

Standards and Quality Report Struthers Primary School / Early Years Centre 2020/21



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 2020-2021. 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 2022. Our school roll for next session is predicted to be 335 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. With Covid restrictions in place and to minimise the number of pupils in the playground we have staggered breaks and lunches. 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 325 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 this year we have been unable to make use of these common spaces, including our courtyard, dinner hall and gym hall. 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, however, this year we have had to communicate in a very different way. We have delivered parent workshops and parent meetings via online platforms to ensure we maintain our strong partnerships.

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
Mrs Lucy Lockie	Principal Teacher
Miss Lauren Meikle	Early Years Class Teacher
Mrs Pauline Galloway	Early Years Depute Manager
Miss Daena Gass	Senior Early Years Practitioner
Miss Carly Rodger, Ms Alison MacKenzie, Miss Lea-Anne Campbell, Miss Angela Rossi, Miss Courtney Patterson, Miss Nadine Little, Mrs Tracy Campbell	Early Years Practitioners
Mrs Angela McGuigan	P1M
Miss Catriona Leck	P1L
Miss Kerrie Wyllie	P1/2
Miss Ashley Pryde	P2
Miss Rachel Alexander	P3A
Mrs Kimberley Bloomer	P3B
Mrs Sarah Hayes	P4
Mrs Melissa Devlin/Miss Rebecca Brown (mat cover)	P4/5
Mrs Kathryn Brearley	P5
Mr Alastair Cole	P6
Mr Elliot Kerr	P6/7
Mr Darren Haniford/Mrs Ashley Love	P7
Mr Rory Tait	Active Schools Coordinator
Mrs Tracy Nelson	Youth Music Initiative Instructor

Mrs Jeannie Hendrie, Mrs Elspeth McLeod	Strings Music Instructors
Mrs Val Edgar	Nurture Teacher
Mrs Lauren McFadyen	NCCT Teacher
Mrs Joanna Blackwood	Pupil Support Teacher 1 day
Mrs Elaine Smith and Mrs Carrie Maley	Clerical
Mrs Marion Boyd, Mrs Carol-Ann Power, Miss Helen McLaughlin, Mrs Susan Brown, Mrs Fiona Baird, Miss Paige Cameron,	Pupil Support Assistants
Ms Theresa Hutchison, Mrs Annette Newman, Mrs Annmarie Thom	P1 Early Years Practitioners
Mr Arren Dunn	Janitor
Mr Ryan McNair	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:	Links to HGIOS 4 / HGIOELC
School leadership Assessment of childrens progress Parental Engagement	1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3
Progress and Impact	
<p>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.</p> <p>At the beginning of the year, we made the decision to move our GL literacy and numeracy assessments and complete 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.</p> <p>A 20 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 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.</p> <p>Due to Level 4 restrictions, pupils were unable to attend two learning centres at one time. Increased communication and shared planning with a nurture provision allowed us to maintain consistent approaches to learning, teaching and wellbeing. Boxhall profiles helped identify targeted approaches for pupils and ensured a smooth transition on return when entering Level 3 restrictions.</p> <p>In addition to a school specific recovery programme, a Covid Recovery document for parents was created and shared with all families. They then had a very clear understanding of the school's approach, to not only the recovery phase, but</p>	

also remote and blended learning should this occur. As a result of a second lockdown in January 2021, the school implemented remote learning for all pupils. Parents reported that the transition to remote learning was very successful and praised the school for clear and coherent plans which had been shared at the start of the year. Following on from evaluations in June 2020, parents reported that they did not find Microsoft Teams accessible and preferred the use of Seesaw. As a result, the school implemented Seesaw as a learning platform from EYC – P7. This is a consistent approach for families with pupils in different year groups. Parents were able to easily communicate with class teachers during the period of lockdown and have continued to do so following the return of all pupils.

