



## Udston Primary School

### Standards and Quality Report 21/22

#### Context of the school:

##### Our School:

Udston Primary School is a non-denominational school whose catchment zone covers part of the Hillhouse Area of Hamilton as well as the Westcraigs Area of Blantyre. The present roll (September 2022) is 330 children, and this roll has been steadily growing over the past few years.

At Udston, we have a Shared Vision of what our school should be like for children, parents/carers and staff. Our School Motto is LEARN TOGETHER ~ LAUGH TOGETHER ~ACHIEVE TOGETHER. We all share the same values of TRUST, TEAMWORK, RESPECT, EFFORT and KINDNESS. Our Shared Vision is supported by 12 Aims which underpin everything we do and influence the decisions we make:

- Friendly & Inclusive Ethos
- Nurturing Positive Relationships
- Safe & Happy Children
- Health & Wellbeing
- Excellence in Learning & Teaching
- Creativity & Innovation
- Support & Challenge
- Equity
- Maximising Attendance & High Attainment
- High Standards of Behaviour
- Celebrating Success & Achievement
- Engaged Families

We pride ourselves on our friendly and inclusive ethos, and this is frequently commented on positively by families and visitors to the school. Nurturing positive relationships are at the heart of everything we do, and the Health and Wellbeing of our learners is at the centre of our curriculum. Children learn best when they feel safe and happy, therefore we work hard to create an ethos based on kindness, trust and teamwork, in which everyone feels respected and included, and where our pupils can thrive, reflect on their achievements and be the best they can be. We work in partnership with families to remove barriers to learning, making explicit links between attendance, behaviour and attainment. We have high expectations for each and every one of our learners, encouraging them to contribute and reminding them that making mistakes helps us all learn and grow. We support children to develop a variety of social and emotional skills within school contexts which help learners identify their own triggers and develop appropriate coping strategies. We place a strong emphasis on celebrating and recognising the individual successes and talents of all children and encourage maximum effort to ensure everyone succeeds and meets their goals. By working in partnership with families, and through our ongoing commitments to our Shared Vision and Values, we strive to support our children to achieve and reach their highest potential.

**Review of progress for session Aug 2021- June 2022**

**School priority 1: Continuity of Learning**

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment

School Improvement

HGIOS?4 QIs (select from drop down menus)

2.2 Curriculum

2.3 Learning, teaching and assessment

1.3 3.2 Raising attainment and achievement

**Strategy****What did we set out to do?****Talk4Writing:**

- All teaching staff will attend Talk for Writing training at the start of the session.
- The T4W Leadership Group lead the implementation of the first Unit in September, including providing teaching support resources.
- A survey from pupils in relation to their attitudes to writing was administered.

**Numeracy & Mathematics:**

- Experiences & Outcomes in Numeracy & Mathematics will be 'bundled' into relevant and meaningful learning experiences.

**Play-Based Learning:**

- Play-based learning will be a key focus for the DHT and P1 & 2 teaching staff, with more resources being ordered to extend this provision across 4 classes.
- Some infant staff will attend Adventure Island Online Training during the Summer Break.

**OPAL:**

- Our school gardens will be the focus of improvement in the new session. This will facilitate opportunities for outdoor learning and provide an extension of the classroom.

**Google Classroom:**

- Google Classroom will continue to be used for homework purposes throughout the school to ensure all families are confident in the use of this digital platform. It will also be one of the continued methods used for staff to communicate with families.

**Celebrating Success:**

- Additional ways of communicating and celebrating learning and achievements will be used, should COVID restrictions continue.

**Progress and Impact****What difference did we see? What did we achieve?****Talk4Writing:**

Every class implemented two fiction and one non-fiction block of Talk4Writing over the course of the session. The Talk4Writing Leadership Group supported the implementation of this through the provision of exemplar unit plans and accompanying resources. An increase in collegiate working was evident as staff worked together to plan departmentally. Through evaluative feedback, teaching staff commented on the 'short-burst' lessons and grammar input being useful. The option for children to share their story writing ideas orally was also highlighted as being an effective tool for children requiring support. Children's feedback during a focus group session identified positive aspects of the programme including increased paired working, use of imagination and a lot more input from teachers. Children noticed improvements in their story-mapping, use of description and application of grammar.

**Numeracy & Mathematics:**

Unable to proceed with this area of improvement.

