



Robert Smillie Memorial Primary School

Standards and Quality Report for Session 21/22

Context of the school:

Our School:

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 2021/2022 was 220 school aged children across 9 classes and a nursery class of 40 children. We also have an enhanced provision Nurture Class of 8 children who travel to Robert Smillie from their base schools across South Lanarkshire Council. Over 90% of our children come from housing within the SIMD bands 1 and 2. Currently just over 52% of children are entitled to free meals. We have a small group of children who are from a local travelling community (SIMD 3).

In 2019 /2020 we achieved Nurturing School's UK Accreditation status. This marks a significant milestone in our school improvement journey.

Health and Wellbeing lie at the heart of our curriculum, providing a safe and caring environment for all children to thrive and reach their potential.

2021/2022 was a challenging year for our school as the impact of Covid-19 was very significant. Staffing levels were such that we were not able to provide children with the same continuity of support across the year as we had previously. Pupil attendance rates were also lower in 2021/2022 than previous years with significant numbers of pupils missing blocks of learning and teaching.

Review of progress for session Aug 2021- June 2022

School priority 1: Literacy and English: Community of Philosophical Enquiry (CoPI)	
<u>NIF Priority (select from drop down menus)</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> School leadership	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 1.3 Leadership of change
Strategy What did we set out to do? Partner with Strathclyde University to train all teachers in Philosophy with Children Give time for teachers to practice the strategies with children Engage parents with this development work. Develop resources for each class. Progress and Impact What difference did we see? What did we achieve? Teachers were able to access training and practice PwC with colleagues and in classes. PwC has helped shape professional dialogue on pupils progress in Listening and Talking and has helped us to make more reliable professional judgements. Professional links across the RIC have been made and one year group were able work with a publisher to develop some resources that will be published.	
Next Step(s) to inform SIP for 2022/2023: Embed practice across the school. Develop resources for each stage of the school Write a rationale with staff guidance that helps us to sustain this development. Collaborative working within the teaching staff to reflect on strengths and next steps in their professional learning.	

School priority 2: Review the design, rationale and curriculum pathways of our Health and Wellbeing programme so as to refresh our offer and improving the health wellbeing of our young people.

NIF Priority (select from drop down menus)
Improvements in attainment, particularly in literacy and numeracy
NIF Driver
Assessment of children's progress
Teacher professionalism

HGIOS?4 QIs (select from drop down menus)
3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
2.2 Curriculum

Strategy

What did we set out to do?

Write a school rationale for improvement in health and wellbeing, including the aims of what we want to achieve.

Begin to improve renew our learning and teaching planners in Health and Wellbeing so that our programme of study is better suited to meeting the current needs of pupils across the school.

Progress and Impact

What difference did we see? What did we achieve?

Very good progress was made in renewing our programme of study. Planners linking the Boxall assessment to children's developmental steps and play based learning experiences have been piloted.

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

Continuation of refreshing our Health and Wellbeing with particular focus on Relationships, Sexual Health and Parenthood.

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

We have many children with identified needs who benefit from staged intervention. Some of the needs are concurrent with the know effects of poverty. PEF and SAC funding continues to be used to increase staffing levels and maximise support for pupils, enhance curricular experiences and reduce the cost of the school day.

Progress and Impact

What difference did we see? What did we achieve?

This year, Covid-19 related absences have disrupted planned interventions and the impact on learners has been seen (lower attendance and attainment). Some small group work has had an impact with the reach of the groups being reduced.

We continue to reduce the cost of the school day to families as we do not charge families for enhanced curricular activities. These enhanced activities have taken place since spring 2022.

We began a partnership with Coerver School of Football during 2021 /2022. Children, parents and staff are all enjoying this and the benefits for children's Health and wellbeing are beginning to show.

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

We continue to run with enhanced staffing within the school so that we are better able to support pupil attainment and health and wellbeing.

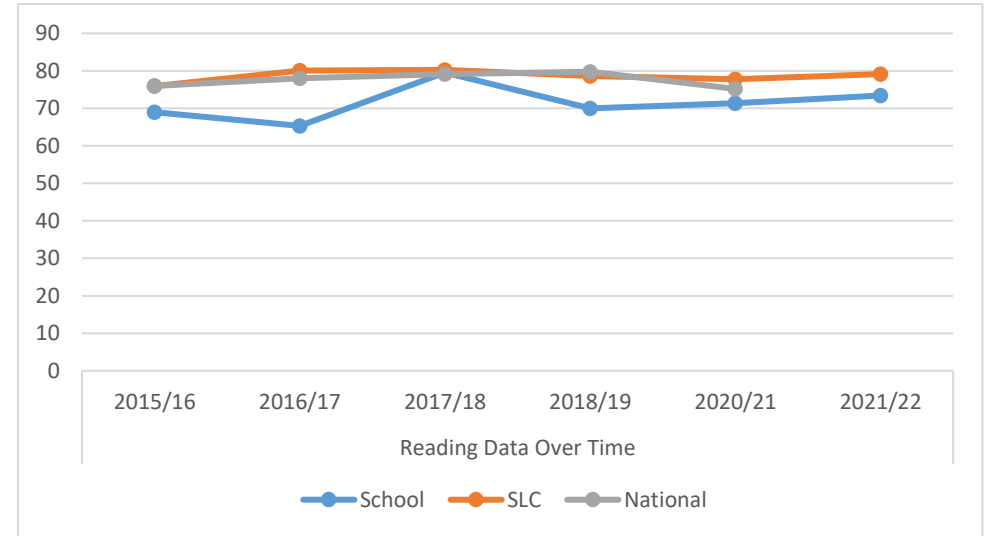
We will work together as a full staff team to re-establish a strong sense of school identity, improving our partnerships with parents and other agencies more fully once again.

