



High Mill Primary School

Standards and Quality Report 21/22

Context of the school:

Our School:

High Mill Primary School is a small urban mainstream school in the town of Carluke. The school roll at June 2022 was 93. The school capacity is 118. Session 2021-2022 comprised of 4 classes, all of which were composites.

We are co-located with Victoria Park School which offers valuable scope for inclusion and joint working. The campus officially opened in 2013 as part of South Lanarkshire's school's modernisation programme. The High Mill wing of the building is compact with 5 classrooms, a shared library, ICT suite and gym/dining hall. The school is compliant with legislation relating to accessibility. Our unique town centre location means we are framed on all sides by busy roads and, as a result, the outdoor and playground is limited. School lunches are cooked on the premises daily.

High Mill is part of the Carluke Learning Community. In 2022, the majority of P.7 pupils transitioned to Carluke High School for their secondary education with a small cohort transferring to Additional Support Needs placement or moving out with the authority. We continue to develop links with local nurseries, primary schools and Carluke High to plan smooth transitions.

The school has developed a deeper awareness of the socio-economic difficulties faced by our school community. To overcome disadvantage, families are supported financially, socially and practically through the commitment of staff, equity work. We have continued to strengthen our partnerships with Kit for Kids Clydesdale, Street Level, Tesco and Kirkton Church to support families facing adversity. A new system is in place to enable parents to request support in a manner which preserves their dignity.

In consultation with stakeholders, we have reviewed the school values and curriculum rationale to develop a streamlined unique curriculum which reflects the refreshed narrative for Curriculum for Excellence. From this review, we will form an updated school vision statement.

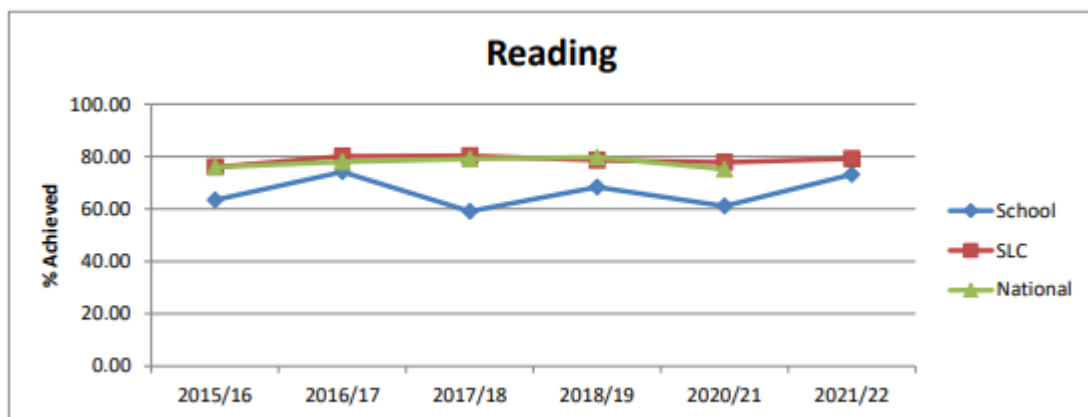
The impact of the Covid-19 pandemic continues to be an influencing factor on children and families in our community. We continue to place a sharp focus on Literacy, Numeracy and Health and Wellbeing to support raising attainment and achievement.