**Play-Based Learning:**

Last session, our Primary One staff worked hard to fully implement a play-based approach to learning and teaching within our classrooms, in line with a Curriculum for Excellence. The staff team engaged with local, national and global play-based policy and research to inform our decision-making, as well as responding to our school context and the needs of the children in front of us. Teaching staff also attended Froebel training, as well as training delivered by Early Childhood Education Professor Julie Fisher, using what we learned to support the implementation of play-based learning in our classrooms. A smoother transition from Nursery to Primary One; happy, engaged and motivated children; an increase in small group and 1:1 teaching opportunities; the development of core skills for life, learning and work; improved attainment in Literacy and Numeracy; increased autonomy and challenge; and more opportunities for outdoor learning

are just some of the benefits we have witnessed first-hand since the introduction of our play-based approach.

**OPAL:**

Our school gardens were improved through the laying of new bark and painting of the fences by community volunteers. Following attendance at an Outdoor Play and Learning (OPAL) conference, we were invited to work in partnership with OPAL and Play Scotland to be the first school in Scotland to implement the OPAL Programme. Since starting the programme, we have achieved the following:

- Support Staff and SLT attended in-set training from OPAL and developed our knowledge of risk-benefit assessments and Playwork.
- Giant sandpit installed in school grounds.
- Two Construction Zones have been set up in the playground.
- Two Book Trolleys have been set up at both sides of the playground.
- Two outdoor speakers which play music during break times.
- 5 Mud Kitchens built by a parent using recycled scrap materials
- Installation of 3 Tumble Bars

**Google Classroom:**

- Homework continues to be an area of discussion as only a small percentage of families engage in activities set. Google Classroom has been an effective platform for sharing photographs and class updates.

**Celebrating Success:**

- Following the discontinuation of weekly award certificates, we introduced termly Celebrating Success Assemblies in which all children were recognised for their commitment to one of our School Values. This was well received by pupils and families. We made the decision to stop the P7 Citizenship Award and instead introduced a more inclusive approach where all P7s were awarded a Values Medal.

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

**Talk4Writing:**

- Continue to implement fiction and non-fiction units each term.
- Continue to provide support for teaching staff and encourage collaborative working.
- Continue to monitor levels of engagement and improvement in skills in writing.

**Numeracy & Mathematics:**

- Reference will be made to SLC bundled Experiences and Outcomes for Numeracy & Mathematics.

**Play-Based Learning:**

- As a result of the benefits listed above, and in line with Scottish Government guidance which states that play should “remain and continue as the main vehicle for [children’s] early learning in P1 and beyond”, this session, our play-based provision will be extended to include Primary Two. Our infant staff continue to reflect and adapt our approaches, environment and resources to ensure the best possible experiences for our learners, and already our approach to play-based learning has evolved. P1 & P2 teaching staff will attend online training for our new approach to play-based learning, ‘In the Moment’ Planning.

**OPAL:**

- This session we will continue with the second half of our playground improvement project, using the OPAL audit tools to inform our decision making. Our OPAL Play Policy will be written by September and shared with families. Parents/carers will be invited in for an information session with Simon from OPAL this session, as well as being invited to attend Stay & Play sessions.

**Google Classroom:**

- To continue to use it as a platform between class teacher and families, communicating homework tasks, learning experiences, class updates, photographs, etc.

**Celebrating Success:**

- To continue embedding this approach across the school to recognise all children and their commitment to School Values. We aim to invite families in to attend these ceremonies and celebrate children’s success.

**School priority 2:** Promote the positive health and wellbeing of children & young people, parents/carers and staff

NIF Priority (select from drop down menus)

Improvement in children and young people's health and wellbeing

NIF Driver

School and ELC leadership

Choose an item.

