



Craigbank Primary School

Standards and Quality Report 2022/23

Context of the school:

Our School:

Craigbank Primary School is a non-denominational school located within the Birkenshaw area, in the town of Larkhall. The school has a diverse pupil population. The catchment area is mostly social housing, 43.5% live in SIMD 3 with 50% living in SIMD 1 & 2. The current school role is 154 children across 7 classes, 1 of which is a composite class, 53.2% of the school are in receipt of free school meals. In Craigbank the school vision is DREAM, BELIEVE, ACHIEVE. It is our vision to continue to create an ethos of high expectations for every pupil. We strongly believe in the UNCRC and the rights contained within it and that every child has the right to be the best they can be. Our core values are , CONFIDENCE, AMBITION, RESPONSIBLE AND COMPASSION and as a school we endeavour to ensure that all staff and pupils are able to attain these values and inspire these values in everyone.

The school is set within the Larkhall Learning Community, which includes nine feeder primaries to Larkhall Academy.

Craigbank's senior leadership team consists of a head teacher and a principal teacher, the 8.5 FTE teaching staff are stable. We have nine support staff and seven facilities staff. We have excellent partnership working within the local community. Our Parent Council are very active and continue to support the school in a variety of ways; sharing their views on all aspects of school planning, contributing goodwill gifts to the pupils at Christmas, Easter and the end of term gifts for the P7s. The Machan Trust run our breakfast club.

The school continues to address some of the cost of the school day issues, providing uniform for the pupils that need it. We work with the community who assist us in providing Christmas gifts for some pupils. The school has secured grant funding from charities, including Cash for Kids. These grants were used to alleviate hardship for some of our families

Review of progress for session Aug 2022- June 2023

School priority 1: Improve attainment in writing through further developing the pedagogy in teaching of writing.

<u>NIF Priority (select from drop down menus)</u>	<u>HGIOS?4 QIs (select from drop down menus)</u>
Improvement in attainment, particularly in literacy and numeracy.	3.2 Raising attainment and achievement
<u>NIF Driver</u>	2.2 Curriculum
Performance information	1.3 2.4 Personalised support
Assessment of children's progress	

Strategy

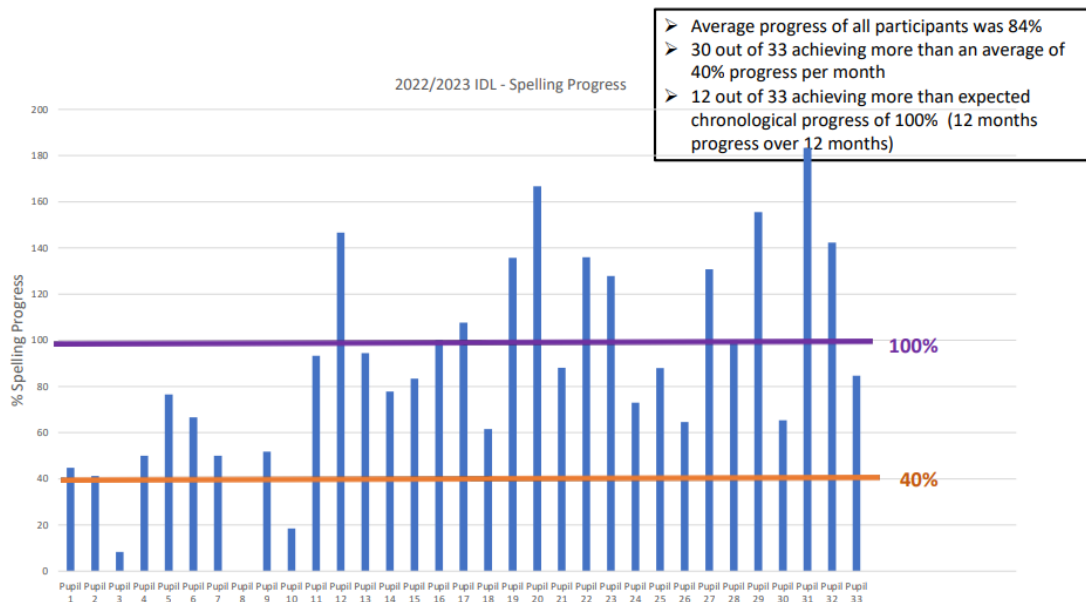
What did we set out to do?

- Model writing in the classroom
- Enhance pupils' ability to edit and revise their writing
- Focus on the craft of sentence composition
- Promoting the Reading Culture
- Family Learning
- Revision of the staged genre planner

Progress and Impact

What difference did we see? What did we achieve?

