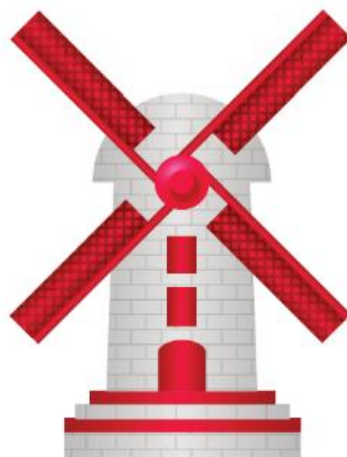




South Lanarkshire Council

Standards and Quality Report June 2023



High Mill Primary School

June 2023

Context of the school:

High Mill Primary is small urban mainstream school situated in the town of Carluke. The school roll as of June 2023 is 85 and the school capacity is 118. The building officially opened in April as part of South Lanarkshire's school's modernisation programme. In session 2022-2023, 3 of our 4 classes were composites.

We are uniquely co-located with Victoria Park School which offers valuable opportunities for inclusion and joint working. The High Mill wing of the building is compact with 5 classrooms, a shared library, ICT suite and gym/dining hall. Our unique location means the onsite outdoor space is small however creative use is made of community spaces including the ONECarluke Growing and Learning Garden which neighbours the school and Jock's Burn where Forest Schools sessions are held.

High Mill is part of the Carluke Learning Community. In 2023, all P.7 pupils transitioned to Carluke High School for their secondary education. We actively link with local nurseries, primary schools and Carluke High to plan smooth transitions for all children.

The school has strong sense of identity and a clear commitment to ensuring equity and social justice. We strive to build strong relationships with all stakeholders and partnerships within the community including through Universal Connections, Kit for Kids Clydesdale, the ONECarluke Hub, Tesco, Carluke Historical Society, Kirkstyle and Kirkton Churches and local care homes.

We promote positive relationships within the school and foster an ethos that encourages all pupils to respect themselves and others. Our House System and Pupil Groups across the school is strengthening the impact of Pupil Voice.

The school has high expectations for, and of, every child and is committed to recognising and celebrating pupil attainment and achievement. Our Values are firmly embedded in the ethos, culture and life our school with all pupils supported to be:

Inclusive	Ambitious	Respectful
Determined	Helpful	Nurturing

Key Successes/Challenges and Achievements for 2022/2023

- Introduction of Forest Schools to all classes through a new partnership with Forest Friends (a local Community Interest Company) and one teacher has achieved Forest Schools Leader qualification.
- One teacher has achieved accreditation as a Maths Recovery Trainer for South Lanarkshire Council.
- All permanent teaching staff trained in Maths Recovery.
- Nurture groups widened to include children from P.1-2. Two Nurture groups led weekly across full school year.
- Second staff member (Team Leader Support Staff) trained as a Nurture Practitioner.
- Introduction of pupil self-referral programme 'The Pit Stop' to support wellbeing.
- Weekly parent Craft and Chat group established in partnership with YFCL.
- Achievement of our Core Reading Schools Award.
- Achievement of our second Digital Schools Award 'Cyber Resilience and Internet Safety'.
- Progression pathways for Social Studies, Relationships, Sexual Health and Parenthood (Health and Wellbeing), Food and Health (Health and Wellbeing) introduced mid-session. Pathways for the remaining subjects, Music, P.E and Technologies, were developed for implementation in August 2023. Associated curriculum tracking at whole school level were also introduced.
- Personal Learning Plans reviewed to incorporate digital technologies across P.5-7.
- Learning Community overarching principles for Cost of the School Day developed and all stakeholders consulted on existing approaches to reducing the Cost of the School Day. New school policy created.
- For a period of months, the school operated with 2 Support Assistants short, which impacted on aspects of support and interventions.

Review of progress for session Aug 2022- June 2023

School Priority 1: Attendance

Provide support to learners and families to tackle the poverty related attendance gap, supporting them to attend school regularly.

NIF Priority

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.

