



## Carstairs Junction Primary School & ELC Standards and Qualities Report 2021-22

### Context of the school:

Carstairs Junction Primary is a non-denominational school set in the rural area of Clydesdale in South Lanarkshire. It has a current roll of 102 pupils, consisting of three mainstream classes, three additional support needs classes and Early Learning and Childcare provision. 74% of our children live in SIMD 1-3.

The local area is mainly social housing with a minority of privately-owned housing. Access to transport and facilities is limited and there has been little investment in the area over the last few years. Since Covid-19 lockdown there has been a further reduction in train services.

The senior leadership team has been stable throughout the session. Jill Armour has been Head teacher since November 2020, having been Acting Head Teacher in the school since August 2020. Kimberley King was in post as Acting Depute Head Teacher since August 2020 and subsequently became permanent Depute Head Teacher in May 2021. The teaching staff has also remained constant, however Covid-19 related absences have been significant this session. The nursery team is led by an experienced 0.6 Nursery Teacher and Team Leader. In session 22/23, the Nursery teacher will transition to provide Early Years support in the Primary setting, delivering and supporting aspects of SIP priorities. The experienced support staff consists of several members, who support across the mainstream and additional supports needs classes. The support staff are led by a highly experienced Team Leader.

The school has well-established, close working partnership with third sector partners, such as Educational Psychologist and Speech and Language Therapists. Through PEF funding, a Youth Family and Community Learning Officer (YFCL) Officer has been working in partnership with the school supporting with our transition programme during the final term.

The school has been part of the Scottish Governments, Scottish Attainment Schools' Programme (SAC) since February 2015. This opportunity has enabled us to provide focused and targeted improvement in literacy, numeracy and health and wellbeing.

We are a Making Rights Real accredited school and have been recently awarded our 6<sup>th</sup> Eco Green Flag status, which was renewed in August 2022. We proudly received our National Nurturing School Award in March 2021.

We have a pro-active and engaged Parent Council who play an integral role in school life and an interested Parent Forum who support the school in many ways including in fundraising.

We continue to develop and strengthen links within the local community through the Community Action Group, where our staff and pupils are engaged in supporting the development of the local area.

As part of the Lanark Learning Community, we have developed strong links with local schools in the Lanark and Clydesdale Learning Community. These relationships have been bonded further, working together to support each other as a Learning Community through post Covid-19 recovery. We work closely with a network of ELC provisions and secondary schools as part of our enhanced transition planning.

Our school vision, values and aims were reviewed this session in consultation with all stakeholders to encapsulate the core beliefs and ethos of Carstairs Junction school community.

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

<b>School priority 1: Improvement Priority 1 - Continuity of Learning</b>	
<p><u>NIF Priority (select from drop down menus)</u>            Improvements in attainment, particularly in literacy and numeracy</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p> <p><u>NIF Driver:</u>            School leadership            Assessment of children's progress</p>	<p><u>HGIOS?4 QIs:</u></p> <p>1.1 Self – Evaluation for self-improvement            1.2 Leadership for learning            1.3 Leadership of change</p> <p>2.2 Curriculum            2.3 Learning, teaching and assessment            2.4 Personalised support</p> <p>3.1 Ensuring wellbeing, equality and inclusion            3.2 Raising attainment and achievement/securing children's progress</p>
<p><b>Priorities</b></p> <ul style="list-style-type: none"> <li>• Revised vision, values and aims reflect school ethos. Curriculum rationale to reflect teaching &amp; learning. Shared understanding with all stakeholders on the school's curriculum design.</li> <li>• Quality assurance approaches (class observations/jotter monitoring/moderation) will show improved outcomes across the school in writing.</li> <li>• Barriers to learning will be reduced through targeted nurture support with identified cohort. Ensuring equity, all learners will have experience of outdoor learning.</li> <li>• All pupils (ASN &amp; Mainstream) will have a raised awareness of possible employment opportunities and how skills are transferrable. SIMD 1-3 +FME pupils will develop essential life skills in food and nutrition through snack, cookery sessions and</li> </ul>	

family learning opportunities. Parents will gain confidence in cooking at home; impact to be measured through parent questionnaire.

