



# Robert Owen Memorial Primary School



## Standards and Quality Report 2022/2023



## Context of the School

### Our School

Robert Owen Memorial Primary School is a large non-denominational primary school in the town of Lanark. The school has eleven mainstream classes and four supported classes for pupils with Autistic Spectrum Disorder. The Social Index of Multiple Deprivation (SIMD, 2020) showed the school as having 5% of all pupils living in deciles 1-2. In contrast, 39% of all pupils were living in deciles 8-10 thus emphasising the number of children from very varied backgrounds being catered for in our learning environment. Free meal entitlement currently sits at 18% giving the school £60,025 Pupil Equity Funding.

In Robert Owen Memorial Primary School, we recognise that the starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents of children and young people.

Our Parent Council are active and engaged in the life of the school. They support the school by holding fund raising events, participating in self-evaluation and by being active members in various committees/working parties.

We are part of Lanark Learning Community, which sits within the extensive rural area of Clydesdale. There is a mixture of rural and semi-rural establishments. There are twelve primaries, two of which have supported classes, five early learning and childcare establishments, one stand-alone Early Learning and childcare establishment, and one secondary school, Lanark Grammar School. We work with a range of partnership nurseries too. As a learning community, we work closely on priorities identified in our own community improvement plan. There is a full transition programme that all associated primaries participate in and the many wider achievement opportunities provided throughout the year, allow our children to form strong links with children from other establishments.

### Vision

Here is our vision, our values and aims for the school. They were developed in consultation with pupils, staff and parents.

‘Our vision at ROMPS is that we all work together so that all pupils develop skills for learning, life and work to become all they can be in an inclusive, welcoming and supportive environment.’

Our Values are:

Respectful, Hardworking, Happy, Kind, Confident, Safe

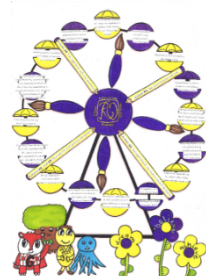
Our motto is:

‘Dream, Believe, Achieve

### Aims

We aim to:

- meet the needs of all learners in a safe and nurturing environment where everyone feels valued.
- provide children with opportunities to explore and develop transferable skills successfully.
- create and maintain purposeful links with the whole school community in order to achieve our vision.
- foster respectful attitudes by celebrating diversity.
- build learners’ skills and knowledge for learning, life and work in the 21st Century.



## Review of progress for session August 2022 – June 2023

**Strategic Priority One:** Through consistency of approach in the teaching of writing as well as a continued emphasis on developing a culture of reading in our school, attainment in Literacy for all children will be improved.

<b>National Improvement Framework Key Priority</b>	
<ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in children and young people's health and wellbeing; and</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>	
<b>National Improvement Framework Key Drivers</b>	<b>HGIOS 4 and Early Learning and Childcare Indicators</b>
<ul style="list-style-type: none"> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Parental Engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 Self Evaluation for self-improvement</li> <li>• 1.2 Leadership for learning</li> <li>• 1.3 Leadership of change</li> <li>• 1.4 Leadership and management of staff</li> <li>• 1.5 Management of resources to promote equity</li> <li>• 2.1 Safeguarding and child protection</li> <li>• 2.2 Curriculum</li> <li>• 2.3 Learning teaching and assessment</li> <li>• 2.4 Personalised support</li> <li>• 2.5 Family learning</li> <li>• 2.6 Transitions</li> <li>• 2.7 Partnership</li> <li>• 3.1 Ensuring wellbeing, equality and inclusion</li> <li>• 3.2 Raising attainment and achievement/Securing children's progress</li> <li>• 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>

### Intended Impact– What did we set out to do?:

#### **Writing:**

A consistent approach to the teaching of writing will be used by all staff.

All staff will feel more confident in the teaching of writing.

Attainment in writing will be improved

#### **Reading:**

A culture of reading will continue to be developed in our school.

There will be an increase in the number of children choosing to read independently for pleasure on a more regular basis.

Attainment in reading will be improved.

### Progress and Impact:

#### **Writing:**

In September, the Literacy Coordinator carried out an audit using a Jamboard with all staff to identify the approaches to the teaching of writing and associated resources used across our school. All staff were consulted in the development of a whole school approach to writing, based on the Active Literacy programme to ensure depth and consistency of approach across the school.