Review of progress for session Aug 2021- June 2022

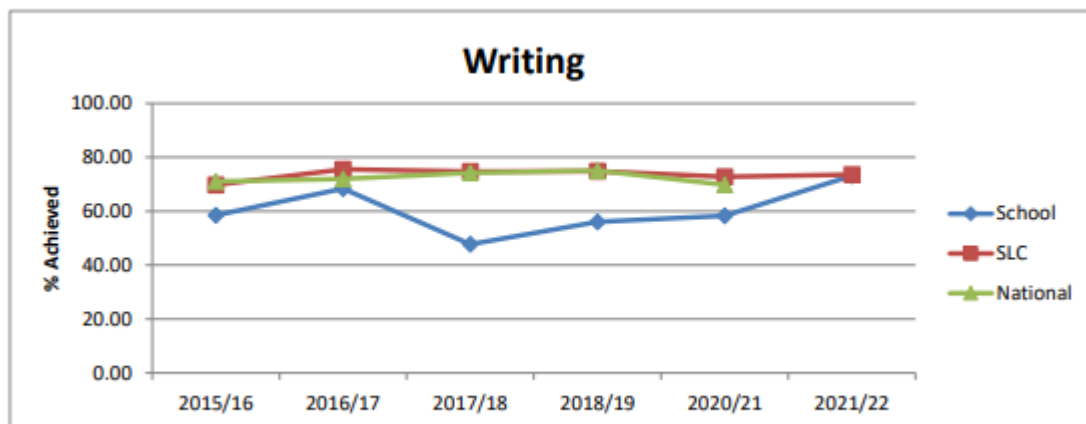
School priority 1: Continuity of Learning	
<p><u>NIF Priority</u> Improvement in attainment, particularly in literacy and numeracy.</p> <p><u>NIF Driver</u> Curriculum and assessment School Improvement</p>	<p><u>HGIOS?4 QIs</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>
<p>Strategy: What did we set out to do?</p> <ul style="list-style-type: none"> • Reviewing our School Vision, Values and Aims. • Develop a Curriculum Rationale which reflect the uniqueness of our school and its community. • Review and refresh curriculum overviews for Social Studies/and Sciences in line with the refresh curriculum narrative and our new Curriculum Rationale. • Enhance the use of digital technologies in learning and teaching, including a progressive pathway and continue to improve equity of access to hardware. • Achieve Digital Schools Award accreditation. • Revisit Literacy and Numeracy pathways to ensure progression and challenge, and review E&O bundles to maintain coherence, relevance and depth. • Improve engagement in learning of targeted pupils, using Leuven's as a measure to track impact. • Development of outdoor learning. • Increase attendance of pupils whose attendance is below 85% through support to families, use of YFCL Worker and community garden. • Promote high quality learning and teaching by developing more consistent practice in literacy and numeracy, play and formative assessment. • Use standardised assessments to identify pupils experiencing 'summer slippage' and use this data to target support and interventions. • Develop consistent standards in writing by moderating and planning collaboratively. • Obtain robust quantitative data for writing by using the Scottish Criterion Scale to support assessment, tracking and professional judgements. • Promote quality assurance and identification of good practice by conducting peer class visits. • Create Assessment Framework to support monitoring, tracking and assessment to meet pupil needs. • Review key formative assessment strategies to ensure consistency and relevance. • Improve attainment in all aspects of Literacy and Numeracy across P.1-7. • Improve attainment in Reading at P.3, P.5 and P.7. • Improve attainment in Writing across P.3-P.7. • Improve attainment in Listening and Talking at P.3 and P.5. • Improve attainment in Numeracy across P.3-P.7. • Establish a Reading Culture to increase attainment in Literacy and promote reading for enjoyment. • Review staged interventions with focused CLPL considering differentiation, Early Intervention and effective pedagogy. • Develop pupil voice and ability to discuss learning via focus group meetings with HT following class visits. <p>Progress and Impact What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> • All stakeholders consulted on School Values, with renewed Values launched. • Our Curriculum Rationale has been refreshed and reflects our school contexts, partners including Carluke Parish Historical Society supported this process. • Achieved Digital Schools Award. • Reviewed Literacy and Numeracy pathways through self-evaluation, Active Literacy CLPL and peer observation, resulting in improved pace, challenge and consistency. • Following CLPL in engagement, staff implemented tracking of engagement using Leuven Scale, with small test of change used to target specific children. Following targeted teaching approaches, Play Pedagogy, use of local outdoor learning opportunities and YFCL Worker support, 59% of children identified with low engagement are now positively engaged in learning. 	