- All ASN Staff will have raised awareness and understanding of using B Squared to effectively track and monitor learner attainment within the ASN provision. By June 2022, all learners in ASN provision will have level of achievement identified in B Squared.
- Increased attainment in Writing and Numeracy for all pupils. Most pupils will be able to demonstrate their knowledge, understanding, skills and capabilities in Numeracy and Writing.
- In ELC, self-evaluation using HGIOELC will evidence reviewed systems showing that children's progress is well understood and used effectively to secure improved outcomes for all children.
- In ELC, learner observations and learning targets will focus clearly on measurable outcomes which will inform next steps in planning, teaching and learning.
- Through the Literacy Consultation toolkit, learner profiles will be further developed in order to measure the impact of interventions over time. Personalisation of support for individuals will improve Literacy outcomes.
- Extend the use of AAC to include light-tech communication to ensure all learners have a voice.

### **Progress and Impact**

- Reviewed school values represent the school community and ethos.
- All teachers received Talk for Writing (TfW) CLPL which has impacted significantly on teaching and learning in writing. There is a consistent approach across the school, using TfW toolkits to ensure breadth and challenge. Literacy Co-ordinator has provided individual support where required.
- Outdoor classroom completed with successful opening to celebrate its completion. Independent funding from external source enabled us to utilise the allocated budget to enhance outdoor play further than initially planned.
- All classes have a raised awareness of skills for life within food and technology as was achieved through World of Work Week. Raised profile of employment opportunities through Get Together (assembly). Covid restrictions impacted on families being able to attend cookery sessions. Senior classes created cookbook, based on their skills gained in class and cookery after school club.
- There is a greater understanding of the range of local community businesses. These are collated on Community database to enable greater partnership working and sharing of skills for life, learning and work in the future.
- B Squared champion has attended network meetings and training opportunities throughout the year. Champion has led two CAT sessions for ASN teachers with a focus on baseline assessment and tracking and monitoring. ASN teachers have a raised awareness and understanding of B Squared program. Baseline completed for all children within ASN classes. All existing pupils have been baselined and ASN teachers are at the early stages of using B Squared for tracking and monitoring purposes (literacy only) with a view to using this in all three core areas next session.

- Introduction of Number Talks has impacted positively on mental maths agility across the school with improved mental agility assessments, based on performance data.
- In ELC, quality assurance measures have been reviewed in line with Care Inspectorate and local authority guidance. Annual quality assurance calendar has been updated to break down termly quality assurance focus areas though Covid absences have impacted significantly on quality assurance timescales.
- Increased staff confidence within supported bases from AAC CLPL. Increased awareness of use of light-tech communication resources including 'Big Mac' and 'Go Talk' boards and PECs to support individual learners.

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

- Curriculum rationale to be reviewed in Session 22/23.
- Review Talk for Writing (TfW) overview ensuring proportionate pace, breadth. Further develop moderation of writing. Further develop TfW in ELC.
- Make full use of outdoor classroom and surrounding grounds. Outdoor Learning Co-ordinator to work across ELC and primary stages to lead outdoor learning in session 22/23.
- Raise awareness and understanding of outdoor learning with parent forum.
- Further develop STEM within school, with Siemens Mobility leading aspects of learning in Session 22/23.
- Further develop progression of skills for life, using SLC Skills Framework.
- Streamline planning, assessment and tracking and monitoring within ASN provision through use of B Squared, Forward Planning and ASP planning.
- Further develop opportunities for mental maths using Number Talks approaches in ELC in session 22/23.
- Further develop continuity in moderation approaches and high quality assessment through Learning, Teaching and Assessment (Moderation) Cycle as a framework to support progression across the curriculum in session 22/23.
- Continue with focus on looking outwards for examples of good practice across authority and beyond to further develop curiosity and exploration through play-based approaches at Early level and in supported classes.
- 3-year HGIOELC/HGIOELC self-evaluation cycle to be created, based on SIP 3 year cycle priorities.
- Work in partnership with all stakeholders to review practice and associated recommendations set within key policies; The United Nations Convention on the Rights of the Child (UNCRC), The Promise Review and The Morgan Review (ASL Implementation Review).

