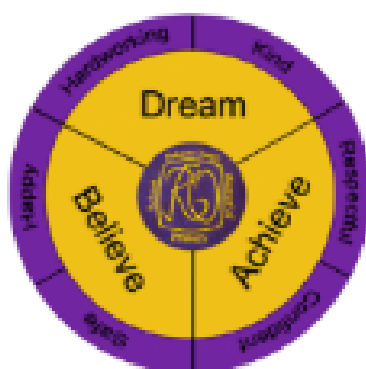




# Robert Owen Memorial Primary School



## Standards and Quality Report 2021/2022



## 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. In June 2021, the Social Index of Multiple Deprivation (SIMD, 2020) showed the school as having 4% of all pupils living in deciles 1-2. In contrast, 40% 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 18.7% giving the school £69,040 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

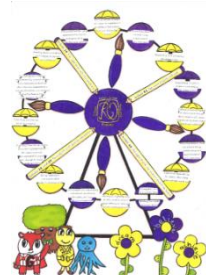
Our motto is:

'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 2021 – June 2022

### **School priority 1: Continuity of Learning**

#### NIF Priority

Improvements in attainment, particularly in literacy and numeracy

#### NIF Drivers

School Improvement  
Assessment of children's progress  
Teacher professionalism  
Performance information  
School leadership

#### HGIOS?4 QIs

1.1 Self-evaluation for self-improvement  
1.2 Leadership of learning  
1.3 Leadership of change  
1.5 Management of resources to promote equity  
2.2 Curriculum  
2.3 Learning, teaching and assessment  
2.4 Personalised support  
2.5 Family learning  
2.7 Partnerships  
3.2 Raising attainment and achievement  
3.3 Increasing creativity and employability

### **2.2 Curriculum**

#### **Theme 1: Curriculum Rationale and Design**

#### **Strategies:**

All staff will deliver creative and innovative teaching and learning approaches across the curriculum to ensure gaps in learning are addressed for all learners across all areas of the curriculum.

All stakeholders will have a shared understanding of our reviewed Curriculum Rationale and how it defines our school.

#### **Progress and Impact:**

At the start of the session, all staff from ELC-P7 were involved in professional dialogue to ensure a seamless transition for all our learners. Due to interrupted learning as a result of the COVID-19 pandemic, gaps were identified. This allowed each teacher to address experiences and outcomes which had not been addressed in session 2020/2021, in a creative and innovative way.

Throughout the session, all teachers continued to use the lines of progression to ensure experiences and outcomes were addressed. At termly Attainment Meetings, professional dialogues took place with class teachers and members of SLT to allow pupil data to be analysed. This ensured that supports were put in place to close gaps in learning. At the start of the 2022 session professional judgements across the whole school indicated that 20% of pupils were not on track for Reading, 21% were not on track for Writing, 19% were not on track for Listening and Talking and 16% were not on track for Numeracy. Following interventions, data in June 2022 indicated that there had been a 4% increase in Reading attainment to 16%, in Writing attainment remained the same with 21% of learners being not on track. Attainment in Listening and Talking increased by 10%, which indicated that now only 9% are not on track. In Numeracy, data indicated that there had been a slight increase in attainment with now only 15% of pupils not being on track.

To ensure all stakeholders have a shared understanding, our Curriculum Rationale is reviewed annually with the Parent Council, Staff and Pupils. This ensures that the changing context of our school remains current and is captured frequently.

#### **Next Steps: Curriculum Rationale and Design**

- By continuing to track and monitoring learning, gaps in learning will be addressed.
- Our Curriculum Rationale will be reviewed annually with all stakeholders.

## Theme 2: Development of the Curriculum

### Strategies:

All staff will embed teaching and learning opportunities, which will provide our learners with experiences for skills development across a range of contexts for learning.

### Progress and Impact

This session, we continued to have an emphasis on skills progression across the eight core subjects of Curriculum for Excellence.

In addition to this, the Forest School Programme resumed at the start of the 2021/2022 session, which ensured that all children built on the existing skills developed over the years, such as learning how to effectively participate in specific outdoor activities e.g. den building, fire safety, tree/plant recognition. The children have in turn developed valuable life skills, such as working as a team, assessing risk, expressing their opinion, listening to others, problem solving and conflict resolution, which they have then been able to transfer into daily life both in school and at home.



An Outdoor Learning timetable was implemented in August 2021. All teachers were encouraged to use this time to provide quality outdoor learning experiences for all children, across a range of contexts for learning, at least 3 times per week.



All pupils in Primary 5, 6 and 7 participated in FunSTEM, which involved watching online portal videos and creating their own project. These projects were shared with pupils and staff. This provided senior pupils with an opportunity for skill development.