NIF Driver

- Performance information

SLC Priority

- Improve Health and Wellbeing to enable children and families to flourish.
- Ensure inclusion and equality are at the heart of what we do.

HGIOS?4 QIs

- 2.4 Personalised support
- 3.2 Raising attainment and achievement

Strategy

What did we set out to do?

- Participate in the authority SEF Attendance small test of change group.
- Continue tracking monthly attendance at whole school, class and individual levels including a sharp focus on targeted children.
- Increase overall school attendance by 1.5% from an average of 91.4% (2021/2022) to an average of 92.9% (2022/2023).
- Increase overall attendance of SIMD 1+2+FSM from 88.89%, to an average of 90%.
- Increase overall attendance of SIMD 3-10 (no FSM) from 92.52 to an average of 93%.
- Reduce the attendance gap between SIMD 1+2+FSM and SIMD 3-10 (no FSM) by 0.63% (from 3.63% to 3%).
- Improved staff knowledge and confidence in supporting attendance through data analysis at teacher level and CLPL for teaching and support staff on Emotionally Based School Avoidance.
- Sample pupil and parent views where a child's attendance is under 90%.
- Targeted approach and targets for individual children refer to PEF plan.

Progress and Impact

What difference did we see? What did we achieve?

- Increase in overall school attendance of 0.38% to 91.82% (May 2023).
 - Analysis of data, highlights a significant drop in December 2022 where there was a national outbreak of Strep A. Several families kept children at home for isolation due to symptoms or due to parental anxiety.
 - Further analysis shows a drop in March 2023, absence records show several children went on family holidays during this time.
- Increased overall attendance of SIMD 1+2+FSM by 2.81%, exceeding target by 1.7%. The average is now 91.7%
- Increased overall attendance of SIMD 3-10 (no FSM) by 0.65%; the average is now 93.17%
- Reduced the attendance gap between SIMD 1+2+FSM and SIMD 3-10 (no FSM) by 2.16%. The gap is now 1.47%.
- Professional dialogue and attendance data analysis sessions, indicates that teachers have greater confidence to drill down into individual attendance barriers and more capacity to suggest strategies to overcome these.
- Introduced new monthly communication between home and school, developed individual Attendance Support Plans for targeted children.
- Standing survey is live for parents where children's attendance drops to 90% or below; this gives an ongoing insight in parental views.

Next Step(s) to inform SIP for 2023/2024: Moves on to maintenance agenda.

- Maintain a sharp focus on attendance, further raise parental awareness of the impact of term time holidays.
- Adapt school calendar, moving events closer to the end of terms.
- Continue working with specific children and families around culture, separation anxiety and resilience around illness through use of Wellbeing Cards and partnerships with School Nurse and YFCL.