<b>School priority 2:</b> Promote the positive health and wellbeing of children & young people, parents/carers and staff	
<p>NIF Priority (select from drop down menus)  Improvement in children and young people's health and wellbeing  NIF Driver  School leadership  Assessment of children's progress</p>	<p>HGIOS?4 QIs (select from drop down menus)  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  2.2 Curriculum</p>
<p><b>Priorities</b></p> <ul style="list-style-type: none"> <li>Identified learners will report improved wellbeing and feel equipped with strategies to support them. This will be measured through nurture evaluations from learner self-evaluations and staged intervention planning.</li> <li>Wellbeing needs of pupils and staff will continue to be tracked &amp; monitored.</li> <li>Through pupil consultation, extra-curricular opportunities will be planned. Those who do not have access to these opportunities out with the school day will be our target group</li> <li>Further strengthen partnership working with Carstairs Junction Community Hub &amp; Community Led Action Group in session 21-22, through a community litter pick, community art</li> </ul>	
<p><b>Progress and Impact</b></p> <ul style="list-style-type: none"> <li>Nurture self-evaluations are very positive. Nurture lead is reflective as part of ongoing nurture support, seeking advice from other professionals in order to best meet the needs of individuals.</li> <li>Learner wellbeing remains our highest priority, which is continuously reviewed through planning meetings, informal observations, wellbeing pupil self-evaluations, Boxall profiling, target setting, staged intervention planning, nurture personalised support and Multi agency meetings.</li> <li>All learners were consulted on which extra-curricular activities they would like to be take part in. Engagement in extra-curricular clubs was high, with 94% of pupils attending at least one extra-curricular club. Most P4-7 pupils attended between 2-4 clubs in the session. 82% of FME attended at least one club in the session. Of the 82% who attended, 67% of those attended between 2-4 clubs.</li> </ul>	
<p><b>Next Step(s) to inform SIP for 2022/2023:</b></p> <ul style="list-style-type: none"> <li>SLT to focus on ways to re-connect staff with colleagues across the learning community.</li> <li>HT, YFCL Officer &amp; Welcome All Hub Manager to identify community aims for session 22/23.</li> </ul>	

**School priority 3: Improvement Priority 3 - Planning for Equity**

<u>NIF Priority (select from drop down menus)</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum
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- Priorities**
- SLT to track and monitor attendance of cohort on a monthly basis. Support Staff to inform HT on a daily basis of cohort absences.
  - PB lead to work in partnership with parents and pupils, using the revised CoSD position statement to inform priorities areas for PB budget.
  - Further strengthen partnership working with Carstairs Junction Community Hub & Community Led Action Group in session 21-22, through a community litter pick, community art project and Monteith Park Development.
- Progress and Impact**
- Raised awareness of the importance of attendance via monthly newsletters in term 3. Attendance letters were also issued to parents/cares as required. Parents openly commented that a significant amount of absences were due to cost of holidays at peak times and not being on holiday abroad for two years were a high proportion of the justifications.
  - In consultation with parents and pupils, it was highlighted that children being provided with school tracksuits would give them a sense of pride. Pupils have attended local football tournaments and said they felt proud and could be easily identified by their school. House t-shirts were also purchased through PB and have been used at House events during the session.

- Next Step(s) to inform SIP for 2022/2023:**
- YFCL Officer to support school in monitoring and supporting attendance/late coming challenges. Initial consultation with individual families to establish relationships and sensitively discuss reasons for non-attendance/late coming.
  - HT, Youth Family and Community Learning Officer & Welcome All Manager to identify school community aims for session 22/23 in line with Cost of the School Day.

### **National priority: How we are ensuring Excellence and Equity?**

Priority 1: By June 2022, at least 80% of SIMD 1-3 + FME will improve attendance to 90%+.

Impact: 40% of the identified cohort have an attendance of 90%+. Of the remaining 60% absences, there are a variety of factors for absences. Attendance continues to be a strong focus for session 22/23. PEF funding has been utilised to employ a Youth, Family and Community Learning Officer to support families in addressing attendance issues and barriers to learning. In May 2022, there are 20 pupils in SIMD 1-3 with attendance <90%. Strong messages will continue to be relayed regarding attendance in session 22/23 with support through YFCL Officer through staged intervention.

Priority 2: By June 2022, identified learners will show raised attainment over time in Writing, with individual writing targets being met for most learners.

Impact: Identified cohorts showed an improvement in writing as evidenced in targets met through assessment and learner conversations.

Priority 3: By June 2022, identified learners will show improvement over time in Numeracy with increased attainment by 6+ months.

Impact: 80% of identified cohort showed an improvement of between 10-19 months progress.

Priority 4: By June 2022, at least 80% of FME pupils will attend at least 1 extra-curricular club.

Impact: 82% attended at least one club in the session. Of the 82% who attended, 67% attended between 2-4 clubs.

Priority 5: During session 2021/22, there will be 'zero cost' incurred to parents as part of core curriculum learning and home learning.

