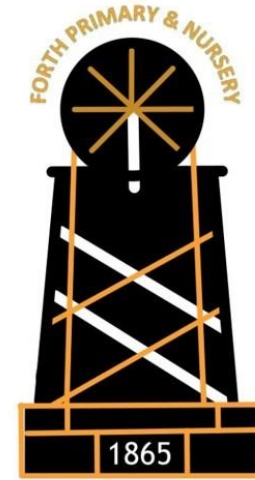




# **South Lanarkshire Council**

## **Recovery Standards and Quality Report Session 2021/2022**



# **Forth Primary School & ELC**

## Standards and Quality Report Session 21/22

Forth Primary School is a school in a rural community of South Lanarkshire Council. The current roll is 154 children over 7 classes and up to 49 nursery aged children who attend whole days following the full roll out of 1140 hours. Up to 5 children, aged 2-3, also attend each day.

The local area is a mixture of social and privately owned housing. Access to Forth is limited however; public transport provides links with Lanark and Livingston. The school is in a prime location within the village as it is adjoined to the public library, in close proximity to the Willie Waddell Sports Centre where our after school sports clubs are held and within walking distance to the local church. The new school building opened in 2014 and provides an excellent, modern learning environment for our children. Our Forth Family are very proud of our school.

Our shared vision is -

**“To achieve together and develop our skills and talents ensuring we reach our goals and realise our potential in an environment where we are valued, included and respected and which fosters a love of learning for life.”**

*Our shared values are –*



*Our school motto is -*

**IMAGINE BELIEVE ACHIEVE**

The senior leadership team has gone through some change this session. A new Head Teacher and Principal Teacher have been appointed since August 2021. The teaching staff consists of 5 full time teachers and 4 part time class teachers. The nursery team is led by an experienced 0.8 Nursery Teacher and Team Leader. There is a mixture of 13 full time and part time Early Years Practitioners. The experienced non-teaching staff consists of several members, who work across the office and pupil support team, led by a highly experienced Team Leader. The school has strong links with external agencies to help us fully support our learners. This year the school has welcomed a teaching student, working with the Primary 4 class.

The school team are incredibly proud of their partnerships built with the Carluke Learning Community, Health Visitor, Educational Psychologist, Additional Support Team, Speech & Language Therapist and Early Years Team. The return or on site visits this session has allowed us to provide effective partnership working across the ELC and the school to ensure we are supporting pupils and their families as appropriate.

A highly supportive and proactive Parent Council continues to play an important role in the wider life of the school. They are kept fully informed of improvement plan priorities, progress and support the school through many different ways. Working together, we make a difference for our children and the Forth Family Community.

Of our 154 school pupils, 43% of our roll live in a home within a SIMD band 2 and/or are in receipt of Free School Meals. These children are present in all stages and classes. Our average attendance across P1-7 this session was 88.75%, a decrease from Session 2020-2021.

### Key Successes/Challenges and Achievements Session 2021/22

- Return of face-to-face achievement assemblies
- Achievements recognised and posted home weekly
- Success shared through app and website

- Mindfulness / Mental Health focus
- Partnerships sustained
- Support networks developed
- Connections with families
- Regular consultation
- Star Values Awards led by House Captains
- Return to events with parents
- Local support agencies on site to support families e.g. Social Security Scotland, Healthy Valleys

**Opportunities for personal achievement**

**Interdisciplinary learning**

**The Curriculum**  
'the totality of all that is planned for children and young people throughout their education'

**Ethos and life of the school as a community**

**Curriculum areas and subjects**

- Anti-bullying whole school context
- Fairtrade focus
- STEM context across all levels
- Expressive Arts virtual Christmas productions involving all levels
- ECO committee and action plan further developed
- Partnership working to develop skills for life, learning and work in the outdoor context using our poly tunnels alongside YFCL Worker

- Digital learning advanced
- Developing Young Workforce context
- Book Week developing reading culture
- Frobelian approaches in early years
- Religious observance inputs
- Play developed across P1-3
- Attendance at local sporting events
- Return of Music Specialist in school



## School Priority 1: Continuity of Learning

National Improvement Framework Priority:

Improvement in attainment, particularly in literacy and numeracy.

