



South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Friendship

Respect

Achievement

Positive

Learning

Together We Learn We Grow

Robert Smillie Memorial Primary School

Standards and Quality Report Session 20/21

Our School Context

Robert Smillie Memorial Primary School is a modern school, re-built in 2010, in the Strutherhill area of Larkhall, South Lanarkshire. We are part of the Larkhall Learning Community and nearly all of our children go to Larkhall Academy for secondary education. The school roll for 2020/2021 was 201 children school aged children across 8 classes and a 40/40 nursery class provision (48 children across the week) that is currently a blend of 1140 and 510 hours. We also have an enhanced provision Nurture Class of 8 children who travel to Robert Smillie from their base schools across South Lanarkshire Council.

At Robert Smillie, we are very committed to working together; staff, pupils, family, community and partners, to ensure that all our children receive the highest quality education that we can provide. In 2019 /2020 we achieved our Nurturing School's Accreditation status. This marks a significant milestone in our school improvement journey, as we believe that school provide a safe and caring environment for all, to ensure children to reach their potential. This is reflected in our school's strong identity and a solid commitment to shared vision, values and aims.

Robert Smillie is currently in the final year of the Scottish Attainment Challenge programme, in which we have bid for additional funding to reduce the poverty related attainment gap in the core areas of literacy, numeracy and health and wellbeing. We are on this programme as we have a very high number of pupils (90%) who are from SIMD 1 and SIMD 2, FME and some travelling families. The work completed in this programme has had a positive impact for pupils in the school and will continue to help us secure better outcomes for our pupils.

Key Successes/Challenges and Achievements Session 2021/22

We learned a lot from the first lockdown (Mar 2020 – June 2020) with parents giving us very constructive feedback as to what worked and what didn't for our families. This resulted in us taking a different and far more effective approach in Jan 2021.

As a result, our current data shows that although there are some telling gaps, we have been able to keep most learners learning well in the core areas of literacy and numeracy, whilst keeping health and wellbeing firmly at the centre of all we do (as a Nurture UK Accredited school).

Staff have supported learners and each other very effectively this year.

PEF Funding has been used to support families, enhance ICT provision, (including rollout of digital devices for all who needed during the lockdown period) and provide high levels of additional support to pupils in school.

Remote Learning Jan-March 2021

From Aug to Dec, we trained staff in use of digital reading resources (Rising Stars) and rolled out digital family support with a programme of lending devices to ensure all could gain digital access. Rising Stars was an essential resource for supporting pupils' learning in reading during Jan 21 to March 21. Other digital resources that teachers learned to use that had a positive impact on learning included IDL (literacy and numeracy) Google classroom and the suite of Google resources.

Parents and families had been clear that they wanted paper packs of learning resources to help them manage remote learning. We organised weekly, outdoor, distanced collection. This allowed us to see parents and children and respond to specific needs and support families who struggled with organisation of remote learning at home.

Over 80% of our children engaged in using teacher led digital resources during Jan to Mar 21 (between march 2020 and June 2020 engagement in learning was less than 20%).

Seeing children weekly allowed us to assess how they were coping with lockdown and offer family support (PEF Funded Barnardos worker) where necessary.

Collecting responses from families following the first lockdown was essential in forming an effective and creative plan that was within rules but would achieve the desired outcomes in Jan 2021.

Teachers worked amazingly hard and very effectively to deliver good quality learning tasks through both paper packs and our digital offer – learning new skills and supporting one another as they did so.

Planning for and Evaluating improvement

As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan.

What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve. As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.