HGIOS?4 QIs (select from drop down menus)

3.1 Ensuring wellbeing, equality and inclusion

2.4 Personalised support

2.2 Curriculum

### Strategy

#### What did we set out to do?

- Continue to prioritise HWB of staff and pupils through our SWAN approach, Attachment-Informed Practice and School Values.
- Boxall Profiles will be administered to all new P1 pupils next session. Boxalls will continue to be used for identified children throughout the school, as required.
- Begin collating information to achieve the National Nurturing Schools Award.
- The Nurture Group Network's Wellbeing Toolkit 2 for Professionals will be used with teaching and support staff for professional development to promote and maintain resilience and personal effectiveness.
- The Wellbeing Toolkit, a skills-based training programme in therapeutic tools to foster social and emotional development in children and young people will be explored with a view to incorporating it into our current Nurture provision.
- Continue to closely monitor children's HWB, using the Staged Intervention Framework, as appropriate, and provide relevant interventions to support any development needs.
- Regular reviews of 'Off Track' pupils will indicate any appropriate additional supports that may be required to be in place.
- Our Anti-Bullying Position Statement will be finalised using the feedback from our Parent/Carer and Pupil Group. This will be shared with staff, pupils and families during National Anti-Bullying Week.

### Progress and Impact

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

Health & Wellbeing of staff and pupils remained the primary focus last session, with our SWAN approach, School Values and attachment-informed practice being used to facilitate this. Whilst we are doing a lot of good work in Health & Wellbeing, we have not yet started collating evidence for our Nurturing Schools Award. Likewise, the Wellbeing Toolkits were not yet introduced to staff or pupils, as other priorities took over during CAT and Development Days. Unfortunately, owing to COVID and staffing issues, the Boxall Profiles for all P1 pupils did not go ahead. Boxall Profiles were however used for identified children throughout the school, as required. Staged Intervention Planning was used to identify children requiring support, set targets and evaluate the effectiveness of interventions. One member of Support Staff delivered 1:1 Emotion Coaching sessions to targeted children, and another delivered 1:1 Lego ABC nurture sessions. Wellbeing Scotland counselling sessions were provided for identified children. Our Anti-Bullying Position Statement is being finalised and will be shared with families early next session.

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

We will continue to use Boxall Profiles for identified children as part of our Staged Intervention Planning. Leuven Scales for Wellbeing and Involvement will be used to assess aspects of children's Health & Wellbeing. Staged Intervention Planning will continue to be a key focus to ensure all children are well supported and challenged. SLT will share responsibility across departments for Staged Intervention Planning, meeting every 6-8 weeks to review interventions with Support Staff. Emotion Coaching will continue to be offered as a Health & Wellbeing intervention. A bid for Wellbeing Scotland counselling sessions will be actioned for next session.

**School priority 3: Planning for Equity**NIF Priority (select from drop down menus)

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

NIF Driver

Parent/carer involvement and engagement

Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)

3.1 Ensuring wellbeing, equality and inclusion

2.4 Personalised support

3.2 Raising attainment and achievement

**Strategy****What did we set out to do?**

- The Leuven Scale will be administered at the start of the session, using this data to identify children and families at risk of disengagement. This will allow appropriate supports, e.g., Barnardo Worker, to be put in place. The Leuven Scale will be re-administered at the end of the session to ascertain the effectiveness of interventions and decide on next steps.
- Assessments for Literacy, Numeracy & HWB will be undertaken as per our Assessment Calendar. This will allow us to identify children requiring interventions. This assessment information will be updated in our Tracking & Monitoring spreadsheet, as per the school calendar.
- Review meetings will continue between DHT and Support Staff to carefully monitor the progress of the interventions in place.
- Current interventions to support learning will be reviewed to ensure they are meeting the needs of all children. This will include working alongside a QLO to develop staff knowledge of Metacognition.
- Reading Benchmarking will take place throughout the year to monitor progress and ensure children are reading at a suitable level.
- Targeted families will continue to be monitored closely to ensure any barriers to learning are removed and supports put in place, including ICT, uniform, winter clothing, etc. are provided, as necessary.
- Our annual school calendar will be reviewed to enable a more inclusive and diverse representation of our school community, through the celebration of different events.
- The 'Toast to Go' service will continue until Breakfast Club provision can be safely in place. Targeted families will remain a priority and engagement in this service will be monitored.
- Continued involvement in 'Our Place, Our Plan' meetings to support the promotion of our local community.
- Formation of the Parent/Carer, Pupil and Staff Groups for the Participatory Budget, will take place to allow the chosen outcome to be finalised by Mid-October.

**Progress and Impact****What difference did we see? What did we achieve?**

We have been unable to administer the Leuven Scale this session owing to a high turnover of supply staff, however daily emotion check-ins and Staged Intervention Planning for Health and Wellbeing have provided relevant information about supports needed for targeted children. Children and families requiring additional support with health and wellbeing were identified during tracking meetings and appropriate supports put in place. This included a Barnardo Worker who supported five targeted families. Whilst the family support resulted in limited improvement, it nonetheless enabled communication to be strengthened. The 1:1 pupil sessions resulted in most pupils being responsive.