National Improvement Framework Driver:

Curriculum and assessment

Performance information

HGIOS?4 Quality Indicators:

2.2 Curriculum

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement



<b>Strategy</b> <b>What did we set out to do?</b>	<b>Progress and Impact</b> <b>What difference did we see? What did we achieve?</b>	<b>Next Step(s) to inform SIP for 2022/2023:</b>
<p><b><u>Curriculum Rationale</u></b></p> <p>A clear understanding of our values, ethos, opportunities and achievement will be shared with all members of our school community.</p> <p>Class teachers to ensure balance across curriculum of subjects, particularly -</p> <ul style="list-style-type: none"> <li>• Play based learning</li> <li>• Outdoor learning</li> <li>• Religious studies</li> <li>• Technology</li> <li>• IDL</li> <li>• Skills for life, learning &amp; work</li> </ul> <p>Progress, success and achievements will continue to be celebrated and tracked through the 4 contexts of learning.</p>	<p>The school app continues to be used to share the achievements, successes and opportunities available to the school community. Almost all families regularly use the school app for information.</p> <p>As restrictions in relation to COVID-19 were eased, all staff returned to a full curriculum. Almost all learners benefit from a full range of experiences.</p> <p>SLC Play Audit was undertaken with actions planned to incorporate play based learning in the early stages (P1-3). All staff involved report greater learner engagement. Purposeful play areas have been created in the open area and within the P1 and P2 classrooms.</p> <p>All pupils within the target group continue to benefit from working alongside our YFCL in our polytunnels. New skills for life, learning and work are being developed in a nurturing environment.</p>	<p>Primary 1 and Primary 2 Class Teachers to undertake Play Pedagogy Training with Deirdre Grogan with the view to further embedding play in Forth Primary. Planning, observations, tracking and assessment practice to be developed in line with guidance from Play Pedagogy Training.</p> <p>With reference to practice identified by Education Scotland, review our current provision for Outdoor Learning in Forth Primary School and ELC. Continue to extend outdoor learning across the</p>