Impact: There remains a continuous focus on zero cost to families. Supported study has enabled us to offer an increased number of clubs throughout the session to all stages, including a homework club running for an identified cohort. This has impacted positively on progress in Literacy. Core curriculum funding has been utilised to subsidise Primary 4/5 swimming sessions.

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

Priority 1: Community links have strengthened in session 21/22 with partnership working with Carstairs Welcome All Hub will and appointed YFCL worker through PEF funding. Joint approach to taking positive and proactive steps to ensure that barriers to learning are minimised and there is zero cost to families will be further developed.

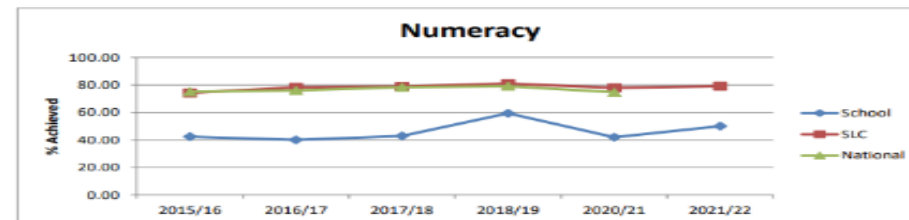
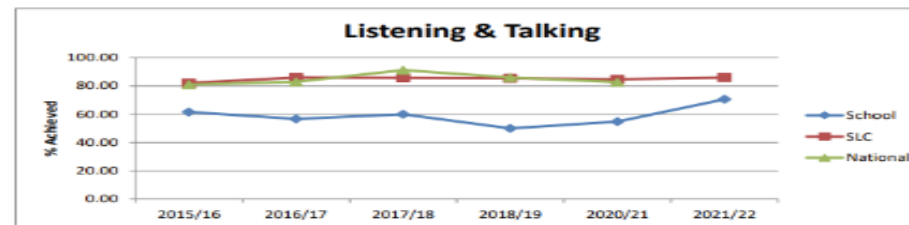
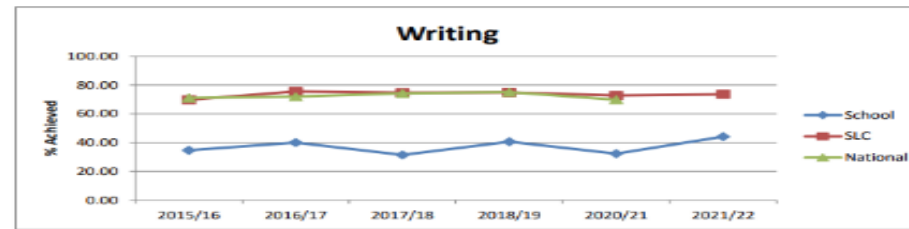
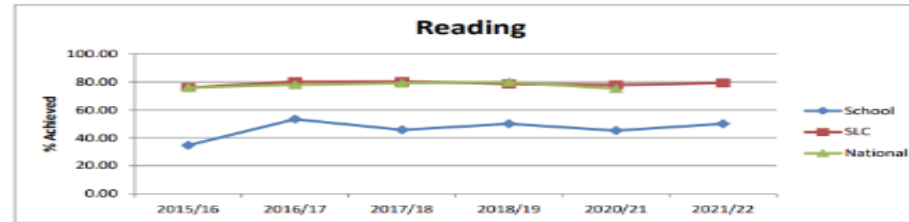


Priority 2: Attendance remains a priority in Session 2022/23. After a robust analysis of the school's attendance figures (June 2022), it was identified that 33% of learners across P1-7 who reside in SIMD 1 and 2/FSM have attendance <90%. We have identified a key group of pupils for session 22/23, with an average baseline attendance of 83.9%. We will work closely with the YFCL Officer and families in the next academic year to improve our practice in improving attendance.

Priority 3: Baseline Boxall profiles to be undertaken with identified learners to support social, emotional and behavioural needs. An additional PEF funded support assistant will provide 1:1 or small group support as part of staged intervention planning.

Priority 4: Through robust analysis of Numeracy and Maths, additional support to be planned and coordinated for identified pupils.

## Carstairs Junction Primary School Attainment Over Time



## Overall Quality of our Learners' Achievements Highlights of Session 2021-2022

**Participatory Budget** – All stakeholders were consulted on the Participatory Budget allocation of spend in 2021/22. Stakeholder views highlighted that children wanted to feel a greater sense of pride at Inter-House events and sporting events within the local community. As part of our ongoing focus on Cost of the School Day, we strive to keep cost as minimal as possible to families, therefore we have been able to purchase a bank of House t-shirts and tracksuits of varying sizes, enabling all pupils to participate in sporting and wellbeing events and to feel proud and have a sense of strong identity within their school community.