<p>School Priority 2: Parental Engagement To foster a culture of involvement, participation and engagement between home and school.</p>	
<p><u>NIF Priority</u></p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. 	<p><u>SLC Priority</u></p> <ul style="list-style-type: none"> Improve Health and Wellbeing to enable children and families to flourish.
<p><u>NIF Driver</u></p> <ul style="list-style-type: none"> Parent/carer involvement and engagement 	<p><u>HGIOS?4 QIs</u></p> <p>2.5 Family learning 2.7 Partnerships</p>
<p><u>Strategy</u></p> <p>What did we set out to do?</p> <ul style="list-style-type: none"> Increase community involvement with the school, including YFCL and local 3rd sector groups. Plan and deliver parent and child 'sharing the learning' events and workshops linked to school improvement and equity priorities. Provide regular opportunities for families to feedback on learning, the school and to celebrate learning. Improve parental involvement and engagement with school life, including provision of family learning opportunities and programmes. Increase confidence of parents/families to support their children's learning. <p><u>Progress and Impact</u></p> <p>What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> Established a weekly parents' Craft and Chat Club run in partnership with YFCL, offered to all parents and extended to include parents within the Learning Community. Participation increased from 2.7% of families to 5.5% over the session. Maths Recovery workshop and family learning session facilitated by Maths Co-ordinator and pupil Maths Ambassadors. Attendance was low with only 6.9% of families having a parent participate. Offered live stream of Maths Recovery workshop to support working parents however no families joined virtually. Surveyed parents on engagement approaches to create calendar and processes for 2023/2023 which best meet their needs. Participatory Budgeting group continued with members across all stakeholder groups; pupils, staff and parents. New fundraising group established to support school funds, group organised a range of events including Halloween Disco, Christmas Fayre, Easter disco and Spring Fling community tea. Gala Day committee formed to ensure through home-school working that children had the opportunity to participate in procession. 30.5% of children participated on the day supported by 13.8% of parents. Digital technologies (and paper-based surveys where preferred by parents) used to gather parental views and input on a range of themes including Curriculum Rationale, Cost of the School Day, Literacy position statement, Introduced Forest Schools across all classes through a partnership with a local Community Interest Company, Forest Friends. Piloted parent and child Forest Schools sessions at Primary 2/1, with 52.2 % of parents attending. All children volunteered within the local community as part of 'The Big Help Out', including within local care homes, nurseries, the community garden, the food bank and litter picking. Filmed class assemblies and school events sharing these through Google Classroom to support working parents. <p><u>Next Step(s) to inform SIP for 2023/2024:</u> Parental Engagement remains on SIP (Y2)</p> <ul style="list-style-type: none"> Implement 'Multiply', SLC's parental programme for Maths Recovery, which our Maths Co-ordinator has been involved in developing in partnership with the Maths Development Officer. Continuation of weekly Craft and Chat Club for parents including across the Learning Community. Offer accredited/certified training for parents e.g. Food Hygiene and First Aid. Targeted working with specific children and parents on aspects of wellbeing, learning and attainment. Inclusion of parents on Pupil Voice Groups and School Improvement groups. Build on new and existing partnerships by continuing volunteering initiated by 'The Big Help Out' through planned, regular engagement with a range of local organisations. Review and re-develop processes for celebrating success and sharing pupil learning with parents. 	

School Priority 3: Numeracy and Maths
 Improving attainment in Numeracy and Maths by using informed, pedagogical practices and high quality, effective teaching approaches.

- NIF Priority**
- Closing the attainment gap between the most and least disadvantaged children and young people.
 - Improvement in attainment, particularly in literacy and numeracy.

- SLC Priority**
- Raise standards in literacy and numeracy and close the poverty-related attainment gap.
 - Support children and young people to develop their skills for learning, life and work

- NIF Driver**
- Curriculum and assessment

- HGIOS?4 QIs**
- 2.2 Curriculum
 - 2.3 Learning, teaching and assessment
 - 3.2 Raising attainment and achievement

Strategy
What did we set out to do?

- All teachers trained in Maths Recovery appropriate the stage(s) they are teaching.
- Maths Co-ordinator to achieve Maths Recovery Trainer accreditation.
- Widen range of pedagogical approaches used in Numeracy and Maths across all stages.
- Maths Recovery approach implemented across Early to Second Levels.
- Refresh curriculum progression pathways for Numeracy and Maths to signpost Maths Recovery approaches.
- Targeted interventions for specific pupils through such as Maths Recovery, Plus 1 and Power of 2. Selection of intervention based on pupil needs.
- Develop consistency in AifL approaches including Learning Intentions, Success Criteria, Learner Conversations and pupil target setting within Maths.
- Improve pupils' attitudes towards Maths and their ability to verbalise mathematical thinking.
- Increase pupil and parent engagement and confidence in numeracy and maths skills.
- Raise attainment at P.3, P.4 and P.6 through pedagogy, in class support and interventions.

Progress and Impact
What difference did we see? What did we achieve?