Our weekly Focus on Fun sessions were skill-based. Teachers offered a 4-6 week block of fun and innovative activities such as First Aid, Origami and learning about Google apps that continued to develop skills for learning, life and work.



### **Next Steps: Development of the Curriculum**

- Next session we will focus on transferrable skill development through STEM subjects as part of the School Improvement Plan 2022/2023.
- We will continue to provide Forest Schools and Outdoor Learning experiences for all children throughout next session.
- Fun 31 (previously Focus on Fun) will continue to be skill based.

### **Theme 3: Learning Pathways**

#### **Strategies:**

Flexible and progressive learning pathways will be evident across all stages and all areas of the curriculum to meet the needs of all learners.

#### **Progress and Impact**

All teaching staff continued to use the Online Forward Plan as a working document which ensured consistency of approach and progress in learning. This encouraged most staff to embed flexible and progressive pathways, to help meet the needs of all learners.

#### **Next Steps: Learning Pathways**

- All staff will continue to use the Online Forward Plan as a working document.

### **Theme 4: Skills for Learning, Life and Work**

#### **Strategies:**

All learners' skills for learning, life and work will be further developed through participation in motivating contexts for learning, for example, World of Work Week and Masterclasses.

#### **Progress and Impact**

Our annual World of Work week took place in January 2022, however, due to COVID-19 restrictions in place during this time, we were unable to deliver face-to-face content.

Instead, we provided learners with the opportunity to engage with pre-recorded videos and live virtual calls from businesses, organisations and parents/carers. This supported the development of our learners' skills for learning, life and work.

In Term Four, Masterclass sessions were implemented for all learners and were skill-based. For example, teachers offered book making, face painting, first aid and origami. These activities continued to develop our learners' skills for learning, life and work.



### **Next Steps: Skills for Learning, Life and Work**

- World of Work week will continue to take place annually. Due to the success of the videos sent in by parents/carers and professionals, we will continue to embed this element into World of Work week.
- Masterclasses will continue to take place with input being delivered by parents/carers and staff.
- Mini Masterclasses will continue to take place for P1 children. P7 pupils will help them to develop skills for life. Examples of these masterclasses will include tying shoelaces, zipping up jackets, fastening buttons and organising themselves for the school day.

## **2.3 Learning, Teaching and Assessment**

### **Theme 1: Learning and Engagement**

#### **Strategies:**

An increase in participation and engagement will be evident across all stages of the school, following monitoring and the implementation of strategies to ensure the needs of all our learners are being met.

#### **Progress and Impact**

All staff tracked and monitored levels of participation and engagement, using the Leuven Scale twice throughout the session. At attainment meetings, professional dialogues took place and decisions were made as to how best support children whose participation and engagement levels were below 3.

An increase in participation and engagement was evident across the school with 18% of learners showing an increase in participation from October 2021 to June 2022. 20% of learners showed increased levels of engagement in the same period.

Overall, learners showed an increased level of participation this session compared to the 2020/2021 session with 78% of learners having high or extremely high participation compared to 76% last session. Engagement levels of 4 and 5 also increased by 5%.

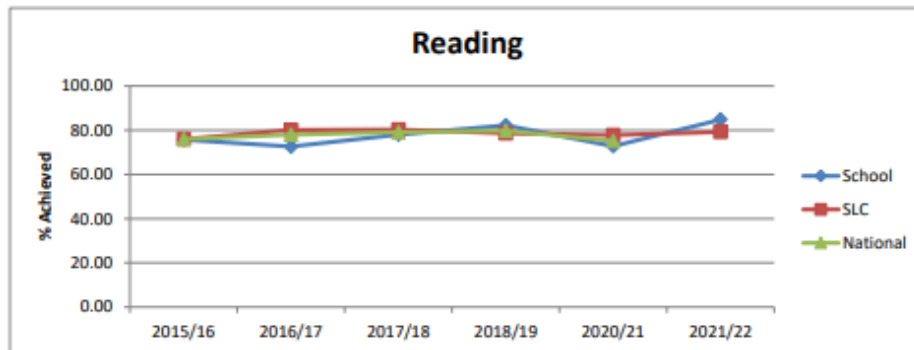
The Learning, Teaching and Assessment Position Statement was implemented and all staff followed the annual assessment calendar. Through regular professional dialogue opportunities and attainment meetings, SLT ensured that most learners experienced appropriate pace and challenge and the needs of most of our learners were addressed. This was evident in the combined P1, P4 and P7 data.