<p>Digital learning skills to be embedded through learning consistently across all stages.</p> <p>Learners input into planning contexts building ownership and responsibility for their learning while developing opinions and preferences.</p> <p>Boxall profiling to be carried out Nurture sessions to be set up twice a week and reviewed regularly. Children will be identified by Equity Lead alongside SLT and parents and carers.</p> <p>Trips to local areas and businesses will be re-established as soon as permitted.</p>	<p>Access to digital learning has been re-established following the reopening of the ICT suite. All classes now have access to a range of ICT equipment for learning and to enhance learning. STEM areas within classrooms ensure pupils have access to digital technologies frequently.</p> <p>All classes as well as the ELC use floorbooks for planning, evidence and evaluation of pupil learning. All children are encouraged to input their ideas and interests to ensure personalisation and choice.</p> <p>Target pupils had Boxall profiling carried out early in the session. Due to the redeployment of our Nurture teacher the input for this group was limited.</p> <p>Both the ELC and school have re-established links with the local community in line with curricular planning and PLODs. Visits to local businesses, services and opportunities for leisure experiences have been undertaken. PEEP sessions and stay and play session have been re-established in the ELC. Feedback from all parents in attendance has been positive, 'Loved all the number sessions again. Brilliant interaction and my child loved all the number hunting.' 'My child has started asking to read and have books read to them again which I feel is a result of the this PEEP session.' 'Brilliant insight into Primary 1 and what my daughter will be learning. Love interacting with the other mums and children – we will continue our reading time at home.'</p>	<p>school and ELC working in partnership with YFCL.</p> <p>Continue to promote and extend digital capacity across all stages. School refresh to be completed in October 2022.</p> <p>Continue with floorbooks across the ELC and specific stages across the school.</p> <p>Target group identified for Nurture for session 2022/2023. This group will work with our YFCL worker and a school support assistant.</p> <p>Continue to build on these experiences for all pupils.</p>
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<p><b>Attendance and lateness</b> Analysis of data and targeted interventions supporting families.</p> <p><b>Participation &amp; Engagement</b> Robust and regular tracking to be completed.</p> <p><b>Feedback</b> Yellow box approach to be re-introduced in literacy and numeracy. 'Green for Go' and 'Think Pink' to be used consistently.</p> <p>Quality assurance programme will set specific opportunities for reflection, self-evaluation and professional dialogue with SLT. Robust tracking and profiling of individual pupil's progress. Regular attainment meetings between SLT and class teachers will provide quality professional dialogue and analysis of data and impact. Gap analysis will be identified through evaluation of data alongside professional judgements. Teachers will track assessment carefully within class assessment file. SLT will quality assure this as part of the quality assurance calendar.</p>	<p>Attendance and punctuality data is monitored monthly for all pupils and daily for those pupils identified within the target group. Attendance support has been provided as required by school in the form of attendance support plans and with the Senior Manager of Pupil Support for Clydesdale. Individual family needs have been supported which has resulted in an improvement in attendance for those pupils identified.</p> <p>The initial target group of five pupils engaged in sessions with our YFCL Worker for two terms. The YFCL Worker used the Leuven Scale for Involvement to track the participation and engagement of children within the group, almost all of the children in the group showed an increase in their levels of engagement from a level two or three to level four or five on the Leuven Scale of Involvement.</p> <p>Feedback is provided for all pupils as appropriate to their age and stage. Yellow boxes are not always appropriate in early stages due to reading ability – this tends to be oral feedback. Think Pink and Go for Green used consistently across all stages with immediate impact for learners. Self and peer assessment used consistently.</p> <p>A quality assurance calendar is in place for the ELC and Nursery. This allows all staff the opportunity to engage in professional dialogue around attainment, support for learning, pedagogy and self-evaluation. Tracking and monitoring is in place for all pupils across the school and ELC allowing early identification of need and interventions as appropriate.</p>	<p>School will be working in partnership with the central equity team in the next academic year to participate in a project to improve our practice to improve attendance.</p> <p>Continue to identify target groups to work with YFCL throughout the academic year.</p> <p>Continue to ensure consistency of approach across our learning, teaching and assessment pedagogy.</p> <p>Continue with quality assurance monitoring for ELC and School.</p>
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<p>New reading nooks will be created, meaning there will be new and comfortable areas for first and second level pupils to go to read for pleasure.</p> <p>Non-fiction books will be sourced following pupil consultation. CT will plan quality learning experiences utilising the new resources.</p> <p>Pupils will have leadership roles linking to reading.</p> <p>There will be a high profile of reading through school app and website.</p>	<p>Reading nooks have been created across the school for all stages to access. Almost all pupils report a more positive attitude towards reading for pleasure. Reading buddies have been established for pupils based on COVID collaboration groups allow support and challenge for those involved as well as leadership opportunities for our senior pupils.</p> <p>A non-fiction library has been set up based on pupil choice.</p> <p>Two pupils from each class make up our Reading Ambassadors. These pupils regularly update the school during assembly time on our reading focus and challenges for the month ahead.</p>	<p>Continue to work towards our Reading School Award, working in partnership with the new librarian.</p> <p>Focus on improving attainment in reading within the SIP for 2022-2023.</p>
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<div>  <div> <h2>Improvement Priority 2 - Promoting Health and Wellbeing</h2> <p><u>National Improvement Framework Priority:</u> Improvement in children and young people's health and wellbeing</p> <p><u>National Improvement Framework Driver:</u> Teacher and practitioner professionalism</p> <p>Assessment of children's progress <u>HGIOS?4 Quality Indicators</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p> </div>  </div>		
<b>Strategy</b> <b>What did we set out to do?</b>	<b>Progress and Impact</b> <b>What difference did we see? What did we achieve?</b>	<b>Next Step(s) to inform SIP for 2022/2023:</b>
<p>Increased opportunities for children to maximise the environment within and out with school grounds. Two new poly tunnels to be installed in July and new programme of learning to be devised alongside Eco Schools Award action plan led by the Eco Committee (N-P7)</p> <p>Outdoor learning experiences will connect our children with the outdoor world and opportunities for personal and</p>	<p>Increased opportunities for outdoor learning in place for all pupils, particularly those in the target group working in partnership with YFCL Worker. Increased participation and engagement has been observed for all pupils within the target group.</p> <p>Groups of children from the P6 and P7 classes are growing in confidence within the poly tunnels are now lead small groups of</p>	<p>Continue to develop high quality outdoor learning with formalised planning and recording.</p>