- Maths Recovery Training completed by all teachers.
- Maths Co-ordinator achieved Maths Recovery Teacher accreditation and is now working towards Maths Recovery Trainer accreditation; they will be on of SLC's trainers.
- Maths Recovery implemented in all classes, with varying degree of depth and consistency.
- Curriculum progression pathways have been updated and include signposts to Maths Recovery approaches.
- Targeted pupils received intervention in Numeracy and Maths.
- Teacher professional judgement of attainment in Maths at the targeted stage was as follows:
 - First Level (P.3) increased from a predicted 62.5% (October 2022) to 71.4%.
 - First Level (P.4) 73.33% children attained First Level, an increase from an initial prediction of 60%.
 - Second Level (P.6) increased from an initial prediction of 50% (October 2022) did not change. Of the 4 children at P.6 who are not attaining, 3 saw a significant narrowing of the attainment gap. MALT results indicate an age score Value Added increase of between 1 year 5 months and 2 years 8 months. The other child will be a focus child in 2023/2024.
- Work around measuring pupil and parent attitudes and confidence will be carried forward to 2023//2024 SIP.

Next Step(s) to inform SIP for 2023/2024: Numeracy and Maths remains on SIP (Y2)

- All new teaching staff trained in Maths Recovery appropriate the stage(s) they are teaching.
- Support Assistants undertake training from Maths Co-ordinator.
- Maths Recovery embedded consistently across all stages as the core pedagogy and review assessment processes.
- Improve pupils' attitudes towards Maths and their ability to verbalise mathematical thinking.
- Increase pupil and parent engagement and confidence in numeracy and maths skills.
- Raise attainment across all stages with a particular focus on the 2023/2024 P.2 Literacy and Numeracy, P.3 Reading, Writing and Numeracy and P.7 Numeracy.
- Extend our culture of moderation through Learning Trios who plan collaboratively, undertake peer observations and engage in peer quality management.

School Priority 4: Writing

Improving attainment in Writing by using informed, pedagogical practices and high quality, effective teaching approaches.

NIF Priority

- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

- Curriculum and assessment

SLC Priority

- Raise standards in literacy and numeracy and close the poverty-related attainment gap.
- Support children and young people to develop their skills for learning, life and work.

HGIOS?4 QIs

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

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

- Talk for Writing training, both fiction and non-fiction, for teachers at Early and First Levels (P.1-4).
- Talk for Writing approach implemented across Early and First Levels (P.1-4).
- Widen range of pedagogical approaches used in Writing across all stages.
- Full Nuffield Early Language Intervention (NELI) training for Support Assistants who support at Early Level (P.1-2) and initial training for teachers at P.1-4.
- Implement NELI intervention for specific children across P.1-2 to improve oral language skills.
- Small test of change practitioner enquiry in vocabulary development across P.5-7.
- Increase range of vocabulary transferred to Writing.
- Develop consistency in AifL approaches including Learning Intentions, Success Criteria, Learner Conversations and pupil target setting within Writing.
- Targeted support and intervention to increase number of learners attaining in Writing.

Progress and Impact**What difference did we see? What did we achieve?**

- 2 teachers, across P.2/1 and P.4/3 participated in full training in Talk for Writing both fiction and non-fiction.
- Talk for Writing approach implemented across Early and First Levels (P.1-4).
- Teacher professional judgement of attainment in Writing across the session was as follows:
 - Early Level (P.1) increased from a predicted 62.4% (October 22) to 75% attaining in June 2023.
 - P.2) increased from an expectation of 53.8% (October 2022) to attain First Level at the end of P.4 to 61.5%.
 - First Level (P.3) increased from a predicted 37.5% (October 2022) to 71.4%.
 - First Level (P.4) 73.33% children attained First Level, an increase from an initial prediction of 40%.
 - Second Level (P.5) dropped from an initial prediction of 92.8% (October 2022) to 85.7%.
 - Second Level (P.6) increased from an initial prediction of 62.5% (October 2022) to 71.4%
 - Second Level (P.7) 72.2% attained in June 2023, which had been consistent since October 2022 although there had been a change in pupils attaining/non-attaining and pupils leaving/joining the stage.
- Literacy Co-ordinator and 1 Support Assistant completed full training (Modules 1-3) in NELI. 2 class teachers completed initial NELI training (Module 1) as per guidance from Literacy Development Officer.
- Of the 6 targeted pupils within the NELI group, 5 demonstrated increased oral language skills (as measured by the LanguageScreen assessments). The remaining child's Standard Score did not change the same, there are specific reasons for this.