To ensure consistency of approach, a writing working party was created which consisted of staff from across all stages of the school. Through consultation genre-specific success criteria for Early, First and Second Level were created to support staff in implementing a four week approach effectively. These were then shared with staff and staff agreed to pilot these until the end of this session.

Professional judgements from teachers in all mainstream classes this session show that attainment in writing across the school has increased by 3% to 82%. Of the staff who completed the survey, 100% stated that they feel the four-week approach has helped them to improve their pedagogy.

## Reading:

In the 2021-2022 session, we successfully gained Silver Reading Schools accreditation. This session, as we worked towards gaining our Gold Accreditation, we decided to purchase the Giglets online reading resource to support all staff in continuing to develop a culture of reading for enjoyment for our learners. Giglets training took place on 16<sup>th</sup> August 2022 and all staff were encouraged to use this resource in their classrooms, to support reading for pleasure and the development of comprehension skills.

Some staff engaged with peer visits to share good practice in the teaching of reading and this has helped staff to support the consistency of approach in the teaching of reading across our school.

Our pupils who were part of our Reading Schools Working Party named themselves the 'ROMPS Royal Readers' and the group consisted of representatives from P1-P7. Through regular meetings, they created an action plan for the session to discuss and monitor our progress in building a culture of reading.

All stakeholders worked towards gaining Gold Level Reading School accreditation which we successfully gained on 17<sup>th</sup> April 2023. We were delighted with this achievement and the following initiatives have now been implemented to promote an ethos of reading for enjoyment across our school:

- Through consultation with staff, we updated our Homework Position Statement to encourage our children to read for pleasure for their homework.
- All children were issued with a Giglets login to allow them to access a range of texts at home and school.
- Parents were also encouraged to use our Reading Rings (Bloom's Taxonomy) at home to support the development of their children's comprehension skills.
- Paired Reading from Primary to Primary 7.
- Everybody reading in Class time (ERIC)

Parents were invited to read with their children by attending the 'Read with the 'ROMPS Royal Readers' events throughout the session. Parents found these events useful in order to gain an insight into their child's reading development, reading resources used in school and how to further support their child's reading development at home. Feedback included;

"It was fun to read with my child and see how her comprehension has grown. Giglets is a great interactive reading tool"

" Fun to see and hear the children read books of their choice".

The children in Room 7 and Room 12 enjoyed paired reading today.



One of our ROMPS Royal Readers, Finlay, spent some time in the nursery today using Giglets with the children. Amazing work, Finlay! #ReadingSchools



Our Pulse Survey results completed with the ROMPS Royal Readers representatives from across the school in May 2023, indicated that 87.5% of these learners liked using the Giglets online reading resource since this was introduced at the start of session. In addition, 87.5% of the learners indicated that they feel they have continued to or have started to choose to read for pleasure more often since we have become a Reading School. One of the representatives commented that the work they have been completing through the Reading Schools action plan 'has influenced the children in the school' in terms of reading for pleasure. Another commented that the Paired Reading initiative has helped to engage pupils in reading across the school.

Overall, our attainment in reading from mainstream P1-P7 has increased to 87% this session, which is a 3% increase. Of the staff who completed the survey, 100% said that the learners in their class now enjoy reading more often (75% stated that learners enjoy reading quite a lot and 25% stated that learners enjoy reading very much.)

### **Next Steps:**

- Continue to embed a consistent approach to the teaching of writing across the school.
- All staff will continue to be encouraged to engage with peer visits to share good practice in the teaching of writing and reading.
- To continue to maintain Gold Reading School status.



Well done and thank you to Jacob for creating and delivering a presentation to his class about Dyslexia. Big thanks to Luka in P7 for helping him with the PowerPoint. Room 8 pupils enjoyed learning more about Dyslexia and what it's like.



The children in Room 3 have been exploring the difference between fiction and non-fiction texts. They worked in groups to sort different books and did some paired reading using their new non-fiction class reader.



**Strategic Priority 2:** To raise attainment in Numeracy.

**National Improvement Framework Key Priorities**

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

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**Intended Impact– What did we set out to do?:**

Primary 1 children will have a greater understanding of the foundations of number.