The professional judgements submitted by teachers in June 2022 showed that attainment had increased in all areas: Reading by 12%, Writing by 11%, Listening & Talking by 2% and Numeracy by 12%. Although there was a dip in attainment in the 2020/2021 session, the Recovery Plan interventions, which were put in place due to the COVID-19 Pandemic, appeared to be having a positive impact on attainment results during the session.

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

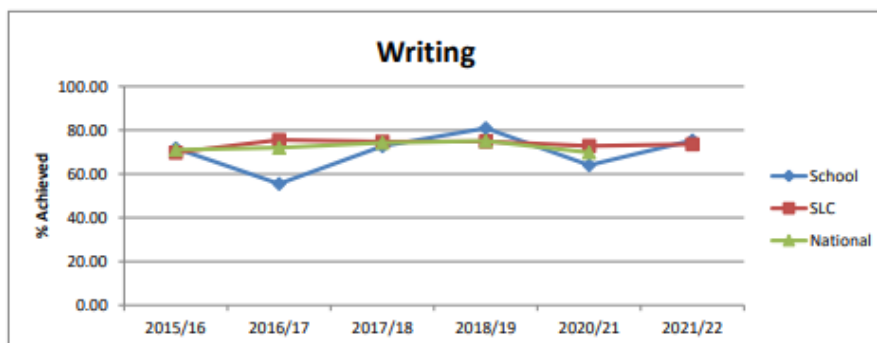
### Reading

Year		Establishment		
		School	SLC	National
2015/16		75.66	75.94	76.00
2016/17		72.60	80.10	78.00
2017/18		78.00	80.28	79.10
2018/19		82.24	78.60	79.77
2020/21		72.80	77.75	75.20
2021/22		84.78	79.17	



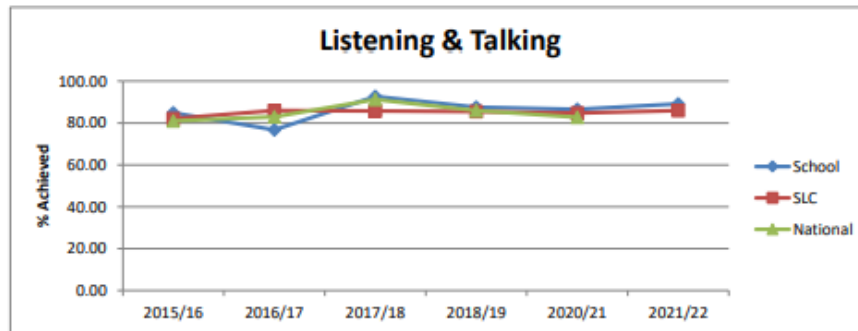
### Writing

Year		Establishment		
		School	SLC	National
2015/16		71.71	69.76	71.00
2016/17		55.48	75.56	72.00
2017/18		72.67	74.79	74.30
2018/19		80.92	74.89	75.08
2020/21		64.00	72.80	69.82
2021/22		75.36	73.60	



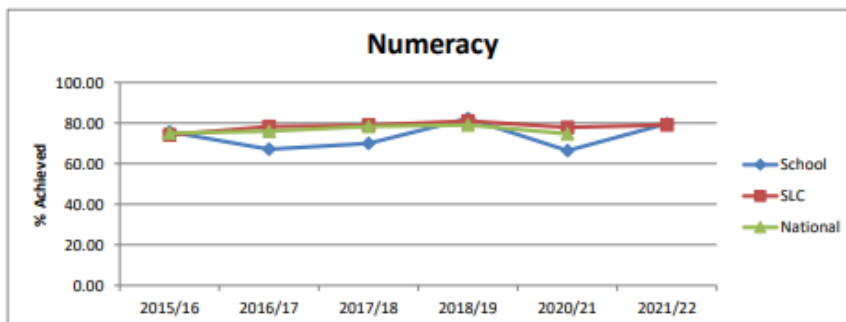
**Listening & Talking**

Year	Establishment		
	School	SLC	National
2015/16	84.87	82.09	81.00
2016/17	76.71	85.91	83.00
2017/18	92.67	85.75	91.20
2018/19	87.50	85.45	85.93
2020/21	86.50	84.74	82.74
2021/22	89.13	85.9	



**Numeracy**

Year	Establishment		
	School	SLC	National
2015/16	75.66	74.18	75.00
2016/17	67.12	78.27	76.00
2017/18	70.00	78.86	78.40
2018/19	82.24	80.99	79.07
2020/21	66.40	77.89	74.69
2021/22	79.71	79.1	





### **Next Steps: Learning and Engagement**

- All staff will continue to use the Leuven Scale to track and monitor learners' participation and engagement levels.
- The Maths Assessment for Learning and Teaching (MaLT) will be built into our assessment calendar, in order to ensure appropriate pace and challenge across numeracy and mathematics.