- Summative assessments for Reading, Writing and Maths identified 'summer slippage' and informed planning, learning and teaching (see Table 1 for attainment data).
- Writing moderation developed shared expectations of progression in writing.
- Assessment Framework created and implemented from September 2021 has led to enhanced tracking and monitoring of pupil progress through informed use of data.
- Introduced daily read aloud to class and personal reading time in all classes as part of Reading Schools Accreditation with a view to developing vocabulary (link to SIP 2022-2023)
- 3 members of teaching staff completed Open University Teacher Reading Group with a focus on social reading for pleasure. Library furniture ordered (PEF, March 2022) to promote reading for enjoyment and social reading. Baseline of pupil views taken, furniture delivered 15th August 2022 new measure will be taken at the end of Term 1 of 2022-2023.
- Maths Recovery (Education Scotland Pilot project) resulted in an average Valued Added gain of 5 months across 8 targeted children.

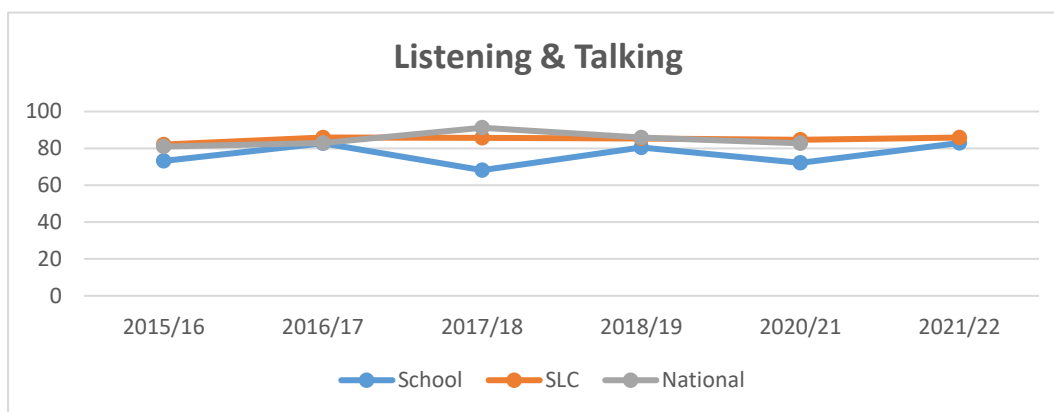
ACEL Attainment Data P.1, P.4 and P.7



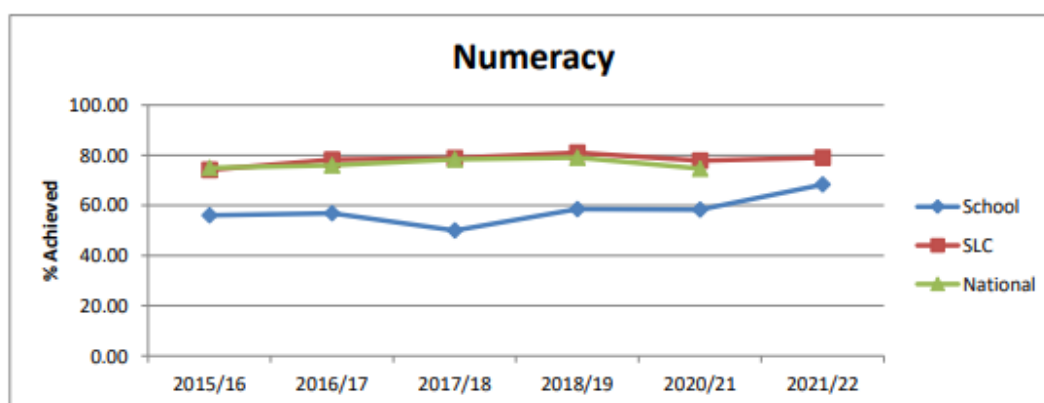
Attainment in Reading has seen an upward trajectory since 2017/2018, with a 12.07% increase on last session.



At P.1, P.4 and P.7, attainment in Writing has continued to improve. We are now in line with the South Lanarkshire Council average and ahead of the last National average (2020/21).



Attainment data for P.1, P.4 and P.7 shows an increase for Listening and Talking. At 82.9%, we are making progress towards the SLC target of 85.9%.