Attainment in Numeracy will be improved.

Teachers' confidence in the moderation of Numeracy will increase.

**Progress and Impact:**

Three staff members completed the Maths Recovery training and started to implement this in their classrooms. Progress in the implementation of the Maths Recovery programme has been limited due to one member of staff being on maternity leave and another member of staff resigning following a period of absence. The P1 mainstream teachers find the programme useful as a planning tool and to ensure language is used to support children to think more deeply and apply different strategies when solving problems. The teachers also found that all learners in their classes have a greater understanding of the foundations of number and all children in the mainstream P1 have achieved Early Level. All children have improved in articulating how they worked out answers and can apply their knowledge of number in other topics in Numeracy. One class teacher also stated that since taking part in the Maths Recovery training and being provided with the purple book, she has more knowledge and strategies to use when teaching different concepts of number. This has also increased confidence when moderating Numeracy at Early Level.

All staff received refresher training for Number Talks and Problem Solving to ensure consistency of approach. Some staff have engaged with peer visits to share good practice in the use of Number Talks and

Problem Solving. All staff report that Number Talks are beneficial in supporting their learners to think about the process of solving different problems.

After the implementation of the West Partnership's Moderation approach, all staff have participated in 8 hours of moderation in Numeracy and Maths as per the Working Time Agreement.

This session, attainment in numeracy has increased by 1% to 84%.

### Nest Steps:

- Continue to embed a consistent approach to the teaching of Numeracy and Mathematics.
- Bring Maths to life through STEM activities.
- Continue to embed the West Partnership's approach to Moderation.

Kicking off maths week with a rather colourful range of activities in Room 14 this morning! The pupils really enjoyed this one 🌈🍬+X÷-  
[#MathsWeekScot](#) [#hardworking](#)



As part of Maths Week, the children in Room 3 have been using Beebots to explore positional language. [#hardworking](#) [#MathsWeekScotland](#)



The children in Room 8 have been creating nets and 3D shapes as part of maths. What 3D shapes can you name around the house?



The children in Room 2 have been exploring the concept of pattern in Maths. The children have used a variety of materials to show different patterns. Their favourite was using the different types of pasta!  
[#ActiveLearning](#) [#SkillsforLearning](#) [#hardworking](#) [#happy](#)



**Strategic Priority 3:** To increase access to and participation in STEM learning for all pupils.

**National Improvement Framework Key Priorities**

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
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**Intended Impact– What did we set out to do?:**

All staff will be more confident in delivering STEM learning for all pupils.

All children will be more engaged and motivated to learn through the implementation of STEM-related learning.

All staff and pupils will have an increased understanding of learning through STEM opportunities, through the Young STEM Leaders programme.

All pupils and staff will be confident in accessing and using a variety of digital equipment and resources across the curriculum.

All pupils will develop the skills and knowledge required to safely navigate the digital world.

All staff will be aware and vigilant of cyber security. They will know how to keep themselves safe online and will know how to spot potential malware attacks.

**Progress and Impact:**

To promote staff confidence in providing STEM opportunities for learners, all staff participated in the Young STEM Leaders Programme and were accredited certification as Young STEM Leader Tutor Assessors by SSERC in August 2022. Following this, all staff completed the STEM Self-Evaluation and Improvement Framework audit during a CAT Night in January 2023, to identify our strengths and areas for development as a school. These showed that almost all staff did not feel confident in delivering STEM lessons to their learners. A member of teaching staff was successfully appointed as a STEM Mentor for the local authority by the Science and Sustainability Officer for South Lanarkshire Council. Following this training, the STEM Mentor was able to deliver CLPL opportunities for staff across the authority and within the school, to develop STEM pedagogy and different learning approaches to engage learners. All staff were also



introduced to SLC's RAISE Skills Framework as a resource to provide high-quality learning experiences in Science for all learners. Staff feedback is very positive with regards to this resource.

P7 pupils were trained as Young STEM Leader. They delivered STEM lessons to younger pupils, including pupils in the ELC, P1, P4 and one of our supported classes consisting of pupils in P2,3 and 4.

In September 2022, our P7 STEM team began working on a challenge set by Education Scotland and Keep Scotland Beautiful entitled 'STEM The Flow' The STEM team have outlined their experience below.