Next Step(s) to inform SIP for 2023/2024: Writing remains on SIP (Y2) NELI move to maintenance

- Embed Talk for Writing across Early and First Levels (P.1-4) to increase teacher confidence and ensure consistency of implementation and review assessment processes.
- Talk for Writing training, both fiction and non-fiction, for teachers at Second Level (P.5-7).
- Strengthen the culture of moderation through Learning Trios who plan collaboratively, undertake peer observations and engage in peer quality management.

National priority: How we are ensuring Excellence and Equity?

Context

At High Mill, 64.71% (55 of 85) of our pupils are within SIMD 1+2 or FSM (Targeted Cohort) while 30 children (35.29) are within SIMD 3-10 not FSM (Core Cohort). Given that several families live in privately let accommodation, it is our view that this skews % of pupils in SIMD 1+2 or FSM. Where those pupils have gaps in learning they are offered access to equity funded interventions, resources and supports. The FSM entitlement is currently 34.12%.

Of the pupils assessed across P.1, P.4 and P.7 (both Targeted and Core cohorts), 87.8% of pupils are predicted to attain the following national expected Curriculum for Excellence levels in Reading, 73.17% in Writing, 90.24% in Listening and Talking and 73.17% in Maths.

Analysis of our progressive cohort data indicates that for all stages (P.4 to P.7) attainment has returned or has exceeding their pre-COVID pandemic levels in all aspects of Literacy and in Maths.

Equity Strategy

- We worked with the central Equity Team as part of a SEF Attendance Project. 2 key groups were identified for inclusion in a small test of change initiative; the first with an average attendance >78% and the second with aver attendance <89%.
- Continued weekly Nurture Group as an intervention for targeted pupils and widened this to include a second group which targeted pupils across P.1-3 who had either been identified as having distressed behaviour and/or social and emotional needs. Equity funded teacher 0.1FTE enabled our Nurture Lead to facilitate these and our Team Leader Support Staff was trained as a Nurture Practitioner to be the second adult.
- To increase engagement, 2 teachers undertook Forest Schools Leader training and worked with Forest Friends (a local Community Interest Company) to lead outdoor learning across P.1-7. We intended to roll out play across P.2-P.4.
- A targeted group of 11 children across P.3-P6 had teacher led intervention in Writing either as a targeted support in class or through small group intervention from an additional teacher.
- Targeted 26 children across P.2-P.7 who were identified as being more than 6 months behind their chronological age in Numeracy. Interventions were planned based on individual need including Maths Recovery, Plus 1, Power of 2, The Number Box and Maths Recovery pedagogy was implemented within core numeracy lessons.
- A group of 17 children throughout the school P.3-P.7 who were identified as being more than 6 months behind their chronological age in spelling received interventions based on individual need including Nessy Spelling, 5-Minute Box and Catch-Up Literacy interventions.

Equity Progress and Impact: Further detail can be read in our Equity Plan and evaluation

What difference did we see? What did we achieve?

- 60% of those in our first group targeted for attendance support had an attendance rate of 92.35% or above which was an increase from an average baseline of 88%.
- A target of 3 children in our second targeted attendance group having an increased attendance rate of 85% or above was met. The majority of children in this cohort having an overall increase in their attendance.
- Of the 12 children targeted for Nurture intervention, all have increased development scores and reduced diagnostic score in the Boxall profile, 2 children were able to transition out of the Nurture group back to their class full time.
- Observations of engagement pre and post Forest school blocks, indicated that almost all learners showed an increase in their engagement in learning. Next session, we will work on translating this across the curriculum.
- At the stages targeted the following improvement in Writing attainment has been recorded, P3 increased by 29%, P4 increased by 23.3% and P6 increased by 37.5%. Talk for Writing, introduced across P1-4 and has had a positive impact on the standard of writing produced and this approach will be introduced across P5-7.
- Within Numeracy, 62.5% (15) of the targeted children have experienced a narrowing of the attainment gap, as determined by their MALT assessment.
- 58.8% (10) of the 17 children receiving targeted support with Spelling, have shown a value-added increase in their spelling assessment compared to 2021/2022. 4 of these targeted children are now exceeding their chronological age and the gap for the majority of others has decreased.