In Numeracy, we are continuing to close the gap towards SLC and National averages. This session we have seen significant gains compared with previous years.

Combined Literacy & Numeracy Attainment P.1-7

At Early level (P.1) attainment in Literacy (combined) increased by 29% (4 children) between October 2021 and June 2022. While in Numeracy the increase was 21% (3 children).

P.2 (P.3 in 2022/23) will be a targeted cohort next session due to a drop across the year in Literacy and Numeracy.

Within P.3 (P.4 2022/23), there was a 13% increase in the number of learners on track to attain First Level Numeracy at the nationally expected stage however there was no movement in Literacy. This stage will be a targeted cohort next session.

At First Level (P.4), attainment between October 2021 and June 2022 increase by 23% (3 children) in Literacy. The change in Numeracy is due to movement of pupils.

Primary 5 (P.6 in 2022/23) will be a targeted cohort for attainment in Literacy, particularly in Writing.

At Second Level, the number of P.7 children attaining in Literacy (combined) doubled between October 2021 and June 2022.

Targeted Attainment

P.3 were a targeted cohort for all areas, this led to a 20% increase in attainment in Reading, 19% for Writing and Listening and Talking while Numeracy saw a 12% increase.

At First Level, P.4 was a targeted group in Writing and Numeracy. As a result, there was an increase in both of 9%.

Our P.6 were targeted in Writing and Numeracy, with a 10% increase in Numeracy however the change in Writing attainment is due to movement of children.

The P.7 cohort at Second Level were a target group in Reading, Writing and Numeracy and across the year was a gain of 9% in Reading and 25% in Writing however Numeracy remained the same at 67%.

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

- Refresh bundled E&Os for Literacy and Numeracy to ensure relevance and coherence.
- Improve consistency of formative assessment strategies (feedback and target setting).
- Review key formative assessment strategies to ensure consistency and relevance
- Parental engaging including YFCL parenting support.
- The targeted groups for 2022/23 are P.3, P.4 and P.6 in Writing through Talk for Writing and small groups and 1-to-1 support.
- Maths Recovery will be targeted at the 2022/23 P.3, P.4 and P.6

School priority 2: Health and Wellbeing

<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Curriculum and assessment School leadership	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion
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Strategy**What did we set out to do?**

- Improve the Health and Wellbeing of pupils and staff using Attachment-Informed Practice, PPRUDB and renewing the School Values.
- Identify Health and Wellbeing Co-ordinator/Lead practitioner.
- Evaluate relevance of HWB Recovery Rationale.
- Develop HWB Curriculum Pathways, including linking range of programmes to relevant Wellbeing Indicators.
- Continue to improve the emotional literacy of learners through Emotion Works, particularly application of learning and extending range of vocabulary.
- Support social and mental wellbeing of learners in P.7 through implementation of 'The Compassionate and Connected Classroom.'
- Extend data and range of evidence gathered within HWB.
- Closely monitor children's HWB using Staged Intervention as appropriate with interventions targeted to support specific pupils.
- Develop knowledge of a range of approaches to examining HWB of pupils through CLPL on Glasgow Motivation and Wellbeing Profile and Edinburgh Resilience.
- Monitor HWB of pupils across P.3-7 by administering the GMWP and using data to inform planning or appropriate interventions, where necessary.
- Develop a consistent system to track wellbeing via Daily Check-Ins, including record keeping.
- Review approaches to staff wellbeing in line with research undertaken by Anna Freud National Centre for Children and Families
- Ensure all staff complete mandatory training on Child Protection and PREVENT, as per annual checklist. Considerations also given to providing training to volunteers and partners (when COVID-19 mitigations permit).
- Review and update Child Protection Co-ordinator posters to reflect change in leadership structure.
- Establish a Framework of Support within HWB including identification of staff trained in supports/programmes as link for colleagues.
- Review approaches to celebrating achievement and attainment, considering the refreshed values, learning, behaviour and wider interests.
- Refresh of Relationships Policy. Pupil relationships (including Anti-Bullying) and emotional dysregulation (behaviour) tracked with additional supports introduced where required.
- Increase awareness of HWB topics for pupils by including a focus during whole school assemblies.