### **STEM – The Flow By 'The Pollution Police'**

#### **Heidi, Jonathan, Luka, Fergus, Fraser and Joshua (P7 pupils at ROMPS)**

*'Firstly, Miss Murphy decided in September that she wanted to create a STEM team for Primary 7 children to be a part of. She had heard about an amazing competition that she wanted us to take part in and decided to open an application process to find six pupils. To get into the team, we had to fill out an application form asking why we wanted to be a part of the team and a rough idea of an invention idea we had to tackle plastic pollution in the River Clyde. Soon after, Miss Murphy chose the winning applicants and that is when the STEM team was created and consisted of us.'*

*'For two months, we met every Thursday after school with Miss Murphy and each week we had different responsibilities to fulfil. We carried out research about our local area,*

*what Lanark do to tackle plastic pollution and the wildlife that is affected by litter in the Falls of Clyde. We learned so much about our local area and this inspired us to start creating our invention. Our idea was called 'The Crustacean Crew' which consisted of the 'Crab Mobile' a machine that walks underwater unearthing rubbish that is trapped under the mud and sand. This machine was followed by 'The Shrimp Mobile' which sucks up rubbish and had special detectors and filters on it to catch cotton buds. All litter caught by the Shrimp Mobile was then passed to the 'Hydro Crusher' which crushed up all the plastic into smaller particles that could be easily transported to the recycling centre. Each machine was designed to be powered by solar energy and we created our final designs using sustainable materials which meant we contributed to recycling.'*

*'Once our invention was made, we had to create a presentation and display board to present at the awards ceremony which took place in the Riverside Museum, Glasgow. This competition was called 'STEM the Flow' and was run by 'Keep Scotland Beautiful' and Education Scotland. We were up against tough competition and most of our competitors were secondary schools. After our presentation, we were awarded as winners of 'Most Innovative Solution' by the panel of judges and were presented with a trophy that we will be able to keep forever. Overall, the experience was amazing, and we learned so many Skills for Life, Learning and Work. We are so proud of ourselves and so thankful to Miss Murphy for creating the STEM team and helping us along the full journey. We couldn't have done it without her and each other!'*



The STEM Mentor organised and led a whole school and ELC Science Fair in April 2023, where the children showcased and shared their experiences across the science curriculum with their parents/carers. We received very positive feedback from this event. Comments included:

*“Loved the enthusiasam, creativity and passion of the young people towards science”.*

*“It was lovely to be in and see all the amazing science work. The children were all eager to share what they had learned.”*

Room 11 children really enjoyed sharing their learning with other classes and adults during the science fayre today.



In September 2022, a Tech Team consisting of P7 pupils was developed and the pupils were trained to become ‘Digital Leaders’ in our school. The Tech Team created and adhered to a remit which involved checking all technology in the school weekly and creating a ‘Tech Team’ challenge of the month for children across the ELC and school to complete. This was shared at weekly assemblies and has helped to increase the motivation and engagement in technologies.

Following Google Certified Educator training, workshops were offered to pupils, parents/carers and staff. Pupils from P6 and P7 attended the workshops during Fun 31 for a period of 4 weeks and developed their knowledge and understanding of Google Apps including; Google Docs, Forms and Slides. The workshops offered to parents and staff had a very limited uptake and therefore did not have the impact that we had hoped for our school community.

To develop children’s knowledge of the ReadWrite app, a drop-in session was held for pupils from all stages in the ICT suite. This app is now being used by learners to support them with the development of their writing and has helped to remove barriers to learning across the curriculum.

### **Next Steps:**

- P6 pupils will be trained as Young STEM Leaders, with the aim of receiving the qualification by the end of P7.
- The STEM Mentor will continue to lead and support STEM learning across all stages of the school.
- A STEM Space will be developed in our school and teachers will be encouraged to use this space to provide high-quality STEM learning experiences.
- The Tech Team will create a questionnaire for all staff, parents/carers and pupils at ROMPS about Digital Learning in our school. This will be used to update the Digital Schools Action Plan and this will be implemented by the Tech Team, with the aim of gaining Digital Schools Accreditation by June 2024.
- Continue to develop staff, parent/carer and pupil awareness and confidence in using the ReadWrite app.
- The ‘Bring your own Device’ initiative will be trailed termly with P7 pupils throughout the 2023-2024 session.
- Google Workshops will be offered to parents/carers, staff and pupils.