As part of the Tools for Writing IDL is used to enhance spelling. The data demonstrates how this has impacted the pupils learning



As part of a whole school approach to teaching and learning, and the teacher/peer and self-assessment of writing every class is now using Pink -Think, Green – Good and Yellow – Spelling giving a consistent approach across the school.

The school completed moderation activities in writing to ensure consistency within professional judgements. In addition, the SLC Moderation Team worked closely with the school to review the writing professional judgements. The following evidence was used as part of this exercise:

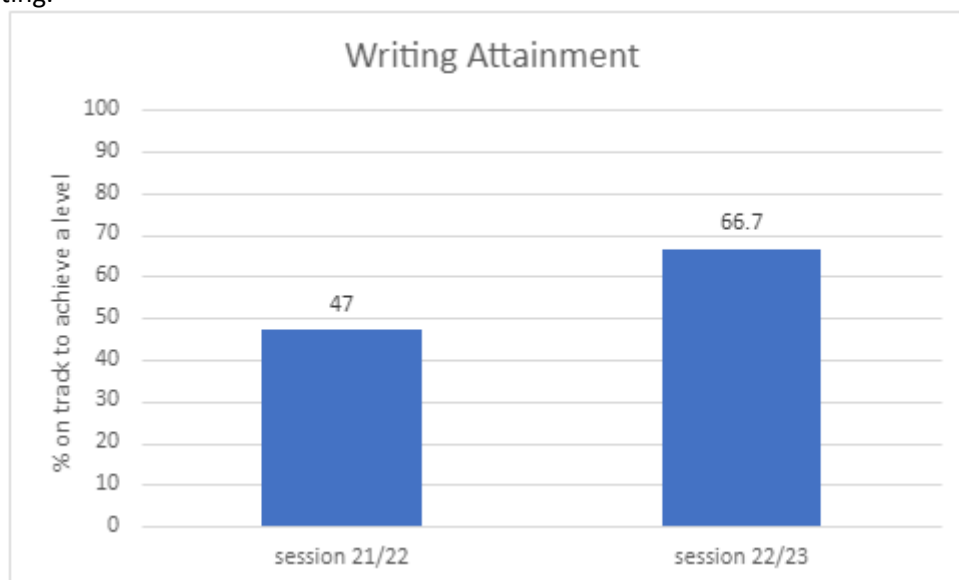
- Learner Conversations
- Professional Dialogue between staff
- Forward Plans
- Teacher Assessments
- Learning Activities
- Standardised Assessment Scores

This exercise found that there was evidence of accurate professional judgements.

Additionality provide was used for targeted intervention using digital technology of Clicker 8 for writing. Each class has targeted support. The use of digital technology has assisted in engaging the pupils in the writing process.

Each class shared their learning in writing with their parents/carers at community cafes. This assisted with parental understanding of how writing is taught at Craigbank Primary School. This stakeholder involvement continues to build positive and productive relationships within the school community.

The above actions have been contributor factors to a 19.7% increase in whole school attainment for writing.



To assist in the promotion of the reading culture the Specialist Support Team assisted in rejuvenating our school library. As part of this junior librarians were appointed and they assist all classes in returning and renewing books. The school will soon have an electronic system to help with this. The junior librarians will interview and appoint the next set of junior librarians. They will also provide training to the new set.

The initial development of reading for the P1 pupils was helped by participating in an early phonological awareness intervention to further develop their awareness of the sound structure of words.

To assist with Family Learning the school was allocated a Youth and Family Community Learning Officer. She worked closely with families as part of the six-book reading challenge. Participants were encouraged to read books, newspapers magazines or internet articles to complete the challenge. They filled in reading diaries to track and review their reading. This led to some parents joining the local library. The officer also led numeracy workshops and worked with individual parents to assist them in developing their literacy and numeracy skills.

All P1, P2 and P3 parents came in for the Book Bag Launch, where they observed the teachers using reading books in a classroom situation. This enabled parents/carers to develop their confidence in using books at home.

The staff worked collaboratively to review and revise the stage genre planners with a focus on developing in depth teaching of genre specific skills. This will continue to be monitoring on an ongoing basis.

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

- Moderation to be developed with other schools in the learning community.
- Continue to review, evaluate and revise the genre planners.

- Early level to further develop phonological awareness by participation in the NELI programme.

School priority 2: To further develop consistently high standards of teaching and learning pedagogy using active approaches of Maths Recovery which will assist in raising attainment and achievement.

NIF Priority (select from drop down menus)

Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

Curriculum and assessment

Teacher professionalism

HGIOS?4 QIs (select from drop down menus)

1.1 Self-evaluation for self-improvement

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

Strategy

What did we set out to do?