### **Theme 2: Quality of Teaching /Theme 3: Effective Use of Assessment**

#### **Strategy:**

The Digital Learning and Literacy skills of all stakeholders will be developed further.

All staff will feel confident in embedding the 5 AifL strategies into their daily teaching and learning, to ensure progress in learning.

The higher-order thinking skills of all learners will be developed further.

All staff will feel confident in using the Moderation Cycle.

#### **Progress and Impact**

All pupils and staff continued to develop their skills and knowledge to safely navigate the digital world, as digital learning continued to permeate our curriculum in session 2021/2022. For example, through the Health and Wellbeing curriculum, online safety was a focus for two weeks throughout the month of April. Police Scotland spoke to P4-7 pupils about online safety and the safe use of social media. This helped to promote the digital learning and literacy skills of pupils and staff.

The majority of children in the upper school were confident at selecting a digital device to support their learning, such as Chromebook or iPad. 23% of children in P4-7 used a device regularly to support them in their learning in Literacy, using features and resources such as Speech to Text and Immersive Reader.

A whole school action plan was completed by the Tech Team and all stakeholders worked towards meeting all actions. Due to the COVID-19 pandemic and subsequent restrictions in schools, the implementation and progress of our Digital Schools Action plan took place naturally, for example, using online learning platforms to facilitate all homework for P4-7 pupils.

A Digital Learning Position Statement was created and will be shared with all stakeholders in the 2022/2023 session.

All staff were re-trained in the use of Formative Assessment. This ensured that all staff felt confident in embedding the 5 AifL strategies into their daily teaching and learning to ensure progress in learning for all. All staff were also given the opportunity to engage with AifL drop-in sessions every month to further develop their confidence in the use of Formative Assessment strategies and techniques in their daily teaching and learning. 57% of staff attended at least one drop in session throughout the year. Through class visits, it was evident that staff were more confident in implementing strategies and techniques they had shared with each other during the drop in sessions, such as traffic light marking trays and visuals to represent the Learning Intentions and Success Criteria with the younger pupils.

All staff completed a book study at the start of the session to support them in re-assessing progression in literacy following COVID-19 and to develop the higher-order thinking skills of all learners. Almost all staff provided engaging and motivating cross-curricular opportunities for their learners. For example, by reading 'Titanic Death on the Water' some of our P5 pupils were able to use their visualisation skills to create a large-scale model of the Titanic. Some of our P7 pupils read 'The Boy at the Back of the Class' and networked with a charity called Refuweege, to help contextualise their learning about people who are forcibly displaced.



All

staff

followed the annual assessment calendar, which supported and encouraged them to engage with the moderation cycle, as outlined in our Learning, Teaching and Assessment position statement. This helped to ensure quality teaching and learning experiences, which were tailored to our learners' needs, and interests were being delivered.

All staff engaged with eight hours of internal moderation with their stage partners in writing. Three moderation sessions, which were planned to take place with colleagues from Lanark Learning Community, were unable to take place due to COVID-19 restrictions.

#### **Next Steps: Quality of Teaching / Effective Use of Assessment**

- Moderation will take place with colleagues from across Lanark Learning Community.
- Staff will engage with moderation activities in Numeracy.

#### **Theme 4: Planning, Tracking and Monitoring**

##### **Strategy:**

All staff will have an in-depth understanding of the attainment and achievement of each individual child by using our robust tracking and monitoring process.

##### **Progress and Impact**

All staff entered data into the tracking and monitoring spreadsheet which informed progress of individual learners. This supported all staff to develop an in depth understanding of the attainment and achievement of each individual child.

Staff working in the supported classes used the B-Squared tracking and monitoring system to baseline all pupils in Literacy and Numeracy. Staff then used this system to further inform their professional judgements.

##### **Next Steps: Planning, Tracking and Monitoring**

- All staff will continue to use the tracking and monitoring spreadsheet across all areas of the curriculum to monitor the attainment and achievement of each individual child.
- A B-Squared Ambassador will be appointed to support staff in the use of the B-Squared tracking and monitoring system.
- All staff working in the supported classes will use B-Squared to inform planning.
- All staff working in the supported classes will introduce the use of Evisense to report to parents/carers.

### **3.2 Raising Attainment and Achievement**

#### **Theme 1: Attainment in Literacy and Numeracy**

In September 2021, a Reading Leadership Group was created consisting of pupils and staff from across all stages. Pupils and staff who were part of this group decided to rename the group 'ROMPS Royal Readers.' The group met on a monthly basis to ensure that they were building a culture of reading throughout our school. A Reading Schools action plan was then

developed to identify strengths and areas for development in building a culture of reading in our school.