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

- Staff training completed in Attachment Strategy and PPRUDB. Attachment informed approaches being used by staff members.
- Health and Wellbeing Coordinator identified and working party set up. Working party meeting regularly to take forward improvement priorities for Health and Wellbeing.
- Emotion Works used to support emotional literacy in all classes to support mental wellbeing.
- Following observation of classes, 'The Compassionate and Connected Classroom' was implemented in both senior classes to support cooperation, understanding and compassion towards one another.
- Intervention planning considered carefully the needs of individuals and worked to match their HWB intervention appropriately.
- CLPL for teaching staff on GMWP, prior to learners engaging in questionnaire.
- All classes complete daily check-ins as a measure of wellbeing. Senior classes' data recorded and used to inform support or relevant staged intervention planning.
- Staff wellbeing strategies introduced. Staff signposted to employee supports service during annual checklist, staff wellbeing meetings with HT, dedicated staff room, staff wellbeing time, staff appreciation display.

- Mandatory training completed.
- Child protection posters updated and displayed.
- Awards updated and being issued on rotation at assembly.
- HWB topic themes being included at assembly to raise awareness.

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

- Develop HWB Curriculum Pathways, including linking range of programmes to relevant Wellbeing Indicators.
- Establish a Framework of Support within HWB including identification of staff trained in supports/programmes as link for colleagues.
- Refresh of Relationships Policy. Pupil relationships (including Anti-Bullying) and emotional dysregulation (behaviour) tracked with additional supports introduced where required.
- 'Bounce back' programme at P.5 with Action for Children
- Nurture.

School priority 3: Equity

NIF Priority (select from drop down menus)
Closing the attainment gap between the most and least disadvantaged children and young people
NIF Driver
Curriculum and assessment
School Improvement

HGIOS?4 QIs (select from drop down menus)
1.5 Management of resources to promote equity
3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment and achievement

Strategy

What did we set out to do?

- Administer Leuven's Scale alongside the Glasgow Motivation and Wellbeing Profile to identify children and families most at risk of disengagement.
- Staff members trained in Nurture, Drawing and Talking and Lego ABC.
- Interventions and pedagogy will be planned based on Engagement Data and level re-assessed to measure impact. Including Drawing and Talking and Lego ABC and Pupil Counselling.
- Targeted support to all families where attendance is a concern (below 85%).
- Family Learning and Parental Workshops to support raising attainment, engagement and wellbeing.
- Outdoor Learning focus initially targeted boys at P.6 and P.7 whose engagement in remote Learning was 'extremely low,' poor attenders and those most at risk based on wellbeing and motivation data.
- Boxall Profile Action Plan tool will be used with all children to identify needs and set SMART targets to improve health and wellbeing. HWB interventions implemented.
- Interventions regularly reviewed to ensure positive impact (6-8 weeks).
- Equity Lead Teacher establish Participatory Budgeting stakeholder group. (pupils and parents).
- PB Steering Group meet twice termly to review spend and agree further decisions.
- PB Information communicated to parent body through monthly school newsletter and with children at assemblies
- Review CoSD Position Statement with all stakeholders.
- Provision to supply water bottles to all pupils living in SIMD 1-2+FSM.
- Family support offered by YFCL Worker and Equity Lead to those Families living in SIMD 1-2+FSM.
- Ongoing sensitive communication with families offering supports through confidential forms and signposting.
- Review school calendar to reduce/minimise costs. Awareness raising approach to charities over traditional fundraising. Focus on local groups and organisations.

Progress and Impact

What difference did we see? What did we achieve?

- Following CLPL in engagement, staff implemented tracking of engagement using Leuven Scale, with small test of change used to target specific children. Following targeted teaching approaches, Play Pedagogy, use of local outdoor learning opportunities and YFCL Worker support, 59% of children identified with low engagement are now positively engaged in learning.