<p>learning skills in areas significant to literacy, numeracy and health &amp; wellbeing.</p> <p>Use the Glasgow Wellbeing Scale alongside Lueven Scale, Boxall Profiles as well as teacher professional judgements and observations.</p> <p>Ensure Relationship &amp; Sexual Health Programme has been completed with no gaps. Utilising new Healthy Schools website.</p>	<p>younger children during lunch time 'watering and pottering' sessions</p> <p>Pupils from P3-7 completed Glasgow Wellbeing Scales. Data used to target support within individual classes. Greater interrogation of this data is required moving forward to support learner needs.</p> <p>SHRP completed at all stages with gaps missed due to COVID now been filled.</p>	<p>Increase YFCL input from 0.2 to 0.4 with target group identified and baseline Boxall profiling in place for August 2022.</p> <p>Resume programme for session 22/23.</p>
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## Improvement Priority 3 - Planning for Equity

National Improvement Framework Priority:

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

National Improvement Framework Driver:

Performance information

School leadership

HGIOS?4 Quality Indicators

1.5 Management of resources to promote equity

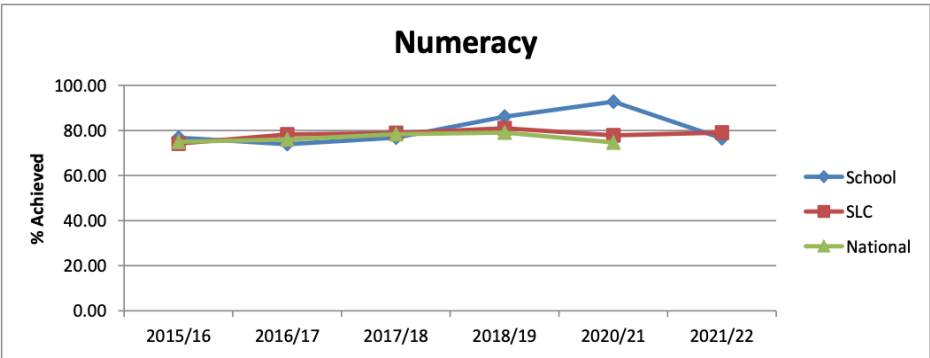
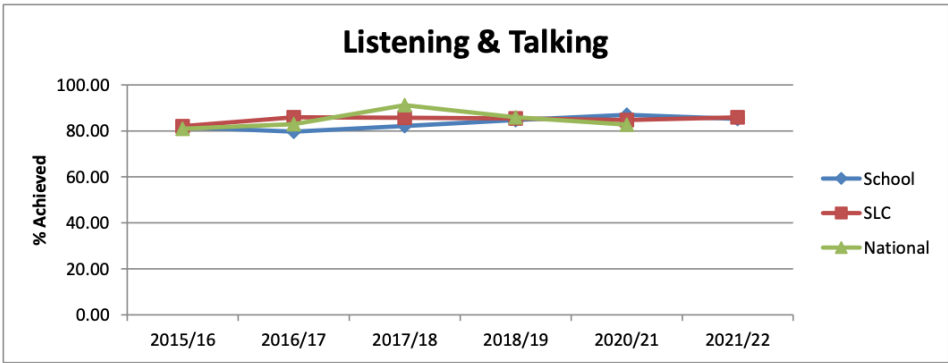
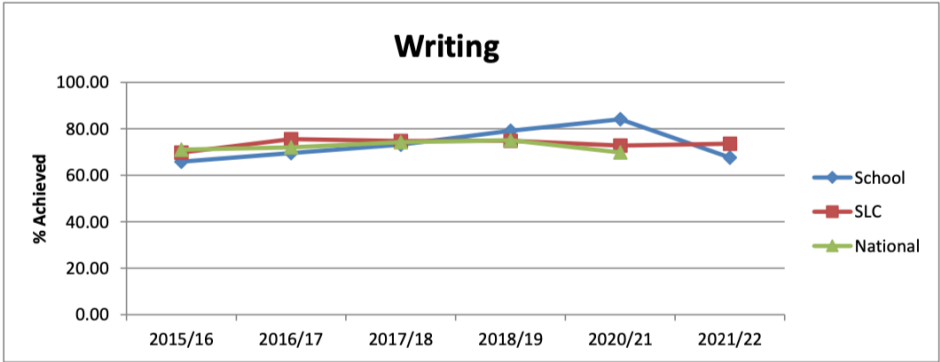
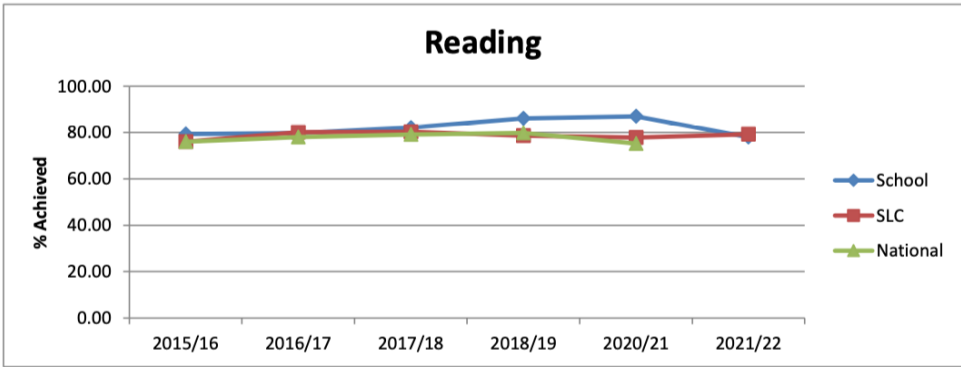
3.2 Raising attainment and achievement

2.2 Curriculum

<b>Strategy</b> <b>What did we set out to do?</b>	<b>Progress and Impact</b> <b>What difference did we see? What did we achieve?</b>	<b>Next Step(s) to inform SIP for 2022/2023:</b>
<p><b><u>Attendance and Punctuality</u></b></p> <p>Baseline attendance figures noted for each pupil alongside increased use of A5 guidelines and support framework.</p> <p>Attendance and punctuality figures will be monitored weekly by HT – any patterns of non-attendance/lateness will be identified. Parents/carers and pupils will notified when improvements in attendance /punctuality take place to encourage more of this. Good news stories will be shared with home.</p>	<p>Baseline attendance data has been gathered and a target group was identified for the session 21/22. Attendance and punctuality figures are monitored weekly and daily for some pupils.</p> <p>A few pupils have attendance support plans with very limited impact. Attendance rates for these pupils has continued to decrease as the session progressed.</p> <p>There has been significant absence across the school this session relating to Covid-19 as well as several other illnesses, unauthorised holidays and individual family circumstances. As of 1 June 2022 the average attendance is now 89%, having been 94% in May 2021. By June 2022 the target group of 21 pupils had become 17 pupils due to children moving school. Of that group, 18% had improved attendance.</p> <p>The attendance of 50% of those children still pupils at Forth who were in the initial target group with less than 70% attendance last session, have increased attendance this session.</p>	<p>School will be working in partnership with the central equity team in the next academic year to participate in a project to improve our practice to improve attendance.</p>