- All staff to be trained in Maths Recovery ~ Teaching Number in the Classroom
- Member of staff to be trained as a Maths Recovery Trainer
- Development of diagnostic assessment to identify gaps in numeracy learning and appropriate follow up activities for class teacher
- Class teachers to further develop the pedagogy of active game play linked to Maths Recovery include outdoor learning.
- SMT to raise awareness and develop sharing good practice during staff collegiate time

Progress and Impact

What difference did we see? What did we achieve?

All staff received Maths Recovery training from South Lanarkshire Council. One member of staff has completed Maths Recovery Trainer training. This training has led to the empowerment of the staff learned during this training is beginning to be implemented within each classroom.

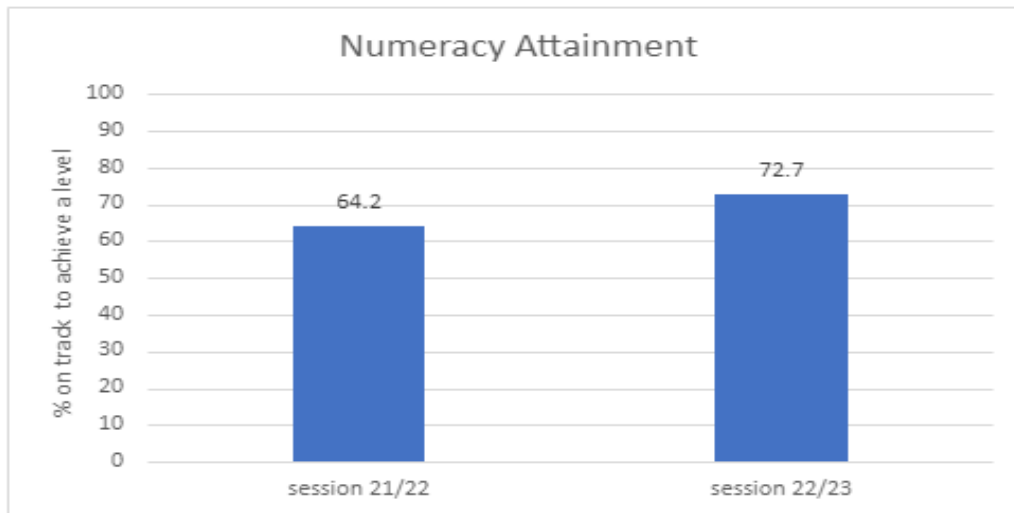
Some additional time was used to assess individual pupils for their gaps in numeracy learning. This information was then used to create a bespoke intervention which was shared with the class teacher for implementation. Further use of school support assistants would enhance this practice.

Collegiate time used to share resources from West Partnership Maths Conference across the stages and this was followed up by quality management observations to see them implemented in the classroom. It was observed that all classes are beginning to use the Maths Recovery pedagogy. This will be further enhanced and embedded next session.

Following implementation and instruction during collegiate time outdoor Maths Recovery conceptual numeracy resources have begun to be used in some classes. The Learning Champions Pupil Voice Group have also reviewed and evaluated the resources. The children were engaged with the outdoor resources and evaluated which stage they could be used appropriately. The group identified that they preferred to work in groups and through digital means.

Quality management observed lessons demonstrated that Maths Recovery pedagogy is beginning to be used within the classes, further development of this is required to ensure that it becomes embedded.

The above actions have been contributor factors to an 8.5% increase in whole school attainment for numeracy and mathematics.



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

- Further embed the Maths Recovery pedagogy within the classroom
- Collegiate time used to share good practice across stages.

School priority 3: Further develop our School Health and Wellbeing Programme of Study through continuing to embed nurture approach and development of new RSHP programme.

NIF Priority (select from drop down menus)
 Improvement in children and young people’s health and wellbeing
NIF Driver
 Parent/carer involvement and engagement
 School Improvement

HGIOS?4 QIs (select from drop down menus)
 1.3 Leadership of change
 2.2 Curriculum
 3.1 Ensuring wellbeing, equality and inclusion

Strategy

What did we set out to do?

- Continue to embed nurturing approach through enrolment in Nurture UK School programme and implement throughout the school.
- Parental re-engagement following Covid.
- Refresh programme of study in Relationships, Sexual Health and Parenthood based on online resource RSHP.scot

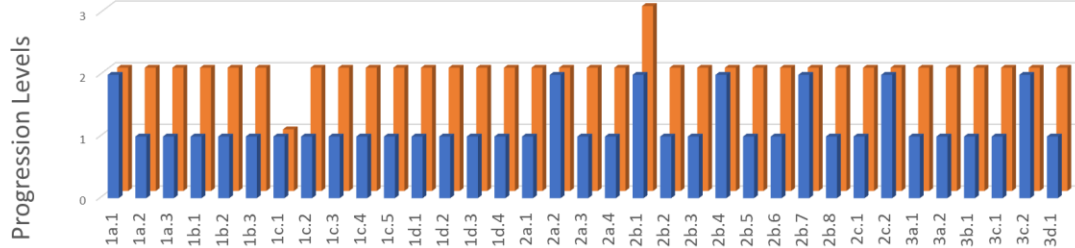
Progress and Impact

The graph below shows the school’s progress through the National Nurturing Schools Programme. Through moderation with Nurture UK an increase of 28 points has been achieved on our journey towards National Nurturing Schools status.