The school community gained Bronze and Silver Level Reading School Accreditation during session 2021/2022. In order to gain this accreditation, we created an action plan based around the HGIOS?4 indicators and submitted evidence to show how we have developed a culture of reading across our ELC and school and promoted engagement in reading with all of our learners.



Pupils in P6 and P7 received targeted support for Literacy and Numeracy, after being identified through our tracking and monitoring system, at the end of the 2020/2021 session. Due to the additionality of COVID recovery teachers, we were able to provide support for the targeted children across each cohort in the school. These children were identified through dialogue at attainment meetings and staged intervention meetings. We implemented interventions appropriate for learners' needs. This took the form of individual or small group support for Literacy and Numeracy, IDL, 5 Minute Box (Literacy/Numeracy) and Catch Up (Literacy/Numeracy.) Targeted pupils across the school also received bespoke Literacy and Numeracy interventions.

**Next Steps: Attainment in Literacy and Numeracy**

- All staff will continue to build a culture of reading throughout our school and ELC, to gain Gold Reading Schools accreditation by June 2023.
- Our ROMPS Readers initiative will be re-launched in the 2022/2023 session.
- All staff will continue to develop learners' Higher-Order Thinking skills, through the use of our Reading Rings.

**Progress and Impact**

**Theme 2: Attainment Over Time**

All members of SLT continued to track and monitor attainment over time through termly attainment meetings with staff to discuss attainment data.

**Next Steps: Attainment Over Time**

- All staff will continue to work with members of SLT throughout the year to analyse data across the curriculum.

**Progress and Impact**

**Theme 3: Overall Quality of Learners' Achievements**

Almost all teaching staff offered a lunchtime club or after school club for various stages across the school. Some members of school support staff also offered after school clubs, including "School's Out" outdoor learning club.

Some P4-7 Pupils became Leaders of Learning by offering a wide selection of lunchtime clubs, including Chess, Football, Drawing, Crafts and Gymnastics.



Wider achievements are recognised and celebrated daily in the classroom and at monthly wider achievement assemblies. These are also shared with the wider school community on a regular basis on Twitter and the monthly Sway.



### **Next steps: Overall Quality of Learners' Achievements**

- All staff will continue to be encouraged to offer a selection of lunchtime and afterschool clubs.
- Pupils will continue to be encouraged to be Leaders of Learning by offering lunchtime clubs to other pupils.
- Wider achievements in and out with school will continue to be celebrated and shared with our school community.

**School priority 2: Promote the Positive Health and Wellbeing of Children and Young People, Parents/Carers and Staff**

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Teacher professionalism  
School leadership  
Assessment of children's progress  
School Improvement

HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

**Strategies**

To improve the Health and Wellbeing of all children across the School and Early Learning and Childcare by planning a range of interventions around Physical, Emotional and Social Health.

**Progress and Impact**

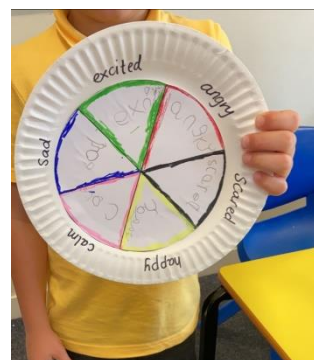
**3.1 Ensuring wellbeing, equality and inclusion**

**Theme 1 Wellbeing**

A wellbeing questionnaire was completed by pupils, staff and parents/carers. Following the collation of the wellbeing questionnaires, we adapted our Health and Wellbeing curriculum to ensure planning and monitoring focused on mental, emotional, social and physical wellbeing.

Throughout the 2021/2022 session, teachers continued to use the Practical Mindset Toolkit to improve learners' understanding, skills and knowledge of their general wellbeing. A particular focus was on resilience to support children following the impact of COVID-19.

Staff continued to use the core Emotion Works programme and principles to develop emotional literacy. The use of this programme was used by all members of staff to support children in recognising and understanding reactions and responses towards themselves and each other. This programme has become one of the key components of how we promote positive relationships and understanding distressed behaviour.



All children have experienced a block of yoga sessions to develop and improve concentration levels and readiness to learn. These sessions included the use of mindfulness techniques, which will be further developed next session.



All children have worked through the monthly Mindset Mantras in order to develop practical strategies and opportunities to cultivate a growth mindset and enable them to feel empowered to achieve.

The Health and Wellbeing position statement has been updated to reflect the changes made to the content and delivery of our Health and Wellbeing curriculum.