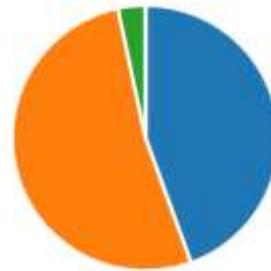
A school survey during lockdown showed parents were extremely happy with the new approach and pupil learning was greatly improved from last session.

Relevant Survey results:

3. I am confident using Seesaw as an online learning platform.

[More Details](#)

 Strongly agree	40
 Agree	47
 Disagree	3
 Strongly disagree	0



7. The work set is appropriate for my child.

[More Details](#)

 Strongly agree	43
 Agree	46
 Disagree	1
 Strongly disagree	0



9. The teacher morning welcome video is helpful

[More Details](#)

 Strongly agree	61
 Agree	29
 Disagree	0
 Strongly disagree	0



10. Teaching videos are clear and informative.

[More Details](#)

● Strongly agree	58
● Agree	32
● Disagree	0
● Strongly disagree	0



On return in August 2020 we implemented 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. Pupils reported feeling safe with space to relax and play with friends.

Wellbeing Wednesdays were introduced in August as part of our recovery programme. Each Wednesday, staff plan and deliver focussed mental, physical and emotional wellbeing lessons for pupils across the school. We have worked in partnership with Active Schools, St Meddans church and our own fundraising committee to support this and parents, pupils and staff have reported a Wednesday is 'The best day of the week!' (P4 pupil)

All classes utilise the outdoor environment on a daily basis. We have an acting Principal Teacher who has taken a focus on creating an outdoor learning programme linked to Covid Recovery, with a clear focus on literacy and numeracy.

Although we had planned to use the ICE pack to deliver parental engagement sessions, we were unable to do this in person as we could not have parents entering the school. We therefore, organised virtual sessions on the use of Seesaw, and delivered literacy and numeracy workshops for Early, first and second level. These were attended by 26% of our parent body and evaluations were positive.

Next Steps

- Continue whole school approach to nurture – nurture principles to be revisited on Bump-Up day
- Introduce loose parts play in the playground
- Continue to plan for regular outdoor learning opportunities
- Provide opportunities to maximise space for pupils to play at break and lunchtime (continue staggered approach)
- 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 approach/principles embedded
- New progressive HWB school planner implemented
- Wellbeing Wednesdays focus purely on all aspects of wellbeing for pupils and staff
- Wellbeing week planned and implemented
- Parent Council and Fundraising Committee working in partnership with the school to enhance and enrich pupil experiences
- Parental Engagement calendar evaluated and further developed to include PVG checked bank of parents for in-school working as and when appropriate
- Virtual/Online parent workshops and support packs used to support parental engagement
- 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

Pupils are learning outdoors on a daily basis with planned numeracy and mathematics outcomes being met. Mid-term planning shows teachers have considered the benefits of outdoor learning and evaluations show pupils are reacting positively to this experience.

All classes received a budget for our annual 'Finance Fortnight' and participated in age and stage appropriate numeracy and mathematics lessons including savings, budgeting, profit and loss etc. Although we had planned for visitors to share their career experience in person, we were unable to facilitate this due to Covid restrictions. However, we were able to organise parents and local business owners to speak to pupils via an online platform. Due to the online delivery, we were actually able to accommodate more classes and target greater numbers of pupils than expected. This actually had a greater impact than anticipated and we wish to continue this model of delivery in the future.

At the beginning of the session we had to make up individual learning packs for our pupils as they were unable to share resources in the classroom. This restricted our use of learning resources for some of the maths mastery approaches. Class teachers continued 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. We had planned to purchase new resources this session, however were unable to have the Collins Rep out to school to share the new Leckie and Leckie textbooks. We plan on purchasing and implementing the textbooks and related 'Marvellous maths' resources next session.

During the lockdown period, teaching staff created numeracy learning videos to share with parents. These videos supported the new learning taking place and gave parents a greater understanding of Big Maths and the Maths Mastery approach. Parents were complimentary of the learning videos and fed back information such as: "It's great to see the way the maths is taught in school now – I didn't do it like that when I was at school!" On more than one occasion via the parent surveys, parents commented that the learning videos were easily accessible and that these supported home learning activities. These videos will now be available for future use if parents require access with supporting any form of home learning.