Improvement Priority 1 - Health and Wellbeing

Progress Report June 2021



What did we actually achieve?	How do we know?	What do we need to do next?
<p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <ol style="list-style-type: none"> 1. At the start of the academic year, we worked tirelessly with colleagues in SLC to prepare for a safe return to school for all. We spent considerable time and energy organising and communicating with staff, pupils and families to bring about safe systems of working practice that minimised the risks of infection from Covid-19. 2. School staff and pupils were organised into ‘bubbles’ that still allowed considerable support to be delivered to pupils. Teachers and support staff created an environment where pupils still felt safe and valued and where they were able to engage in learning again. 3. Working with existing partnerships meant we have been able to support our families through very challenging times. Barnardos, OPOP, Larkhall Rainbows and Asda have all supported us and helped to meet specific needs of families within our school community. 	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <ol style="list-style-type: none"> 1. Return to school was orderly, calm and safe for all. Parents and children appreciated controls put in place and communication almost all the community followed the guidance. 2. Every class had some additional support through equity funding from both teaching and non-teaching staff. Teachers were able to respond to needs within class with specific, targeted supports for individuals and groups. Impact on learning is clearly seen with our school results (shown later in this document). 3. A range of practical supports that included; <ul style="list-style-type: none"> • laptop computers for 8 families, • food vouchers for local shops, • food deliveries and parcels, 	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <p>In 2021 / 2022 we will continue to put Health and Wellbeing at the heart of what we do as a school.</p> <p>We will communicate within our school, with our pupils, as well as with families and partners to ensure that school continues to be a safe and well organised place for all.</p> <p>The focus of our partnership work will</p>

<p>4. Staff remain very committed to ensuring that our Children's Health and wellbeing needs are met. Whilst we have been unable to run formal nurture groups this year, our school nurturing practices within classrooms has supported children's social and emotional development. Staff have continued to extend their professional knowledge of attachment and trauma informed practices.</p> <p>5. During the autumn and winter months, very few social opportunities were available for children outside school. As a result, our school planned 2 creative whole school events around Halloween, Christmas and Easter. These events were designed to give a focus and boost wellbeing for all within the school community.</p> <p>6. Our approach to remote learning was different to other schools. Decision to hold planned, outdoor, distanced, weekly face to face with pupils and families was made. This was to ensure that we could assess pupil and family wellbeing and implement support where possible.</p>	<ul style="list-style-type: none"> • emergency payments where families were in financial crisis, • baby clothing and children's clothing, • Christmas hampers with food and gifts, • Emotional support for parents and parenting support, • fun resource packs for children, • referrals to other services such as Money Matters. <p>4. We have run emotional literacy and wellbeing groups for nearly 15% of our pupils. Additional staff training for all staff in SLC attachment strategy and MAPA training. 3 members of staff have completed full Nurture UK training.</p> <p>5. Creative events gave everyone in the school community an emotional lift and a positive focus. Feedback from staff, pupils and families was extremely positive and it was clear that we had met an important need within the wider community.</p> <p>6. March – Aug 2020 effective pupil engagement in remote learning using digital resources was very low – less than 20%. Between Jan and March 2021 with digital devices rollout and more effective use of digital resources to support learners, good or very good engagement with P4 to P7 learners on IDL was nearly 70%.</p>	<p>continue to be mitigating against poverty and improving health and wellbeing outcomes for pupils and their families.</p> <p>We will continue to work to improve attendance for those who have not attended well over 2020/2021.</p> <p>We will continue to offer activities that enhance wellbeing and learning to pupils and their families. School and community events will be a part of this 2021/2022.</p>
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Improvement Priority 2 - Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <p>a. During lockdown one from March 2020 to June 2020 we found it very hard to engage children in remote learning and to know which children needed support. We were not fully resourced or trained in digital learning and teaching and pupils' access to digital technologies was poor. As a result in 2019-2020 considerable learning opportunities were missed. In re-organising learning and teaching we knew we had to address these issues as well as ensure all pupils would have the opportunity to catch up missed learning in core areas of Literacy and English, Maths and Numeracy, and Health and Wellbeing.</p> <p>b. Our aim this session was to maintain a focus on English and literacy and maths and numeracy whilst continuing to develop all pupils' social and emotional wellbeing. Following consultation and feedback from families after lockdown one it was clear that a combination of physical learning packs and digital learning opportunities would ensure better outcomes for a further lockdown. During lockdown 2 every class made weekly physical learning packs for all pupils. This was supported and enhanced through digital learning platforms and our remote learning offer.</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>a. Feedback from Pupils, parents, and staff gave clear information on levels of engagement and the challenges that the first lockdown had posed for all. Data was not able to be collected at the end of session so we were not clear on how the lockdown had adversely affected attainment. Research on extended time away from formal learning and the associated dip in attainment gave us a strong rationale to be very focused on core curriculum entitlements of Literacy and English, Maths and Numeracy and Health and Wellbeing.</p> <p>b. Our curriculum for 2020-2021 required us to focus on core subjects first whilst ensuring that pupils' day to day experience of school was supportive, fun and appropriately challenging. We needed to use equity funding to ensure additional support was available for all pupils and teachers, digital inclusion was addressed and we were in a position to support families in poverty with practical help. Feedback from families and staff gave a very strong understanding that our approach was</p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <p>During 2021/2022 we want to return to a full curriculum with supports targeted to bring about equity for all.</p> <p>Enhanced staffing will allow us to give extra support for children where there are gaps in learning .</p> <p>We will continue to use digital learning platforms for some home learning. Digital support will continue to be offered to families where necessary.</p>