All staff received the Attachment Strategy training, delivered by Educational Psychologists from South Lanarkshire Council. Following this, the Attachment Strategy Ambassador Lead for the school set up an implementation group including four members of staff who all attended SLC's Attachment Catch-Up networking session. Throughout the session, the implementation group supported staff in embedding the six attachment pledges. We recognised that the six attachment pledges complimented the Six Principles of Nurture, which already permeate throughout our school and curriculum. As a result, we continued to build on this good practice and hope to gain Nurturing Schools Accreditation. Furthermore, our Educational Psychologist delivered an overview of Attachment Informed Practice to the Parent Council to give a better understanding of how the wellbeing of our learners is supported in school.

All staff worked with partners such as Jill Trevena, Psychological Services and Counselling Services to meet the social, emotional and behavioural needs of our pupils. Fourteen pupils attended counselling through Wellbeing Scotland Counselling Services and 86% of those who attended said it was beneficial and helped them to develop strategies to support them with challenges they may face on a daily basis.

### **Next Steps: Wellbeing**

- Yoga sessions will continue to be offered as part of the curriculum.
- Staff will continue to provide high-quality learning and teaching in PE in order that children will develop the skills to participate in a wide range of physical activities.
- The behaviour position statement will be rewritten to include the key components of Emotion Works, our School Values and our School Charter.

### **Progress and Impact Theme 3 Inclusion and Equality**

With the gradual easing of restrictions at the start of the 2021/2022 session, most committees and working parties were re-established, including Eco Committee, ROMPS Royal Readers, Masters of Makaton, Pupil Council, Sports Committee and the Children's Neighbourhood Scotland Focus Group. Parents joined some committees via online

platforms, including the Participatory Budget group. This ensured that all learners felt included, engaged and involved in the life of the school.

There has been a greater focus on the school's values. Each week, the Pupil Council representatives chose a child from their class who had demonstrated at least one of the school values that week. The representatives and these children met with the Head Teacher each Friday at break.

happy safe hardworking respectful kind confident

The new Relationships, Sexual Health and Parenthood programme was implemented to ensure children's protected characteristics were accepted and protected by our whole school community. This ensured that children felt supported as we celebrated diversity and challenged discrimination, as well as ensuring that there were no barriers to all children participating and achieving.

**Next Steps: Inclusion and Equality**

- We will continue to work towards gaining Rights Respecting Schools status.
- The Health and Wellbeing Position Statement will be shared with all stakeholders at the start of the 2022/2023 session.

### School priority 3: Planning for Equity

#### NIF Priority

Improvement in children and young people's health and wellbeing

#### NIF Driver

Teacher professionalism  
Parental engagement

#### HGIOS?4 QIs

1.3 Leadership of change  
1.5 Management of resources to promote equity  
3.1 Ensuring wellbeing, equality and inclusion

### **3.1 Ensuring Wellbeing, Equality and Inclusion**

#### **Theme 3: Inclusion and Equality**

#### **Strategies**

To address financial barriers at school for families, children and young people by implementing the Cost of the School Day project.

To be a poverty-aware school and reduce/mitigate the Cost of the School Day.

#### **Progress and Impact**

Nurture provision was planned for pupils in Primary 1, 4, 5 and 6, however, following the return to school after lockdown, we identified through Boxall Assessments that additional pupils in P2 and P3 required this intervention. Another member of teaching staff was trained as a Nurture Specialist, which allowed more children to receive Nurture intervention.

Of the 33 children receiving Nurture intervention this session, 27% showed higher Participation and Engagement in their mainstream class in June 2022 compared to October 2021. Moreover, comparison of Boxall Assessment scores from October to June showed that 34% of the children had improved scores, showing that the interventions in place were helping these children to manage their social, emotional and behavioural difficulties.

The tracking and monitoring of attainment data as well as the use of standardised and formative assessments were used to identify children who were not on track. Through the Staged Intervention process, interventions were put in place for 31% of our pupils. Overall results for the 2021/2022 session showed that attainment has improved in Literacy and Numeracy. The percentage of learners achieving their expected level of attainment in Reading increased from 74% in 2020/2021 to 86% in 2021/2022. Writing increased from 66% to 78%, Listening & Talking increased from 87% to 89% and Numeracy from 69% to 81%. These results show that the interventions put in place are having a positive impact on attainment.

There was a greater focus on attendance and punctuality. Parents were invited in to discuss how the school could best support them in increasing their child's attendance and punctuality. As a result, 20 of the 38 targeted children improved their attendance and 35 out of the 38 maintained or improved their punctuality.

All staff tracked and monitored levels of participation and engagement using the Leuven scale twice throughout the session. Children identified as having low-level participation and engagement had interventions in place.