Attainment

In all of our data, it must be acknowledged that the high number of pupils in the targeted cohort (SIMD 1+2 and FSM) means % are skewed and to use numbers would identify individual children. At some stages there are very few children in SIMD 3-10 not FSM.

Attainment comparisons and analysis between 2021/2022 and 2022/2023 shows the following:

- Across all subjects at P.1 there is a significant poverty related attainment gap.
- Overall, attainment data for P.2 suggests a dip in Reading and Writing and consistency in Listening and Talking and Maths however there has been movement of children at this stage which has affected the attainment picture of the year group. The poverty related attainment gap at P.2 narrowed by 8.88% in Reading and Writing from last session. In Numeracy there has been a narrowing by 31.11%. In Listening and talking, the Targeted Cohort are now outperforming the Core Cohort by 8.89%.
- Overall attainment for P.3 increased by 4.76% in Reading, 26.99% in Writing and 17.08% in Maths. There was a dip in Listening and Talking however this can, in part, be contributed to movement of pupils. At this stage, there is no poverty related attainment gap. The Targeted Cohort are attaining better than the Core Cohort in all aspects of Literacy and in Maths. As suggested in the opening statement, there is a very small number of pupils in the Core Cohort which makes comparison unhelpful and skewed.
- Attainment at P.4 increased by 24.17% in reading, 23.33% in Writing, 18.33% in Listening and Talking and 17.08% in Maths. This includes a significant improvement in the attainment of P.4 children who are SIMD 1+2 and FSM compared to last session (23.08% in Reading, Writing and Listening and Talking and 15.38% in Maths). Despite this, the gap appears to be widening in Reading, Writing and Maths. Further analysis indicates that this comparison is unhelpful is due to a very small Core Cohort.
- At P.5, attainment in Reading increased by 12.86%, Writing by 5.71%, Listening and Talking by 12.86% and Maths by 26.19%. As a result, the poverty related attainment gap at this stage has narrowed by 11.11% in Reading and Listening and Talking and by 2.22% in Maths. The poverty related gap in Writing has remained the same.
- Attainment at by P.6 increased in Reading by 8.33% and in Writing by 41.67%. There was a small dip in attainment in listening and Talking and Maths. There is no poverty related attainment gap in Reading, Writing and Listening and Talking at P.6 and the gap in Maths has closed by 33.33%.
- Overall attainment at P.7 was raised in Reading by 22.22%, 5.55% in Writing, 11.11% in Listening and Talking and Maths. The poverty related attainment gap at P.7 appears to have widened in all subjects compared to last session. Positively, attainment for the Targeted Cohort has increased in Reading by 12.5% and remained consistent in Listening and Talking and Maths. The gap widened in Writing. There are specific reasons for this which could identify individual children.

Main Barriers

- Phonological and phonemic awareness
- Emotional dysregulation
- Memory and retention
- Attendance and late coming for specific children
- ACEs and trauma.
- Disengagement – varying underlying causes e.g. finding learning difficult, family circumstances, socially driven, pre-occupied by relationships with peers

Next Step(s) to inform SIP/PEF Plan for 2023/2024:

- Extension of Talk for Writing approach
- Consistency of Maths Recovery as core pedagogy.
- Nuffield Early Language Intervention and FLIPP programme at Early Level.
- Outdoor Play and Learning project (Play Scotland).
- Continuation of Play pedagogy, Forest Schools and Nurture.
- P.2 - Targeted interventions in Literacy and Numeracy
- P.3 – Targeted interventions in Reading, Writing and Numeracy
- P.7 – Targeted interventions in Numeracy
- Targeted work on engagement within Literacy and Numeracy for identified children.
- Family Learning and Parental involvement.