National Nurturing Schools - Progression through Standards

Progression levels
 1 - Developing
 2 - Establishing
 3 - Enhancing

■ September 2022 levels
 ■ May 2023 levels



National Nurturing School Standards –
 1a-1d - Stakeholders, 2a-2c - Delivery, 3a-3d - Leadership and Management

Sep 22: 42 /105
 May 23: 70 /105

All pupils completed a Stirling Wellbeing Scale and this information was used as part of the assessment to identify children who had significant emotional needs. These identified pupils were then assessed using the Boxall Profiling, which identifies diagnostic and development strands which are targeted during group nurture sessions. The school also has individual therapeutic interventions, including CUSTTAD, Talk and Draw, offered to children to assist with readiness to learn. External Counselling providers are also engaged to offer support for individuals in a safe, confidential space. This offers pupils assistance with their mental wellbeing.

Parental engagement was enhanced through various activities throughout the year. i.e.

- Help Your Child to Succeed
Feedback included, "Really helpful and a good insight into how he learns and now I can help his learning."
- Book Bag Launch,
- Parent and Child Cooking Workshops,
Feedback included, "I have found the sessions brilliant. I have been cooking more at home as this has given me the knowledge and confidence. I enjoyed the quality time spend cooking with my child."
- Community Cafes
- In-person Parents' evenings.
- YFCL sessions to enhance literacy and numeracy
Feedback included, "We have learned some new ideas to her help with her reading. Hopefully we can work on her getting better."

Children have been targeted for Nurture, Draw and Talk, CUSTTAD and GUAB. Barnardos worker worked with identified families and children. All interventions to continue and children tracked accordingly

All support staff and SLT have been trained in the Crisis Prevention Institute Verbal Intervention Training which assists with de-escalating of distressed behaviours. This will be continued to be implemented as this is a long-term transition towards full implementation of the Promoting Positive Relationships and Understanding Distressed behaviours.

It is essential for pupils to get the most out of their school experience, including their wellbeing and attainment by attending school. We continue to monitor it closely, attendance for some individuals have slightly improved, but overall, attendance is marginally lower. It has changed from 88.5% to 88.4%. The school will continue to work in partnership with parents to ensure pupils are supported and effective strategies can be put in place to increase attendance.

RSHP was introduced following distribution of Parent Information Leaflets and with careful consideration of cultural and contextualised requirements. Following review of teaching and learning further staff development will be integrated into continued professional learning during collective activity time.

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

- Continue to embed the National Nurturing Schools Approach
- Review the teaching and learning of the RSHP programme and seek all stakeholders feedback on the programme.

National priority: How we are ensuring Excellence and Equity?

Strategy

Key interventions used to address barriers to learning.

Literacy	Numeracy	HWB	Family Learning
<ul style="list-style-type: none"> ● Catch up literacy ● International Dyslexia Learning Solutions ● 5 Minute Box ● Age appropriate phonic readers ● additionality used for writing support P2-P7 and for literacy and numeracy in P1 	<ul style="list-style-type: none"> ● Maths Recovery ● 5 Minute Box - Numeracy ● Catch up numeracy 	<ul style="list-style-type: none"> ● Nurture ● Draw & Talk ● GUAB ● CUSTTAD ● Counselling ● Auditory Memory ● Wheeled Weekly Mile ● Food/food vouchers in response to identified need ● Uniform supplied 	<ul style="list-style-type: none"> ● Help Your Child Succeed ● Parent/Child Cooking Workshops ● YFCL Literacy and Maths Workshops ● Homework/digital support ● Community Cafes

Progress and Impact

What difference did we see? What did we achieve?

- From professional judgement based on formative and summative assessment, improved attainment across literacy and numeracy.
- Professional dialogue and teacher feedback suggests enhanced readiness to learn and engagement within the class

- From parental feedback improved engagement in activities across the school.

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

- Opportunities for family learning to be increased
- More parent helpers to be recruited to provide support in school and develop relationships, which assist with helping the school to identify any barriers.
- Adult literacy/numeracy support to assist parents developing competence and confidence to assist their children.
- Whole school nurture, to further develop, social emotional wellbeing to allow pupils to fully participate in fully curriculum and wider opportunities within school.