Overall, learners showed an increased level of participation this session compared to the 2020/2021 session with 78% of learners having high or extremely high participation compared to 76% last session. Engagement levels of 4 and 5 also increased by 5%.

#### **Next Steps: Inclusion and Equality**

- Nurture provision will continue to be offered to pupils identified through the Boxall Assessment.
- All staff will continue to track and monitor attainment across the curriculum, to allow for early intervention.



- All staff will continue to track and monitor levels of participation and engagement across the curriculum, to allow for interventions to be put in place to support children in being more engaged in their learning.

## **Progress and Impact**

### **3.2 Raising Attainment and Achievement**

#### **Theme 4: Equity for all Learners**

In August 2021, a Participatory Budget Group (PB) was set up by the PB lead, consisting of targeted pupils and parents/carers. 5% of the Pupil Equity Fund budget was allocated to the PB Group who then generated ideas, which were shared with the wider school community. All stakeholders were involved in selecting the best ideas for our learners.

It was decided that the money would be used to purchase IT equipment, such as Chromebooks, EaRL Robots and IT accessories. Targeted children in P5-7 engaged in coding workshops for a period of 5 weeks to develop their skills in coding. Targeted children in P2 and P3 also participated in coding workshops, through the use of EaRL resources. At the end of the block, all children stated that they felt that their skills in the use of coding had improved.

#### **Next Steps: Equity for all Learners**

- IT Workshops will be offered to all parents/carers
- Coding workshops will be offered to all pupils in P5-7 as a lunchtime club

### **1.5 Management of Resources to Promote Equity**

#### **Theme 1: Management of Finance for Learning**

Our PEF plan has been carefully monitored and adapted to ensure that financial expenditure is leading to an increase in attainment.

COVID Recovery Teachers and Support for Learning Teachers worked with targeted pupils for Literacy and Numeracy to help close the poverty related attainment gaps which increased during session 2020/2021 due to the COVID-19 Pandemic. Data in June 2022 indicates that:

- In P5, the gap in Reading decreased by 14.3%
- In P2, the gap in Writing decreased by 25%
- In P5, the gap in Writing decreased by 7.1% and in P6, the gap has decreased by 30.7%
- In P2, the gap in Numeracy has decreased by 25% and in P7, the gap has decreased by 10%.

#### **Next Steps: Management of Finance for Learning**

- Our 2022/2023 PEF plan will be carefully monitored and adapted to ensure this continues to lead to an increase in attainment for targeted pupils.

### **2.4 Personalised Support**

#### **Theme 2: Targeted Support**

All staff identified learners requiring additional support and implemented appropriate interventions. For example, small group teaching of Literacy and Numeracy with COVID Recovery teachers, attendance at the ABC Reading Club, 5 Minute Boxes 1 and 2 for Literacy and Numeracy, Catch Up Numeracy, IDL for Literacy and Numeracy, Nurture, Counselling etc.

Data indicated that across the school, 39% of our learners receive at least one intervention.

Pupil Support	Type of Pupil Support	% of mainstream learners receiving this support
Support for Learning Teacher (P5, 6 & 7)	Literacy - Reading / Phonics / Spelling	8%
	Literacy - Writing	5%
	Numeracy	9%
Covid Recovery Teacher (P4 & 5)	Literacy - Reading / Phonics / Spelling	7%
	Literacy - Writing	2%
	Numeracy	7%
Covid Recovery Teacher (P2, 3 & 4)	Literacy - Reading / Phonics / Spelling	6%
	Literacy - Writing	0%
	Numeracy	3%
External Agency	Reading	10%
Support Staff / Other	5 min box (Literacy)	7%
	5 min box (Numeracy)	3%
	Hornets	0%
	Catch up literacy	1%
	Catch up numeracy	1%
	Toe by Toe	0%
	Phoneme Revision	3%
	IDL - Literacy	20%
	IDL - Numeracy	15%
	Counselling	3%
	Nurture	12%
	Fine Motor Skills	3%
	Other	2%

Data indicates that many of these learners have made significant improvements in their attainment and have went from being 'not on track' to 'on track'; 13% in Reading, 9% in Writing, 16% in Listening and Talking and 4% in Numeracy.

### Next Steps: Targeted Support

- Children requiring support will continue to be identified through teachers' professional judgements and the Staged Intervention process.