<p>Before lockdown 2 staff prepared digital learning platforms of rising stars reading, IDL, Google Classroom, studyladder, glow, and digital learning journals training children how to use these platforms as part of their school curriculum. An audit of digital access was made allowing us to support families with digital devices and Internet connectivity.</p> <p><u>Learning, Teaching and Assessment.</u> Our initial focus on core subjects from the start of the year gave teachers the flexibility to plan and respond to children’s learning needs. Pupil engagement in remote learning was strong during 2020-2021. In response to our families and parents, we organised weekly face to face contact between teachers and pupils and their families. This helped us immediately to identify which families required support to access learning. Teachers and non-teaching staff engaged with families who were struggling with remote learning, offering one to one sessions places within our learning hub and other bespoke supports. Digital learning platforms were helpful for teachers to assess pupil progress. The return of learning packs each week helped teachers to assess pupil progress and plan next steps in learning. Over 60 digital devices were lent to families to ensure digital inclusion and access to learning for all children during lockdown 2.</p> <p>c. ASN - At the start of the session we evaluated our school ASN processes and the supporting paperwork that we use. We chose to streamline some bureaucratic processes, bring the dyslexia framework into our ASPs so that every child who needs an ASP had a clearer pathway across primary school. Staff adopted new formats and put them into place for individuals, sharing these with parents and families where necessary.</p>	<p>helping to keep pupils engaged in well-structured and purposeful activities.</p> <p>c. New ASPs for children were compiled in a central digital area that allowed class teachers and SMT to access them and keep them updated.</p>	<p>Monitor and maintain APS in line with our new systems and formats.</p>
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Improvement Priority 3 - Continuity of Learning

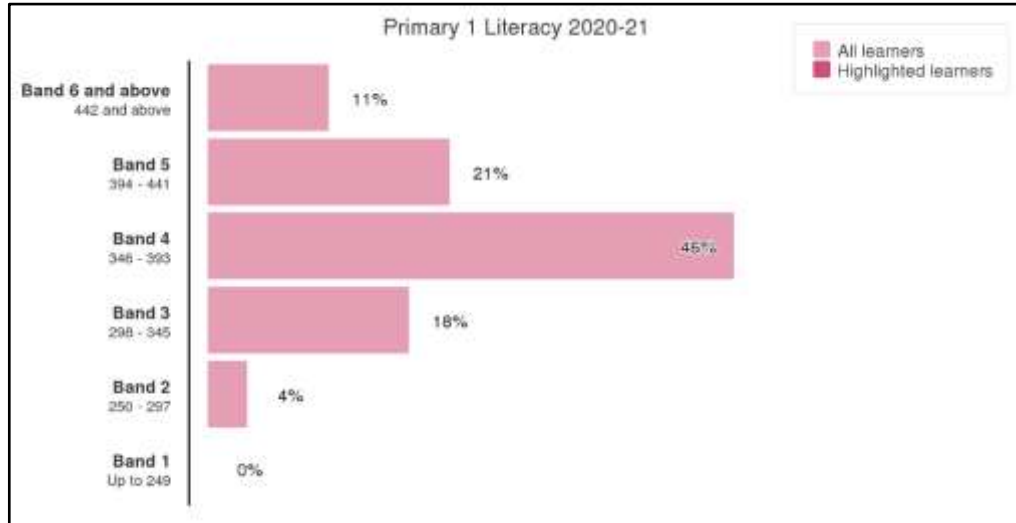
Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <p>All staff (teachers, support staff and EY staff) showed great willingness and creativity to adapt and find solutions to new and challenging situations throughout the school year.</p> <p>At the start of the school year, staff worked effectively with children to get them settled back into school safely and calmly following nearly 6 months away from school. New, safe routines in line with Covid Risk assessment and SSOW were established and staff were very good at guiding children and families through this process.</p> <p>From the beginning of the year teaching staff used time effectively to develop their digital skills. They became familiar with new digital learning platforms and trained their children to access learning through these resources.</p> <p>Parents were surveyed to gather information on how we could improve our remote learning offer, should we need to do this again. Following parental feedback we were able to respond with a remote learning plan that took into account parental views of what worked at home. Pupil and family wellbeing was at the heart of this plan, ensuring that all our families were very well supported through remote learning.</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>This was evident in staff attitudes, willingness to adapt and change and help to create solutions.</p> <p>Through the year we had very few cases of covid-19 in staff and pupils.</p> <p>Some licences were bought. Discussions with staff and children showed all classes used a variety of digital resources to engage with children and to further their learning.</p> <p>Questionnaire. Parental feedback. Feedback from partners of the school.</p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p>