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. During lockdown, 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.

Next Steps

- Provide CLPL opportunities for all staff through the embedding Maths Mastery programme
- Purchase new whole school Numeracy and Mathematics scheme and plan for embedding scheme in all classes for session 2021/22 including opportunities for staff CLPL
- Monthly Mental Maths Focus planned with an emphasis on celebrating achievements within each focus
- Provide an accompanying guide for 'Marvelous Maths' boxes and limit sharing of manipulatives across class bubbles
- GL assessments and Cluster Numeracy and Maths moderations carried out twice in the session to identify gaps in learning after periods of remote 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:

Links to HGIOS 4 / HGIOELC

Assessment of Children's Progress Performance Information

1.1, 2.2, 2.3, 2.4, 3.2

Progress and Impact

A new school policy was developed for the teaching of phonics and reading at Struthers Primary School. As a result, Literacy was taught every day and where possible it is 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 'Writing Display' was created in the main corridor to celebrate achievement and show progression of skills across the stages. Whilst we had planned to regularly update this display, this became difficult to do during periods of school closure. Pupils have also not been moving through the school and not therefore have not seen the large writing display. We therefore chose to have a more focussed display for pupils in their own classrooms. This however, did not have the same intended impact as they could not see the progression of the skills across the school.

This year, we had a small cohort of teachers who took on the Readingwise vocab pilot from P2 and P3. Along with Readingwise and Readingwise ZIP interventions, this was embedded in classroom practice on a daily basis. As this was an intervention accessible at home, we were able to continue with this literacy intervention during the period of lockdown. This enabled pupils to progress with limited disruption to their learning. Since returning to school, there has been a seamless transition with the continuation of support using these interventions. In addition to ReadingWise, we purchased Rapid Reading online to support our pupils with additional support needs during lockdown and we will continue to use in class.

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.' Also, during lockdown it has allowed parents to gain a deeper understanding the level of support their pupil receives on a daily basis in school. The feedback from our parent survey showed that parents valued the extra interventions and support that were given during the period of school closure.

From the tracking of learner engagement during the first period of lockdown in session 19-20 and following baseline assessments, groups and individual learners were identified to receive focussed teacher support using a boost group model. Pupils attended in small groups on a weekly basis for specific literacy support. The gaps that had been identified were addressed during this time. For a few weeks, we were able to make use of additional Covid recovery teachers in school to facilitate this. However, due staff absence, we were unable to continue with these groups as the covid recovery teachers were required to be with a whole class. During the second lockdown at the beginning of 2021, we closely tracked and monitored learner engagement and again, identified pupils requiring support on return to school with the aim of closing the gap in literacy. The impact of this will be measured on completion of formative assessments at the end of the session.

A strategic online planner was developed to assist teaching staff with a more streamlined approach to planning. This has reduced the number of hours teachers spend on mid-term planning and has developed a consistent approach to planning across the school. This in turn, has allowed us to effectively track experiences and outcomes at each level. The reduced planning time has allowed teachers to spend more focussed time on Covid recovery. This year, more than ever, it has been essential for teachers to use summative assessments and their own professional judgement to evaluate and plan next steps in learning.

Next Steps

- All staff are trained and upskilled in Active Literacy
- Consistent approach to the teaching of writing across the school
- Weekly Big Writing lessons delivered by a core member of staff supported by class teachers delivering writing across the curriculum
- Provide termly opportunities for writing moderation in school
- Audit current infant reading scheme
- Source and purchase appropriate reading scheme for P1-P3
- New books more accessible for Infant class teachers

- Assign all pupils with literacy ASN a reading buddy to read with once a week (Covid Level dependent)
- Increased use of digital devices for reading
- Introduce new class novels across in every classroom to support literacy circles and IDL topics
- Second level pupils support early level reading via audio recordings or class visits when permitted

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 21-22 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 to restrictions following lockdown. We aim to restart these in August 21.</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. Due to the impact of Covid have been unable to make significant progress in this area. However, we have sustained progress made in previous years.</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 evidence on Seesaw during Lockdown. We have also monitored</p>

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.