In Room 4a, the children have been testing their predictions about objects which are magnetic and those which are not. The children were surprised to learn that not all metals are magnetic and tested this fact for themselves. #STEMatROMPS #activelearning



Room 14 children thoroughly enjoyed showcasing their Scottish work with their parents and carers. The children would like to thank everyone for sharing their favourite Scottish words and participating in our STEM challenge 🇪🇺



The children in Rooms 11 and 12 enjoyed a festive STEM challenge last week. They were challenge to work in groups to build a snow ball (pom-pom) catapult using only 9 lolly sticks and 1 elastic band. Testing them was lots of fun!



**Strategic Priority 4:** To support the Health and Wellbeing of all children across the School by implementing a range of interventions which ensure children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotion, social and physical wellbeing now and in the future.

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**Intended Impact– What did we set out to do?:**

All staff will feel confident implementing the Health and Wellbeing programme.

All children will be further supported in their social and emotional learning through mindful movement and yoga sessions and mindfulness activities.

All children will be more confident in their ability to express and describe their emotional Health and Wellbeing.

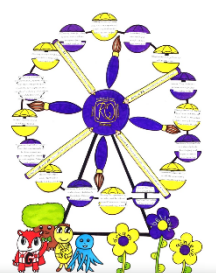
All stakeholders will develop an understanding of child rights and rights respecting attitudes.

All children will develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning.



By participating in Bush Craft sessions, children will develop skills in identification of flora and fauna.

By regularly engaging in real life situations in the outdoors, children will develop reflective and inquisitive thinking along with problem-solving skills.



Children will develop resilience and adaptability by engaging in outdoor free play experiences.

Children will develop cooking skills and experience a sense of enjoyment and achievement when preparing simple foods and drinks.

Children will demonstrate safe and hygienic practice while cooking in the outdoors.

Parents and carers will have a greater awareness of the benefits of children participating in Forest School and Outdoor Learning,

Parents and carers will develop skills in basic fire and tool use in order for them to be able to replicate outdoor activities at home with their children.

Children in the ELC and P1 will gain confidence in mastering new skills in woodwork and show sustained engagement at the workbench.

Levels of distressed behaviour will be reduced.

### **Progress and Impact:**

To build confidence in the implementation of the Health and Wellbeing programme, refresher training was delivered on Inservice Day Two in August 2022. All updates and amendments made to the Health and Wellbeing programme were outlined and all staff were given the opportunity to provide feedback about the planned implementation of the updated programme.

Additions to the programme such as the introduction of the new Relationships, Sexual Health and Parenthood (RSHP) planners which had been trialled in June 2022, were explained and discussed to develop staff understanding and build confidence with the delivery of the programme.

A questionnaire in May 2023 stated that 64% of staff found the planners easy to understand and 91% found the new layout made them clearer and easier to follow. 100% of staff felt that the HWB curriculum maybe or definitely had a positive impact on the resilience of our pupils. When asked which aspects of the curriculum had the biggest impact on pupil journey, although all areas of the programme received some votes, staff agreed that the sections having the biggest impact were the implementation of Healthy Schools, Emotion Works and Focus Weeks.

*“The use of emotion works/mantra means they can identify why they are feeling the way they are and how to manage their emotions appropriately to self regulate.”*

*“Lots of work and modelling around growth mindset and using mistakes as a positive experience.”*

Staff Members

As part of the ongoing Health and Wellbeing programme, rights are taught and embedded into our language and ethos to continue to develop an understanding of child rights and rights respecting attitudes. All pupils learn about the Right of the Month and about rights associated with the wellbeing indicator for that month. Rights are becoming an increasing part of the culture at Robert Owen Memorial Primary School and part of the everyday language for all stakeholders.

The Making Rights Real Committee used Equity Week to start their work towards achieving the Bronze Rights Respecting Schools Award, allowing ROMPS to become a 'Rights Committed' school. An action plan has been created as part of this process to help us achieve the Silver Rights Respecting Award.