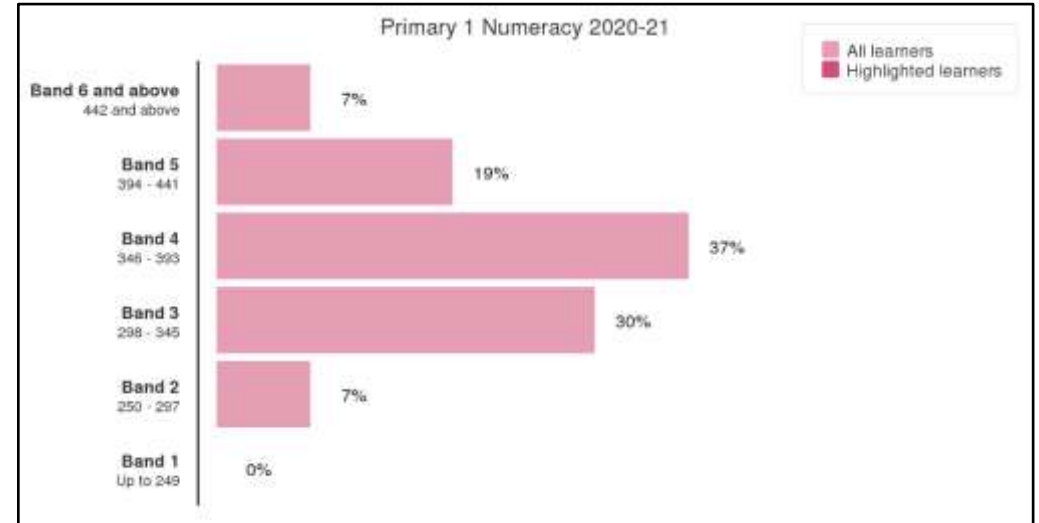
<p>Staff worked together to ensure that we were as well prepared as we could be for the second lockdown and for remote learning. Digital devices and digital access was taken into account and all pupils who needed support to access digital learning were given resources, time and support to ensure that equity of offer was established.</p> <p>When Remote Learning came into effect in Jan 2021, staff were well prepared to support learners and our plans were followed through with great resilience, hard work and effectiveness by all staff.</p> <p>Ongoing school rewards throughout lockdown 2 helped increase motivation and engagement of pupils.</p> <p>Weekly face to face with pupils and parents allowed staff to assess if pupils were able to engage in learning as desired. Feedback, tailored to individuals was able to be given and support was put in place to maximise pupil engagement in teaching and learning.</p> <p>Weekly online assemblies continued to help us celebrate successes of individuals and classes and share these successes publicly. Marty and Greta, school puppets also provided some much needed levity and cheer in these assemblies.</p> <p>Staff adapted to changes in National guidance in February and March as necessary, to ensure that children were able to return to school safely. Gaps in learning were further identified and addressed by teachers following pupils' safe return to school.</p> <p>Pupil engagement and motivation was much better during lockdown 2 (compared to lockdown 1) and this was evident in the numbers of pupils who engaged constructively in week to week teaching and learning.</p> <p>Teacher professional judgement was able to take place in May/June in conjunction with SNSA assessments and other standardised assessment. The SNSA results were very positive.</p>	<p>Pupils engagement was monitored and was very good.</p> <p>Standardised assessments later in the year provided us with good evidence that pupil learning was better than expected.</p> <p>Discussions with staff, pupils and families</p> <p>Published on our school app.</p> <p>Results were very positive (see below)</p>	
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Appendix 1: Graphs and tables of results