<p><b><u>Literacy</u></b></p> <p>SSA paid through PEF will support these identified children both in small group work as well as within their class.</p> <p>A number of interventions will be carried out including e.g. 5 minute Boxes, Rapid Readers, Common Words, additional reading, writing sessions etc.</p> <p>There will be an emphasis on small group work alongside baseline assessments and frequent reviews.</p> <p><b><u>Health and Wellbeing:</u></b></p> <p>P1-3 nurture class re-established once bubbles are permitted to mix. Bubble groups until then.</p> <p>Boxall profiling will be used to identify needs, plan interventions and specific strategies that will be implemented within class for individual children.</p> <p><b><u>Cost of the School Day:</u></b></p> <p>Additional packs of resources procured to support children in their learning. Matter to be handled very sensitively with learners and parents.</p> <p>CoSD Position Statement to be revised in relation to recovery.</p> <p>Parent Council will work collaboratively with SLT and Equity Leads. Stakeholders will be consulted and focus groups alongside participatory budget focus group.</p>	<p>Baseline assessment was carried out for all pupils in the target group. All pupils have made progress across the session.</p> <p>Termly reviews have taken place for all pupils with an emphasis on those pupils in the target group for further intervention planning.</p> <p>Due to staffing changes and staff absence the Nurture provision was unable to recommence.</p> <p>All pupils received equity packs of school resources ensuring all pupils had the materials they required.</p> <p>Parent Council have worked positively to support school needs and continue to do so when planning ahead to next session where we can resume fundraising etc.</p>	<p>HWB priority to be included within the SIP for session 2022/2023. Boxall profiling to be used to plan appropriately for target pupils.</p> <p>Work in partnership with colleagues across Carluke Learning Community to produce a CoSD policy.</p> <p>Continue to work in partnership with parents and stakeholders to determine how PB should be spent for the session ahead.</p>
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Below provides information of our combined attainment in P1, P4 and P7 for Reading, Writing, Listening and Talking and Numeracy. You can see how this data compares with South Lanarkshire Council's average and the National average at these stages. This data is used to plan for future improvements at Forth Primary and ELC.



Reading

		Establishment		
		School	SLC	National
Year	2015/16	79.27	75.94	76.00
	2016/17	79.71	80.10	78.00
	2017/18	82.14	80.28	79.10
	2018/19	86.11	78.60	79.77
	2020/21	87.00	77.75	75.20
	2021/22	77.94	79.17	

Listening & Talking

		Establishment		
		School	SLC	National
Year	2015/16	81.71	82.09	81.00
	2016/17	79.71	85.91	83.00
	2017/18	82.14	85.75	91.20
	2018/19	84.72	85.45	85.93
	2020/21	87.00	84.74	82.74
	2021/22	85.29	85.9	

Writing

		Establishment		
		School	SLC	National
Year	2015/16	65.85	69.76	71.00
	2016/17	69.57	75.56	72.00
	2017/18	73.21	74.79	74.30
	2018/19	79.17	74.89	75.08
	2020/21	84.10	72.80	69.82
	2021/22	67.65	73.60	

Numeracy

		Establishment		
		School	SLC	National
Year	2015/16	76.83	74.18	75.00
	2016/17	73.91	78.27	76.00
	2017/18	76.79	78.86	78.40
	2018/19	86.11	80.99	79.07
	2020/21	92.80	77.89	74.69
	2021/22	76.47	79.1	

	SLC	SLC	SLC	SLC	SLC	SLC	Nat	Nat	Nat	Nat	Nat
	2015/16	2016/17	2017/18	2018/19	2020/21	2021/22	2015/16	2016/17	2017/18	2018/19	2020/21
Reading	75.94	80.10	80.28	78.60	77.75	79.2	76.00	78.00	79.10	79.77	75.20
Writing	69.76	75.56	74.79	74.89	72.80	73.6	71.00	72.00	74.30	75.08	69.82
Listening & Talking	82.09	85.91	85.75	85.45	84.74	85.9	81.00	83.00	91.20	85.93	82.74
Numeracy	74.18	78.27	78.86	80.99	77.89	79.1	75.00	76.00	78.40	79.07	74.69