*“Children are more aware of their rights as this is discussed often.”*

*“Some of my learners are very interested in their rights and how these are discussed and used in school.”*

Staff Members



All children were supported in their social and emotional learning through mindful movement, yoga sessions and mindfulness activities. This session, these activities have been incorporated into the daily life of the classroom and consolidated as an integral part of our PE programme. Staff knowledge and confidence in the implement of yoga and mindfulness has grown through staff training, discussions and shared experiences in the delivery of the materials available.

Staff and especially SLT continue to use Emotion Works language and cogs during restorative conversations and to support pastoral conversations. This has proven to be highly impactful with all pupils, not just those with language and communication difficulties, allowing them to feel more confident and able to express and describe their emotional Health and Wellbeing.



Children in P1-3 experienced a 4 week block of Bush craft sessions. The children developed skills in tool safety and tool use as well as skills for life including problem solving, leadership, team work and communication. These sessions allowed the children to connect with nature and feed their spirits of adventure. By allowing the children to develop new skills in new spaces, thus gaining a fresh perspective of the world around them.



Children have continued to participate in Outdoor Learning sessions weekly. Outdoor Learning was showcased to parents/carers during our Outdoor Learning week. Activities included; making bug hotels, seed bombs and positivity pebbles as well as upcycling, natural art, sensory garden maintenance, creating parts for the game kuub and biomimicry.

Every child experienced a four week block of Forest Schools, building on the skills for learning, life and work that have previously been developed during these sessions. This included developing the children's cooking skills by using the earth oven and fire pit to make simple foods and drinks. The children also continued to be trained in hygienic practices and fire safety when using the earth oven and fire pit.



Children in the ELC and P1 spent time in 'The Wee Yin's Workshop' where they were introduced to basic woodworking skills such as hammering, nailing, screwing and sawing.



All staff have implemented our agreed approach to Promoting Positive Relationships and Understanding Distressed Behaviour and all staff are using the Emotion Works cogs, associated language and school values to support children to self-regulate their behaviours. This has resulted in the need for staff to co-regulate children's emotions and behaviour being reduced.

### **Next Steps:**

- The use of yoga / mindful practices will be continued and embedded next session.
- The Health and Wellbeing Programme will continue to be evaluated and embedded inline with staff evaluations
- Continue to develop a progressive PE programme.
- The Emotion Works Committee will create an action plan for the implementation of Emotion Works as a pedagogy for Learning Across the Curriculum.
- Achieve Gold Rights Respecting School Award.
- All staff who are part of the Nurture, Attachment and Promoting Positive Behaviour Working Parties will work collegiately to create a whole school approach to Promoting Positive Behaviour and Relationships



For Children's Mental Health Week, we are thinking about strategies we can use to connect with people. R6 children have drawn images on a paper strip showing connections with family and friends and activities they enjoy and joined them together to create a class paper chain.



**Strategic Priority 5:** To address financial barriers at school for families and children by implementing the Cost of the School Day project.

**National Improvement Framework Key Priorities**

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- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators
<ul style="list-style-type: none"> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Parental Engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 Self Evaluation for self-improvement</li> <li>• 1.2 Leadership for learning</li> <li>• 1.3 Leadership of change</li> <li>• 1.4 Leadership and management of staff</li> <li>• 1.5 Management of resources to promote equity</li> <li>• 2.1 Safeguarding and child protection</li> <li>• 2.2 Curriculum</li> <li>• 2.3 Learning teaching and assessment</li> <li>• 2.4 Personalised support</li> <li>• 2.5 Family learning</li> <li>• 2.6 Transitions</li> <li>• 2.7 Partnership</li> <li>• 3.1 Ensuring wellbeing, equality and inclusion</li> <li>• 3.2 Raising attainment and achievement/Securing children's progress</li> <li>• 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>

**Intended Impact– What did we set out to do?:**

Financial barriers at school are removed for children and young people from low income households through accurate use of the Pupil Equity Funding.

Financial barriers will continue to be reduced at school for families and children.

Families will continue to feel supported to access financial entitlements and maximise their incomes.

Parents/carers will continue to feel supported by staff identifying financial barriers and taking action to remove them.

Staff will consider costs and financial impact on children and families, during the planning of learning experiences.