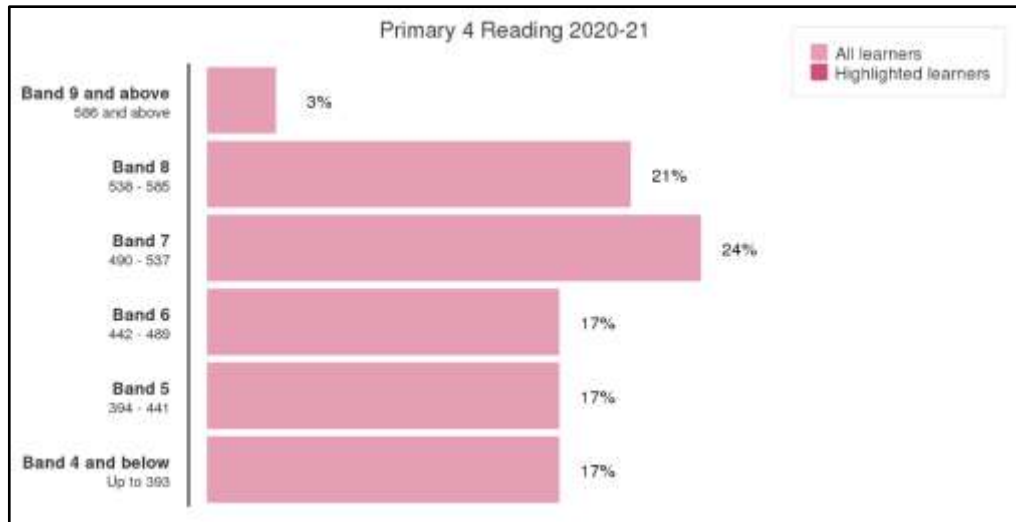
P1 SNSA Literacy



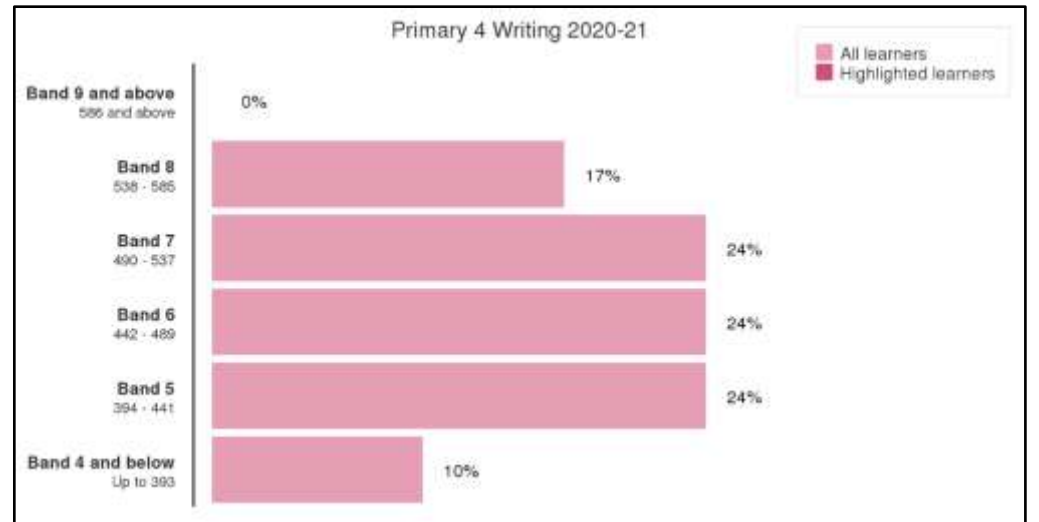
P1 SNSA Numeracy



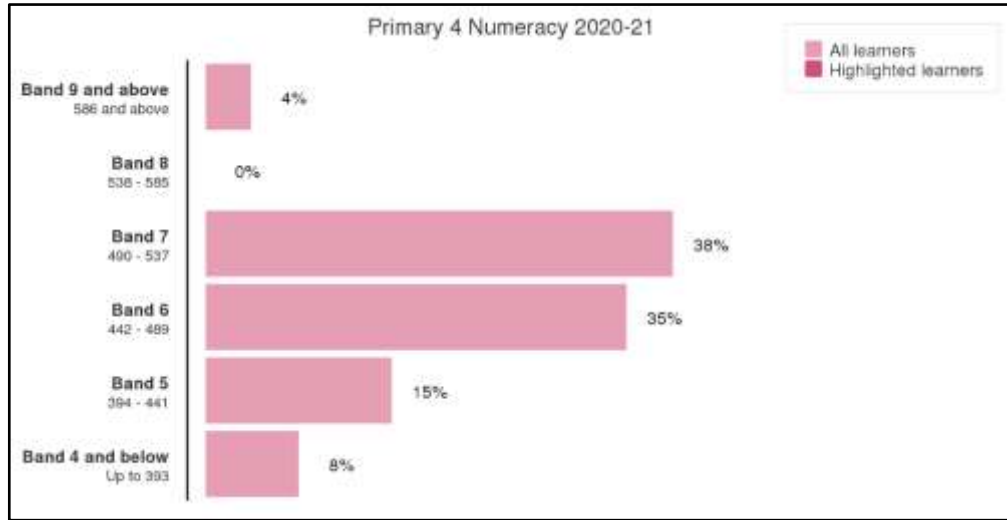
P4 SNSA Reading



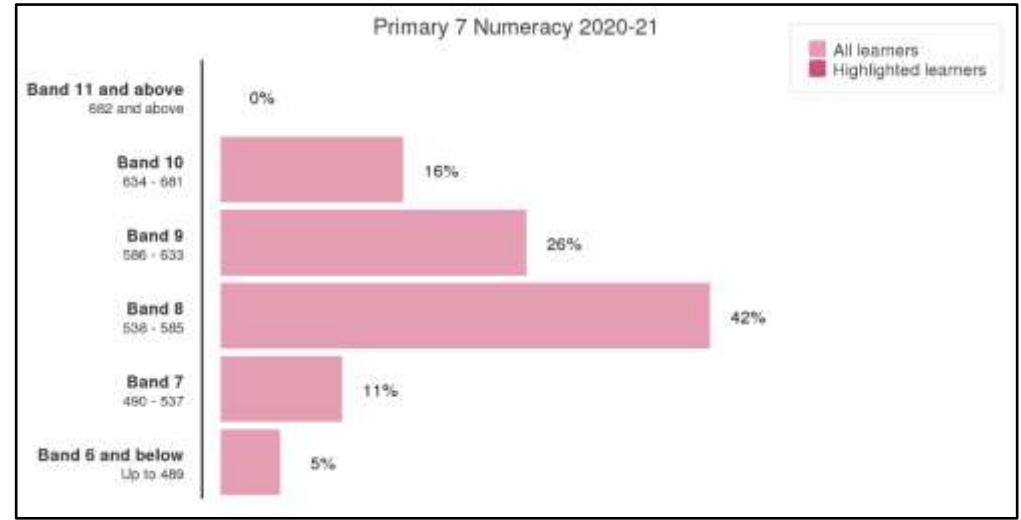
P4 SNSA Writing



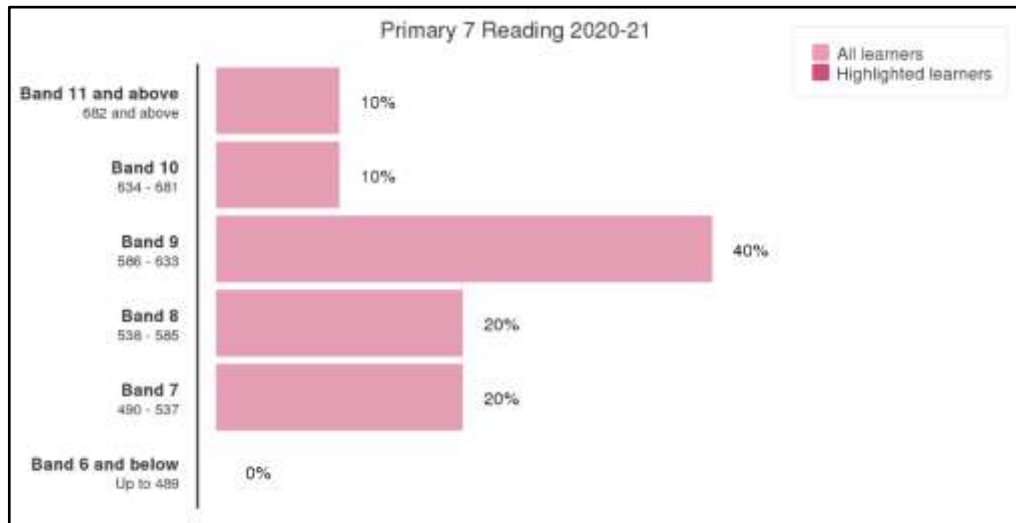
P4 SNSA Numeracy



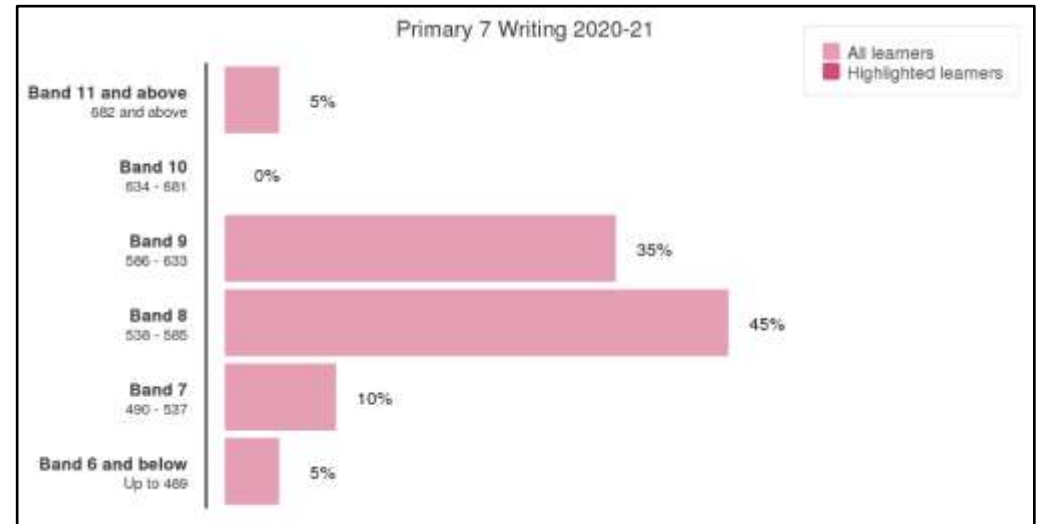
P7 SNSA Numeracy



P7 SNSA Reading