We will look to improve attainment in all areas of the curriculum paying particular attention to Writing and Health and Wellbeing.

Appendix – Data for subject areas

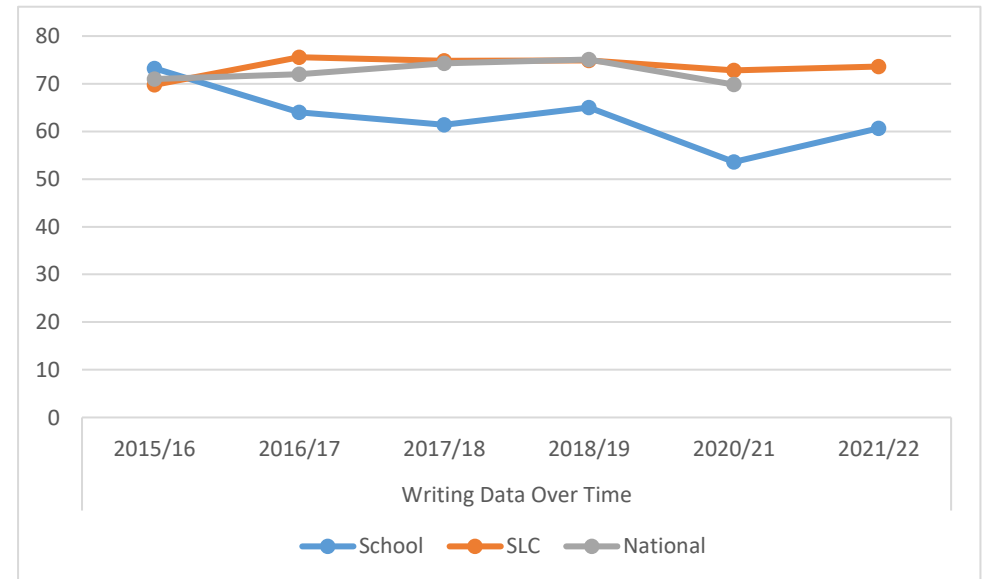
Reading Data Over Time

	2015/16	2016/17	2017/18	2018/19	2020/21	2021/22
School	69.01	65.33	79.55	70	71.4	73.4
SLC	75.94	80.1	80.28	78.6	77.75	79.17
National	76	78	79.1	79.77	75.2	



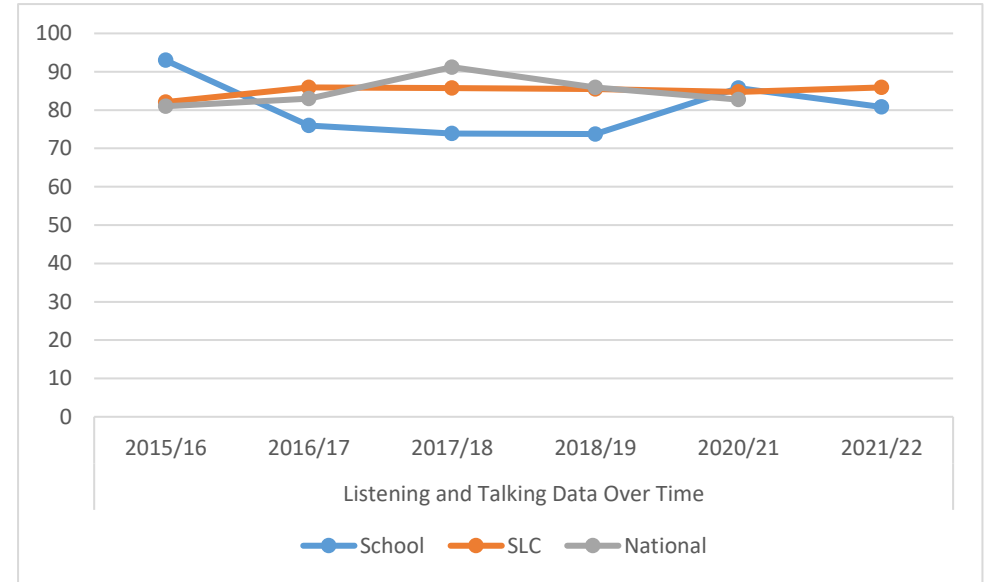
Writing Data Over Time

	2015/16	2016/17	2017/18	2018/19	2020/21	2021/22
School	73.24	64	61.36	65	53.6	60.64
SLC	69.76	75.56	74.79	74.89	72.8	73.6
National	71	72	74.3	75.08	69.82	



Listening and Talking Data Over Time

	2015/16	2016/17	2017/18	2018/19	2020/21	2021/22
School	92.96	76	73.86	73.75	85.7	80.85
SLC	82.09	85.91	85.75	85.45	84.74	85.9
National	81	83	91.2	85.93	82.74	



Maths Data Over Time

	2015/16	2016/17	2017/18	2018/19	2020/21	2021/22
School	92.96	76	73.86	73.75	85.7	80.85
SLC	82.09	85.91	85.75	85.45	84.74	85.9
National	81	83	91.2	85.93	82.74	