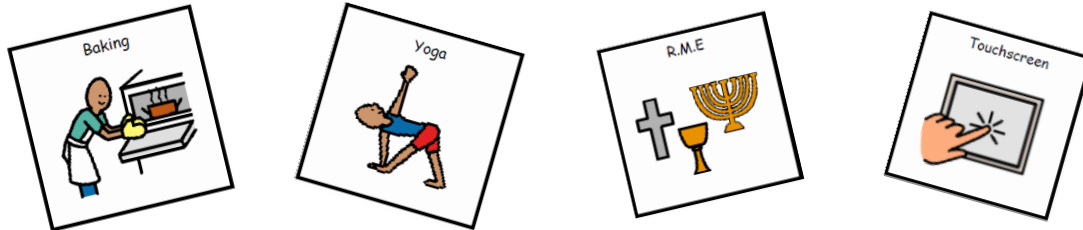
### Theme 3: Removal of Barriers to Learning

SLT analysed attendance and punctuality data monthly in order to identify children who had attendances below 90% or children who were frequently late for school. Letters were sent and meetings were arranged as appropriate. As a result, 20 of the 38 targeted children improved their attendance and 35 out of the 38 maintained or improved their punctuality.

Participation and engagement in extra-curricular activities both in and out of school were tracked. Our data shows that 62% of children attend one or more out of school club. 85% of the children attending out of school clubs are living in SIMD 3-10 & non Free Meal Entitlement (FME) compared to only 15% living in SIMD 1 and 2 and on FME. 95% of children living in SIMD 3-10 and non FME attended 3 or more out of school clubs compared to 5% of children living in SIMD 1 and 2 and on FME.

Attainment data was tracked and interventions were implemented where necessary. All interventions were tracked and monitored and were adapted or changed if there was little or no impact identified.

A Communication Friendly Environment working party was set up in October 2021 and an audit was completed to ascertain a starting point. All staff received training to further develop their knowledge and understanding on the use and purpose of a Communication Friendly Environment. Communication Friendly symbols were introduced as visuals throughout the school and ELC to ensure consistency of approach. All staff have the relevant symbols displayed within their learning environments. All staff also have access to additional and/or bespoke symbols, if required. A Position Statement was created by the working party and this was shared with the school community.



The majority of staff participated in Down Syndrome Training - Down Syndrome Awareness, Down Syndrome and Promoting Positive Behaviour, Literacy and Down Syndrome and Numeracy and Down Syndrome. Staff who attended had an increased knowledge of Down Syndrome and were better equipped to support children with this condition.

#### **Next Steps: Removal of Barriers to Learning**

- Our Communication Friendly Environment will continue to be developed. This will build on the existing good practice of consistent visual timetables, emotion check-ins and environmental labelling throughout the ELC and school.
- At the start of each session, symbols/photographs will be reviewed to ensure they remain current.

#### **2.5 Family Learning**

##### **Theme 2: Early intervention and Prevention**

The Cost of the School Day (CoSD) Position Statement was reviewed and shared with the school community.

The school provided ICT devices to families to support learning at home such as accessing Microsoft Teams for homework.

All families received the appropriate information and support to access financial support – e.g. Money Matters. These were also shared on our social media platforms and where necessary, through hard copies.

#### **Next Steps: Early intervention and Prevention**

- In consultation with parents/carers and staff, the annual financial calendar will be amended in line with the Cost of the School Day Position Statement.

## 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, Lego Therapy, Counselling Services, Outdoor Learning and Forest Schools.
- All teaching staff recognised that the poverty-related attainment gap had increased due to interrupted learning experiences this session. Interventions were implemented to help close the gap such as the 5 Minute Box for Literacy and Numeracy and Catch Up Literacy and Numeracy. COVID Recovery 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?

- Historic results show that the interventions implemented for targeted children for literacy and numeracy between 2015 and 2019 were having a significant impact. The most successful intervention throughout these sessions was the employment of an additional teacher through the use of the Pupil Equity Fund. The teacher worked with children in small groups on a 1-1 basis to support targeted learners. Unfortunately, the COVID-19 pandemic meant that these 1-1 and small group interventions were not able to continue in the same way as they previously did due to COVID-19 restrictions, including bubbles and social distancing measures. This had a detrimental effect in the progress we were making to close the poverty related attainment gap. Since August 2021, this intervention has been put in place again and it is evident that it has already helped to raise the attainment of children living in the most deprived areas, therefore the poverty related attainment gap is beginning to close.
- During the session 2020 – 2021, in reading, the gap increased to 33.66%, which has now reduced to a gap of 3.67%. In writing, the gap increased to 37.33%, which has now reduced to a gap of 24%. In listening and talking, the gap increased to 28.33%, which has now reduced to a gap of 9% and the gap increased to 23% in numeracy and mathematics, which has now reduced to a gap of 10%.
- 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 free trip to Lanark Library where they were issued with a form for a free library card giving all families access to books and e books to read and listen to.
- 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 2022/2023:**

- 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.