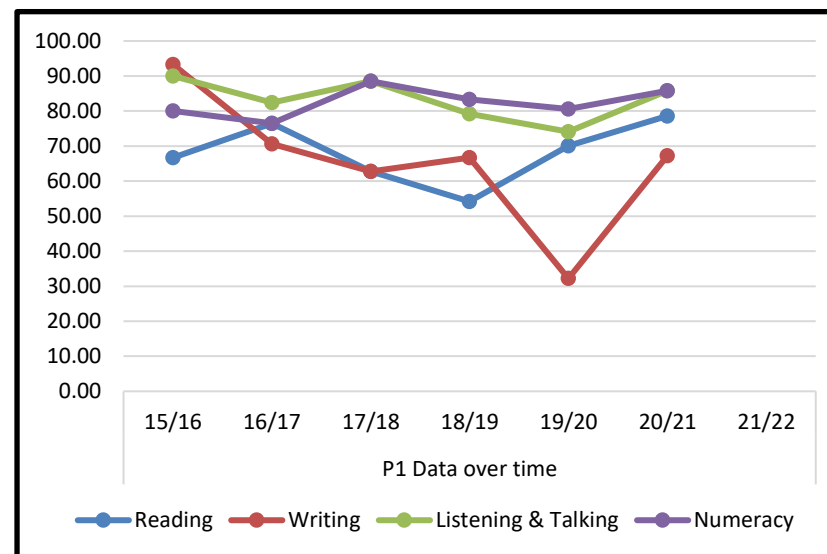


P7 SNSA Writing

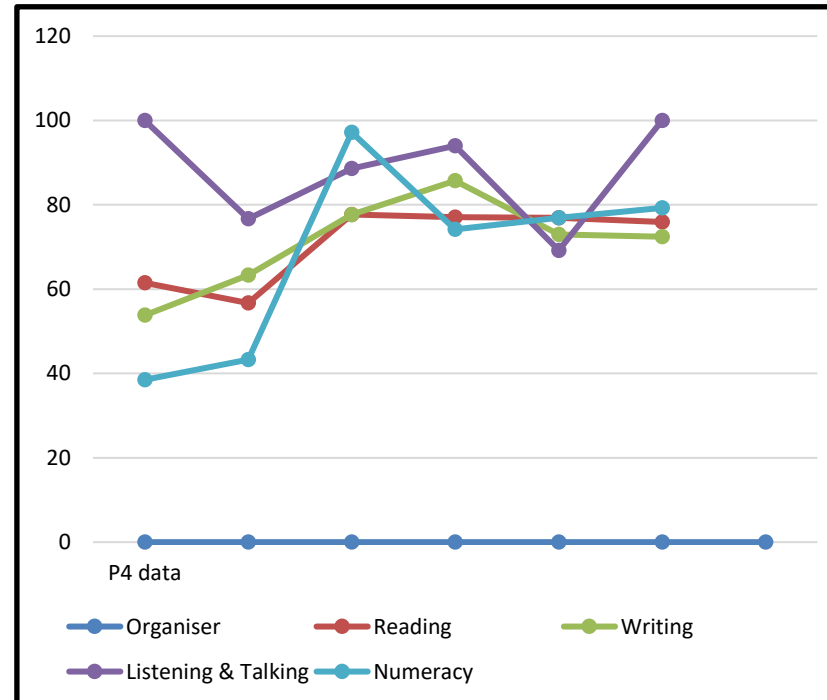


Teacher Professional Judgements

	P1 Data over time						
	15/16	16/17	17/18	18/19	19/20*	20/21	21/22
Reading	66.70	76.50	62.80	54.20	70.10	78.6	
Writing	93.30	70.60	62.80	66.70	32.20	67.2	
Listening & Talking	90.00	82.40	88.50	79.20	74.10	85.8	
Numeracy	80.00	76.50	88.50	83.30	80.60	85.8	



	P4 data over time						
	15/16	16/17	17/18	18/19	19/20*	20/21	21/22
Organiser	61.50	56.70	77.70	77.10	76.90	75.9	
Reading	53.80	63.30	77.70	85.70	73.00	72.40	
Listening & Talking	100.00	76.70	88.60	94.00	69.20	100.00	
Numeracy	38.50	43.30	97.20	74.20	76.90	79.30	



	P7 data						
	15/16	16/17	17/18	18/19	19/20	20/21*	21/22
Reading	86.70%	48.10%	74.00%	64.30%	83.30%	75.00%	90.00%
Writing	66.70%	48.10%	62.90%	53.60%	75.00%	78.60%	65.00%
Listening & Talking	86.70%	55.50%	92.60%	67.80%	79.10%	75.00%	85.00%
Numeracy	80.00%	51.80%	62.90%	64.30%	66.60%	71.50%	85.00%

* In 19/20 final teacher professional judgements were not possible. Figures in this column represent where pupils were in their learning between Dec 2019 and Jan 2020.