**First Small Schools Football Tournament in Lanark Learning Community** – Senior pupils attended a small school learning community football festivals. This was the first 'season' of such an event in the area. The children greatly benefited from the opportunity, as this was a great transition opportunity as well as having health and wellbeing benefits. The two events were a highlight of the calendar year for many of the seniors.

**World of Work Success** – This session there was a greater focus on skills for life through our World of Work Week, with a strong support from local businesses and school community knowledge and expertise. Each class experiences have been wide and varied. Highlights of the week have included cookery sessions and inviting parents/staff members to talk about their role within the food industry.

**Youth Community Family Link Officer** – Through PEF funding, we have a YCFL Officer supporting school priorities in the school, with a focus on further improvements in transition, family learning and attendance. This term, our officer became familiar with the staff and pupils. She worked with senior pupils on buddy training in order to increase pupil voice; using their ideas as part of this aspect of transition planning.

**Christian Youth Trust** – We established links with the Christian Youth Trust leader, enhancing our opportunities for religious and moral education. There was also a focus on transition planning for senior pupils, through 'It's Your Move'.



**Wiston Lodge** – All learners benefited from a day session with Wiston Lodge Outdoor Leaders. The activities provided opportunities for improved physical and mental health and wellbeing and development of skills for life. Learners also demonstrated improved connection with, and appreciation of nature.



**Supporting Global Issues - Ukraine Appeal** – Carstairs Junction staff and pupils created artwork in support of a charity auction held at Carstairs Village Church. The auction raised money towards the Ukraine aid appeal, with the sum of £474 raised. One piece in particular reached £100 at the auction. The event further strengthened links between the local parish and community schools, whilst raising awareness of global issues.



**JRSO leaders** – Our Junior Road Safety Officers led various initiative throughout the session, highlighting across the stages the importance of road safety.

**Outdoor Classroom Project** - Carstairs Junction Primary School & ELC proudly opened their Outdoor Classroom on 22<sup>nd</sup> March 2022. The process began with pupil consultation regarding the existing grounds. The wooded area was identified as an area with potential for building an outdoor classroom space and making better use of the surrounding grounds by opening up access to the area. The classroom project was fully funded by Siemens Mobility, providing all learners with a fantastic outdoor space for learning. The classroom was very aptly named 'The Four Seasons' and the staff and pupils look forward to using it whatever the weather.



**Community Partnership** – We have established links with the local community through partnership working with Carstairs Junction Welcome All Hub and Carstairs Junction Community Action Steering Group, resulting in local community priorities being worked upon together. This has included school pupils gathering plastic bottles to create a community plastic 'greenhouse'. Community litter picks also took place in identified areas of the community.

**6<sup>th</sup> Eco-Schools Scotland Green Flag Award** - We successfully have covered all seven elements of the Eco-Schools programme to gain our 6<sup>th</sup> Eco Schools Award. Recognition was given for many aspects including:

- Outdoor classroom
- World of Work focus on Food and Farming
- Curricular related Eco work
- Community Litter picks
- Lanark on the Move Challenges
- Wiston Lodge days
- Travel projects led by JRSO
- Lockdown memory garden

**Transition** – Our ELC to P1 and P7 to S1 transition programmes continue to be strengthened. We plan carefully for additional support needs, creating bespoke transition arrangements, dependant on individual needs.

**Queen's Platinum Jubilee** – We celebrated the Queens' Jubilee with a focus each week at Get Together (assembly) on the arts through the decades. The dates coincided with one of our learners being selected as local Gala Queen. We recognised this with an afternoon 'Tea with the Queen' which was attended by all staff and pupils from ELC to Primary 7.

**Annual Prize Giving** – Our annual award ceremony recognised progress and achievement across the stages, celebrating individual contributions.

**P7 Leavers Celebration** – Our P7 Leavers Celebration took the form of the 'Carstairs Junction Bake Off'. The finished piece resulted in children showcasing their cookery skills, developed throughout the year. Teamwork was evident throughout, with staff and pupils creating a final video and live assembly to showcase the learning.

**Summer Programme** – We worked in partnership with our local after school care provider, to give children opportunities to attend during the summer holidays.