- Identified children received intervention best matched to their Health and Wellbeing needs, using Staged Intervention. Drawing and Talking, Lego ABC and Nurture provisions utilised this session, following staff training. Observations and pupil and staff views, indicate and improvement in wellbeing.
- Nurture provision introduced in Term 3 2021-2022 with a targeted group of children attending Nurture weekly which will continue into session 2022-2023, and further measure will be taken with a second Boxall.
- Attendance group of 13 children identified and participated in programme of work with YFCL Worker and our local community garden. 54% of these children had improved attendance by June 2022.
- Equity Lead Teacher established Participatory Budgeting stakeholder group, including parents and pupils. Information shared about PB group via Newsletter. Consultation involved members of the group choosing themes, which then all stakeholders voted on. 7% of PEF was allocated to PB projects.
- Reviewed school calendar to reduce/minimise costs with key celebrations, events identified, considering relevance for children and families CoSD Position Statement reviewed and shared with all stakeholders.
- 100% of pupils in the targeted cohort (SIMD 1-2+FSM) were provided with water bottles.
- All vulnerable families who sought support including uniforms, Halloween costumes and Christmas gifts, linking with local charities (Kit for Kids Clydesdale) had this inequity reduced.

Equity Targeted Attainment: Refer also for PEF Plan Evaluation for detailed impact.

- Of the 8 targeted children at P.3 (2021/23) 38% are now on track to attain the expected CfE Level in Reading.
- Of the 8 children targeted at P.6/7, 38% are now attaining or now track to attain the expected CfE Level in Reading.
- Of 11 pupils targeted for Writing support at P.2/3m, 27% are now attaining or on track to attain the expected CfE Level.
- Of the groups targeted in Writing at P.4/5, 16% are now on track to attain.
- In Writing at P.6/7 12 children were targeted, of which 41% are now on track to attain or have attained the expected CfE Level.
- At P.2/3, 9 children were targeted for Listening and Talking, 44% are now attaining or predicted to attain the expected CfE Level.
- Across P.5-7 Listening and Talking, 50% of the targeted children have now attained the expected level or on track to attain.
- Across P.2/3 of the 8 targeted children, 12.5% are now attaining in Numeracy.
- At P.4/5 5 children were targeted, 20% are now on track to attain the next expected CfE Level.

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

Refer to PEF Plan for 2022/23

- Boxall Profile Action Plan tool will be used with all children to identify needs and set SMART targets to improve health and wellbeing. HWB interventions implemented.
- Family Learning and Parental Workshops to support raising attainment, engagement and wellbeing.
- Nurture intervention widened to include more children at the early stages.
- Forest Schools/Outdoor learning to improve resilience, problem solving and developing creative thinking.
- Parental engaging including YFCL parenting support.
- 'Bouncing Back' programme for P.5 with Action for Children.
- SLC Equity Small Test of Change Attendance Group
- Maths Recovery
- Talk for Writing

National priority: How we are ensuring Excellence and Equity?

Strategy

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

At High Mill, 72.83% (67 of 93) of our pupils are within SIMD 1+2 or FSM (Targeted Cohort). Of this, 52% (35) are attaining in all aspects of Literacy and Numeracy.

The main barriers to attainment are Health and Wellbeing, engagement in learning, Parental Engagement, retention/short term memory, summer slippage, social and emotional difficulties and limited wider experiences and knowledge of the world. Attendance has also impacted attainment for some learners.

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 that % are skewed and to use numbers would identify individual children.

Progress and Impact

Refer to PEF 2021-2022 Plan and Evaluation.

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

- Nurture intervention widened to include more children at the early stages.
- Forest Schools/Outdoor learning to improve resilience, problem solving and developing creative thinking.
- Parental engaging including YFCL parenting support.
- 'Bouncing Back' programme for P.5 with Action for Children.
- SLC Equity Small Test of Change Attendance Group
- Maths Recovery
- The targeted groups for 2022/23 are P.3, P.4 and P.6 in Writing through Talk for Writing and small groups and 1-to-1 support. Approach will also be used with P.1 based on transition information.
- Maths Recovery will be targeted at the 2022/23 P.3, P.4 and P.6