**Progress and Impact:**

All staff received refresher training in August 2022, on the importance of removing financial barriers in school. Furthermore, in consultation with the Parent Council, our curriculum was reviewed and we collectively decided on how to poverty proof our curriculum for all learners.

**Next Steps:**

- The Cost of the School Day Position Statement will be reviewed and updated for 2023-2024 session.
- A Cost of the School Day leaflet will be created, addressing areas for development and outlining financial support for parents/carers, such as Money Matters advice.

**Strategic Priority 6:** To share learning, progression of skills and achievements of all pupils regularly with parents/carers.

**National Improvement Framework Key Priorities**

- **Improvement in attainment**, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators
<ul style="list-style-type: none"> <li>• School Leadership</li> <li>• <b>Teacher Professionalism</b></li> <li>• <b>Parental Engagement</b></li> <li>• Assessment of children’s progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 Self Evaluation for self-improvement</li> <li>• 1.2 Leadership for learning</li> <li>• <b>1.3 Leadership of change</b></li> <li>• 1.4 Leadership and management of staff</li> <li>• <b>1.5 Management of resources to promote equity</b></li> <li>• 2.1 Safeguarding and child protection</li> <li>• 2.2 Curriculum</li> <li>• 2.3 Learning teaching and assessment</li> <li>• 2.4 Personalised support</li> <li>• 2.5 Family learning</li> <li>• 2.6 Transitions</li> <li>• <b>2.7 Partnership</b></li> <li>• 3.1 Ensuring wellbeing, equality and inclusion</li> <li>• <b>3.2 Raising attainment and achievement</b>/Securing children’s progress</li> <li>• 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>

**Intended Impact– What did we set out to do?:**

Parents and carers will have a greater knowledge and understanding of the skills their child is learning across the whole curriculum through regular communication using the Evidence Me and Evisense platforms.

All teaching staff will begin to feel confident in using Evidence Me/Evisense.

There will be an increase in learners engaging in discussions at home with their parents/carers about their learning, following teacher observations recorded on Evidence Me/Evisense.

**Progress and Impact:**

All teaching staff were trained on the use of Evidence Me/Evisense and all parents/carers were invited to sign up to these platforms. As of May 2023, 80.5% of our families had signed up for Evidence Me and 72% of our families had signed up to Evisense.

All teaching staff are beginning to share meaningful skill development across the curriculum regularly with parents/carers, using Evidence Me/Evisense, for example, learning during our Scots focus in February 2023 as well as skill development across Literacy, Numeracy and Learning Across the Curriculum.

**Next Steps:**

- Continue to embed the use of Evidence Me/Evisense to share the skill development of all learners regularly.



## 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

- All teaching staff are aware of the context and the differing backgrounds and experiences of our learners and their families. They used this knowledge to put effective strategies in place to remove barriers to learning and ensured that learners achieved and attained to their full potential. Strategies included; Nurture, Drawing and Talking, Counselling Services, Outdoor Learning and Forest Schools.
- All teaching staff recognised that the poverty-related attainment gap had increased due to interrupted learning experiences as a result of COVID-19. Interventions have been implemented by School Support Assistants to help close the gap such as the 5 Minute Box for Literacy and Numeracy and Catch Up Literacy and Numeracy. Support for Learning Teachers provided bespoke Literacy and Numeracy programmes for individuals and small groups to help close gaps in learning.
- All staff provided appropriate support which ensured that there was inclusion and equity for all. The attainment and achievement gap was carefully analysed through professional dialogue at attainment and forward plan meetings which ensured support was allocated where required. We have robust evidence to show the progression made by these learners over the session.

