support parents and children to share their wider achievements from home.</p> <p>Equity for all learners The first aspect of this is identifying children and families who require our support to ensure equity. Again, we use all the data we have available and link with Health Visitors, Early Years centres and other professionals. From this we plan targeted or universal support strategies. Universal supports such as our highly successful Dyslexia Friendly Gold award have been used as a model of good practice. We have PEEP sessions throughout the year in our Early Years centre (virtual and in person).</p> <p>We feel we are very good in this indicator.</p>
--	--

What are the key priorities for improvement in 2022/2023

As you can see from this report we have analysed and reviewed all our data and feedback to identify our focus for improvement. We have ensured this is manageable but ambitious and we will take opportunities to fully research best practice and work collegiately to make appropriate changes.

These priorities are summarised below and will be shared on the school website and with discussed with the Parent Council prior to submission to the local authority. They will also be discussed at assemblies, be the focus of staff working parties and pupil committees and be a regular item on agenda for the Parent Council meetings. We hope that all stakeholders will take an active role in their implementation. The key priorities will remain a focus for collegiate meetings bi-annually as a focus for self-evaluation.

- ✓ **Covid Recovery**
- ✓ **Raising Attainment in Literacy**
- ✓ **Raising Attainment in Numeracy**
- ✓ **Health and Wellbeing**

Main actions for each of these priorities are summarised in 'Next Steps' in our Key Priorities from page 15.

What is the capacity for improvement?

With our existing staff and newly appointed staff who are taking up permanent posts we have a dedicated team who have a commitment to drive our school forward. With the Depute Head Teacher on Maternity Leave, the school also now has a leadership team who, excluding the Head Teacher, are all in acting positions. This includes an acting DHT and 3 acting Principal Teachers. The Leadership team and Leadership skills of all staff will enable us to fully develop our identified priorities.

The school has a clearly defined Curriculum Framework for all stages and across all 8 subject areas ensuring our children will receive appropriate learning experiences and the opportunity to take a lead role in engaging with them.

Our Improvement Plan has been created using rigorous evaluation of our data ensuring we can raise attainment with appropriate strategies and progress will be measured using clear targets to provide evidence of positive impact.

Our ever-increasing school roll and reduced capacity is impacting on the additional space which is very much needed. However, when the new Early Years Centre is built, we will gain back some much needed space to create additional classrooms. We will continue to use any flexibility with staffing to provide nurture sessions and boost group support. Our Pupil Support Teacher will remain non-class committed in order to carry out individual assessments and support teachers with targeted interventions.