We have achieved our Level 2 Rights Respecting School Award and applied for reaccreditation this session. This has been put on hold due to the restrictions and we plan to reapply next 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 the restrictions.

All P7 pupils take responsibility for leading weekly assemblies via an online platform. They celebrate achievements and seek pupil views which are shared with the Senior leadership Team. Pupil views are also sought via school questionnaires.

Quality of Teaching

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. Due to current restrictions and the ICT suite being out of use, 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. During lockdown, all learning was on Seesaw and these devices were essential to pupils attending our learning hub and accessing daily teaching videos and essential resources.

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. 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 been on working in partnership with the local church to visit some of our more vulnerable members of the community.

The majority of staff are trained in Making Thinking Visible and these both promote pupils cooperation, thinking and reasoning skills. We have HWB whole school programmes and use the ICE Pack to support our Wellbeing Wednesdays.

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.

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>Planning, Tracking and Monitoring</p> <p>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. With an extended period of school closure, we have been unable to make the progress we would have anticipated with our curriculum development, therefore impacting on pupil progress.</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Wellbeing</p> <p>We are a Rights Respecting School having achieved our Level 2. 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 21-22 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>This session, we introduced 'Wellbeing Wednesdays' to focus on pupil and staff mental, physical and emotional health. These have been highly successful with pupils showing improved scores on wellbeing webs and commenting on how much they enjoy this day in their week. In addition, we planned a 'Wellbeing Week' which incorporated all aspects of wellbeing and included specialist visitors. (as permitted with ongoing restrictions) This also incorporated a revised sports Day so pupils were not missing out on annual events due to Covid.</p> <p>During the period of school closure, our teaching staff focussed on family wellbeing too and provided HIIT sessions for physical fitness and cooking videos, encouraging family participation.</p> <p>The P7 residential visit was unfortunately cancelled this session, however, in order to provide alternative experiences, staff worked alongside Active Schools to coordinate paddle boarding at Barassie Beach. They also experienced days out at Fullarton woods and in the school grounds.</p> <p>As a result of the pandemic and concerns around pupil wellbeing, a new Health and Wellbeing progressive planner has been developed which will be implemented in session 21-22.</p>

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.

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 the year, 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 who had an unsettled year due to the impact of the pandemic.

This session we have had 4 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	30 Pupils
Literacy	50%
Numeracy	43%
Health and Wellbeing	70%

Due to the period of EYC closure, percentages of pupils achieving their milestones fell below expected levels.

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

Reading	2020-21
P1	55%
P4	75%
P7	58%

Reading – Overall, **over half of** pupils in P1 achieved Curriculum for Excellence levels in reading which were in line with or higher than levels expected for their age.

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.

Overall **over half of** pupils in P7 achieved Curriculum for Excellence levels in reading which were in line with or higher than levels expected for their age.

Writing	2020-21
P1	95%
P4	70%
P7	25%

Writing – Overall **almost all** 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.

A **few** pupils in P7 achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age.

Numeracy	2020-21
P1	91%
P4	68%
P7	48%

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.

Overall **some** P7 pupils achieved Curriculum for Excellence levels in Numeracy were in line with or higher than levels expected for their age.

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.

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

	<p>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>This session, during lockdown, we ensured equity for all learners by providing paper learning packs, online videos, devices to those without access and individual Zoom calls for vulnerable pupils. We feel we are very good in this indicator.</p>
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What are the key priorities for improvement in 2021/2022

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**

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. The school also now has a stable management team including the addition of 1 permanent Principal Teacher and an acting Principal Teacher resourced from our Pupil Equity funding. 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.