Talk for Writing and Number Talks supports the development of Metacognition Skills. Unfortunately, the QLO leading the Metacognition Skills priority left post. However, this will be a focus of the IOC project we are undertaking next session.

Tracking and monitoring meetings between staff delivering interventions and DHT; weekly liaison time given in Term 1 for CTs and SSAs to discuss progress for 30 minutes whilst SLT covered classes. Weekly liaison time was unable to continue beyond Term 1, owing to absences. However, on-going progress meetings continued.

The reintroduction of Breakfast Club also impacted positively, evident through daily registers taken by Support Staff, with most children being more ready to learn having had some form of breakfast in school.

Following the Participatory Budget consultation and vote for 'Play for All', we started the implementation of the OPAL (Outdoor Play and Learning) programme, in partnership with Play Scotland. All staff accessed training during February's Development Day. We used "You said, We did" evaluations to review our progress, the outcome being that almost all aims had been achieved. Improvement in playground behaviours, creativity, etc have been evident. Attendance figures do not indicate a huge difference as yet, however COVID has still been a factor in this.

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

The Barnardo's contract ends mid-September; therefore, we will no longer have this support available to targeted families. Until then, there is a combination of pupil 1:1 and family outreach support.

Leuven Scales are being administered regularly in P1 & P2 as part of a new 'Focus Child' approach to measure levels of involvement in play-based learning. P3-7 will administer Leuven Scales termly, with reviewed at Tracking Conversations with SLT.

Talk4Writing and Number Talks will continue to be used as part of the core Literacy and Numeracy Programme.

Continue with Breakfast Club, ensuring targeted families have access to this service. Registers will be monitored regularly.

The second phase of our OPAL Project will be undertaken next session using the OPAL audit documents to inform our decision-making.

## Strategy

### **Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken**

Our school falls within a mixed catchment area, with more than a third of all children being identified as 'targeted' children, based on SIMD 1 or 2 and/or Free Meal Entitlement. Below is a summary of the percentage of each cohort identified as 'targeted' children:

- P1: 32%
- P2: 38%
- P3: 36%
- P4: 38%
- P5: 36%
- P6: 45%
- P7: 26%

In P1, identified children were assessed using the Phonological Awareness Screening Test in December. 64% of the pupils identified as 'Off Track' for phonological awareness were from the targeted group. 92% of the targeted group were 'Off Track' in December 2021. Following this, a 10-week Phonological Awareness intervention was planned and delivered, including a series of parent/carer workshops delivered by Specialist Support Teachers.

Writing remains an area of improvement across the school, with 69% of P1, 57% of P4 and 56% of P7 targeted children being 'off track' with Writing in January 2022. To improve attainment in Writing, Talk4Writing was implemented across the school with teachers planning departmentally to ensure a consistent and progressive approach. Children requiring additional support with aspects of Writing, e.g. phonics and spelling, were provided appropriate interventions following the Staged Intervention Framework across the school.

### **Progress and Impact**

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

Following the 10-week intervention for P1, 50% of the targeted group were 'Off Track' in April 2022, compared to 92% in December 2021. Of the 50% still 'Off Track' in April 2022, 86% had an attendance rate which was either concerning, at risk of under achievement or at severe risk of under achievement. 36% of the targeted group had a parent/carer attend at least 1 of the parent/carer support sessions with SST.

50% of targeted P1 and P4 children and 67% of P7 children being 'off track' in June 2022. For our non-targeted children, 12% of P1, 39% of P4 and 23% were 'off track' for Writing. The poverty-related attainment gap evidently remains a key challenge for our school. Attendance remains a key barrier to learning for many children, particularly over the last two years with COVID restrictions in place. This not only resulted in missed learning and teaching input, but also limited access to planned interventions.

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

Phonological Awareness Screening Tests to be administered in September for Primary 1 for early identification of children requiring additional support. The 10-week Phonological Awareness Programme created last session will be used again to support those identified, with parent/carer sessions offered to support this.

We will be undertaking the Improving our School Programme next session, with a focus on improving Writing across the school. Talk4Writing will continue to be developed and implemented to improve standards in Writing.