### Progress and Impact

#### What difference did we see? What did we achieve?

- Through analysis of our Literacy data, we identified a group of children in P3 and P6 in August 2022 who had reading fluency and comprehension difficulties. The children received small group or 1:1 teaching support for reading. By June 2023, the gap in Reading in P3 has decreased by 34%, meaning that our gap has gone from 55% to 21%. Our gap in P6 Reading has stayed the same at 26%, however, attainment of the targeted group has increased from 64% to 67%.
- Through the analysis of our Literacy data we identified a group of children in P3, P5 and P6 in August 2022 who had difficulty in using the tools for writing and creating independent texts. This group received small group teaching for writing. Chromebooks were used to meet all learners needs, for example using the Speech to Text feature. By June 2023, the gap in P3 Writing has decreased by 16%, with the gap going from 25% to 9%. In P5 Writing, the gap has decreased by 25%, with the gap going from 54% to 30%. In P6 Writing, the gap has decreased by 4%, with the gap going from 36% to 32%.
- Through the analysis of our Numeracy data we identified a group of children in P6 in August 2022 who were not achieving their expected level for Numeracy and Mathematics. These children received small group teaching support for numeracy. By June 2023, the gap in Numeracy in P6 has decreased by 6%, with the gap going from 29% to 23%.
- 34 pupils were identified as having distressed behaviour and/or social, emotional and behavioural needs. Baseline Boxall profiles undertaken in August 2022 show these pupils are not within norms for both the development and diagnostic strands. Two teachers trained in Nurture led Nurture groups for these identified pupils. By June 2023, 44% of these pupils had increased Participation and Engagement levels, due to improved wellbeing.
- After an analysis of the School's attendance figures, it was identified that 21 pupils across P2-7 who reside in SIMD 1 and 2 and entitled to FSM have attendance below 90%. By June 2023, 16 of these learners have increased their attendance to 80% or above. 10 of these learners have increased their attendance to over 90%.
- 15 pupils across the school were identified as scoring below 2 on the Leuven Scale of participation and engagement in their learning. Interventions were put in place to ensure more of these learners are participating and engaging in their learning. By May 2023, 5 (33%) of these pupils had an increase in participation and engagement on the Leuven Scale.

- The most successful intervention has been the employment of an additional teacher through the use of the Pupil Equity Fund. The teacher worked with children in small groups or on a 1-1 basis to support targeted learners. It is evident that it has helped to raise the attainment of children living in the most deprived areas, therefore the poverty related attainment gap is beginning to close.
- In session 2020-2021, the gap in writing increased to 37.33%, this reduced to a gap of 24% in the 2021-2022 session. This reduced further to a gap of 15.67% in session 2022-2023 which indicates that our targeted writing interventions have closed the gap by 8.33%.
- In session 2021-2022, overall mainstream attainment results indicate that attainment in Reading was 84% and this increased to 87% in session 2022-2023. In writing, attainment increased by 3% from 79% in session 2021-2022 to 82% in 2022-2023. In listening and talking and numeracy, our results have remained consistently high this session with 91% of learners on track for Listening and talking and 85% of learners on track for Numeracy.
- A range of effective initiatives are in place to ensure equity for our most vulnerable learners to be successful, including the Cost of the School Day initiative. Parents and carers of targeted learners were invited to join the Participatory Budget Group whereby decisions were made on how to spend 5% of our annual PEF fund. This helped to increase the targeted pupils' skills in IT.



We also supported our most disadvantaged learners in school and at home through various initiatives. For example:

- Our free pop up uniform stall was available to all parents and carers from August – June.
- Snacks are provided free of charge for those children who need them.
- All children experienced a class trip, including trip to Science Centre, Dynamic Earth and Amazonia.
- We funded the P7 residential for a number of learners who would have missed out otherwise.



We also:

- Revisited our CoSD Position Statement to consider how we can best eliminate charges for families.
- Considered how our actions could inadvertently alienate families in poverty.
- Used our knowledge of families to sensitively engage with them as appropriate to understand any financial impacts.
- Considered how we could sensitively support families by signposting them to financial supports or by supporting them as a school community.



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

- In order to reduce the poverty related attainment gap, we will continue to implement 1-1 and small group interventions in Literacy and Numeracy.
- More extracurricular activities will be provided for all learners, which will see the achievement in children increasing.
- By implementing the Cost of the School Day project, we will continue to address financial barriers at school for families and children.
- Financial barriers at school will be removed for children and young people from low income households, through accurate use of the Pupil Equity Funding.
- Families will continue to feel supported to access financial entitlements and maximise their incomes.
- Parents/carers will continue to feel supported by staff identifying financial barriers and taking action to remove them.
- Through a continued emphasis on developing a culture of reading in our school, attainment in Literacy will be improved.
- By increasing access to and participation in STEM learning, the skills for learning, life and work will be further developed.