



Standards and Quality Report 2023-2024



Underbank Primary School
159 Lanark Road
Crossford
Carluke

National Improvement Framework Priorities & Drivers
HGIOS? 4 Quality Indicators
South Lanarkshire Council Education Resources Plan

Context of the school

Underbank is situated within Clydesdale in South Lanarkshire. The current roll for session 2024 – 2025 is 116 pupils (August 2024), with five classes. 45% of our pupils are placing requests. The catchment area is varied and draws from a mix of housing within the local villages and towns.

We moved into our new building in 2018. The school is on one level and is set within attractive grounds which are used to deliver outdoor education and play. The school was built by South Lanarkshire Council as part of the schools Modernisation Programme and comprises of 5 light filled classrooms, a large, general-purpose space, a spacious gym hall that doubles as our school cafeteria and a number of office spaces.

At Underbank Primary, we aim to make school a happy, supportive place in which every child will thrive and develop socially, emotionally, academically, and physically. We aspire to be a school that delivers high quality teaching and learning underpinned by continuous self-evaluation. Working in partnership with all, we aim to provide learning experiences that will engage and inspire all of our learners enabling them to achieve success. Our curriculum is designed to ensure all children are supported in their learning through our attachment informed practice and skills-based planning, to provide opportunities for our children to learn knowledge and skills through real life experiences. This is enabled through a play-based learning environment in the early primary stages. Forest School impacts greatly on our creative outdoor curriculum.

We are part of Lanark Learning Community. There is a very positive working relationship across schools within our Learning Community. This year teachers across the Learning Community have worked collaboratively on self-improvement projects which have impacted positively on teachers' professional learning, practice in school and connection between schools.

Vision

Our vision at Underbank is to work in partnership with everyone in our school community, to provide a safe, nurturing and stimulating environment in which everyone is included to achieve their full potential.

Every day we strive to promote a positive 'can do' attitude and positive mindset through our school motto of '**We Can and We Will**'.



Key Successes of Session 2023 - 2024

Strong partnership working is a key feature of our school. We believe strongly in working together to ensure every child can reach their fullest potential, and benefit from an educational experience that will equip them with the relevant knowledge and skills to be successful as they progress to secondary education and beyond.

We promote positive relationships within school and foster an ethos which encourages all pupils to respect themselves and others. This session we have **gained accreditation for three SLC Attachment Informed Trauma Sensitive School pledges** and have undertaken work around Anti-Racism in school linking with a SLC Development Officer, West Partnership and SLC Psychological Services. From this work we were invited to St Mungo's Museum in Glasgow for a Creative Showcase which included a piece of artwork created by our P1/2 class. During this session one of our team has also gained their Nurture UK qualification.

At Underbank, we wish to nurture parental involvement; we have an active Parent Council and a Parents & Friends Association, both have continued to support us in valuable ways throughout the session. We have continued to welcome partners throughout the session, and they assist us in providing an active and engaging curriculum: Kids Kitchen delivered sessions in school, senior pupils crocheted poppies with a volunteer for inclusion in the Remembrance Display at the village church, the whole school engaged with Fischy Music workshops linking with HWB then delivered a showcase for parents, Jo Freeman delivered Circle Dance and an input on Judaism, our school chaplain contributed our RME Christianity topics, SAMH delivered a staff workshop and two pupil workshops to P5-7 pupils, scientist visits linked to a Clyde in the Classroom project, our music instrumental tutors also led a music showcase to highlight the talents of our brass, violin and percussion pupils for our school community.

Throughout session 2023 – 2024, our Pupil Leadership groups have had key successes: raising awareness of Fairtrade with pupils and parents through delivering a Fairtrade Assembly and holding a Fairtrade Coffee and Chat event for our community. They successfully gained a **FairAchiever Award** during this session; by working on Children's Rights we also gained our **Rights Respecting Schools Bronze Award**; our Eco Committee have gained our **7th Eco Schools Green Flag** and continue to grow and harvest produce in our garden and orchard areas; we have supported Dogs Trust by donating old towels and pupil raised funds; we supported our local foodbank and raised awareness of diabetes, Tourette Syndrome and English as an Additional Language to promote inclusion within our setting; pupils have given feedback on the SLC Transport Consultation and worked alongside 52 Lives to grow kindness within our school and community. Ultimately, being announced as the overall winner in the **Kind School category of the National Kindness Awards 2024**.

Our commitment to prioritising our pupils' Health and Wellbeing through access to sporting activities was recognised this session when we were awarded a **Sport Scotland Gold School Sport Award**.

We are a very busy school and we hope that this information gives you a flavour of some of the activities and events that we have participated in over the session.

School Improvement Plan Priorities 2023-24

1. Provide a rich and stimulating curriculum that helps to raise standards in Literacy and Numeracy.
2. Improve Health and Wellbeing to enable children and families to flourish.
3. Ensure inclusion and equity are at the heart of what we do.

Strategic Priority 1: Provide a rich and stimulating curriculum That helps to raise standards in Literacy and Numeracy.

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Performance information

School Improvement

SLC Priority (select from drop down menus)

Raise standards in literacy and numeracy and close the poverty related attainment gap

HGIOS?4 QIs (select from drop down menus)

2.3 Learning, teaching and assessment

2.4 Personalised support

3.2 Raising attainment and achievement

Standards & Quality statement – 2023/24

Provide a rich and stimulating curriculum That helps to raise standards in Literacy and Numeracy.

Progress and Impact

Learning, Teaching and Assessment

We revisited Learning, Teaching and Assessment strategies via a SLC Resource. Quality improvement class visits were undertaken with a focus on aspects revisited. Lessons were reviewed positively. A display of Learning, Teaching & Assessment posters has been created in our teacher CCC area. Learning, Teaching and Assessment remains a key focus during forward planning review meetings to ensure pace and challenge.

Numeracy

Two more teachers completed Maths Recovery training and those trained are utilised strategies within their practice to promote recovery for learners.

Whole school engagement with Sumdog promotes accelerated progress within numeracy through engagement at home and in school.

In August 2023, we had 19 learners who were not on track within Numeracy (P2-7 Aug 23-24). Currently 98.2% of our P1-3 pupils are on track. While 92% of our P1/P4/P7 pupils are on track. Across the school, 85% of all learners are on track at June 2024.

Literacy: Writing:

We completed the development of grammar progressive pathway for all stages. All staff positively reviewed these after trialing them over the session. We will continue to use these in the new session.

Literacy: Spelling:

We revised our spelling program for P4-7. This program now includes missed rules that were identified by staff. The revised program was utilised in session 2023 - 2024. A sample group of 12 pupils from P4 – 7 have shown a marginal strengthening of retention of taught spelling rules within our SWST March review.

Technologies

Partial review of our ICT program in light of latest refresh and move to the Cloud. Our ICT coordinator engages well with SLC and ably supports staff.

Inclusion

Operating Procedure A28: Additional support for learning - Information and guidance, was reviewed and all updated guidance is reflected within our Additional Support Plans for learners.

English as an Additional Language (EAL)

Our EAL specialist support teacher led a staff training session to share her role and impactful EAL strategies to use with our EAL pupils. All staff reviewed the session to be valuable and that it would impact on their practice with EAL pupils.

Play Pedagogy

We have had an area cover teacher in P1/2 to cover. The previous session's play practice has been maintained. There has been engagement with Being Me in SLC and a Learning Community collaborative play group to build knowledge and skill within this area.

Next steps

- *Consideration of further Maths Recovery Training for untrained staff.*
- *Review impact of updated Spelling programme on learners e.g. percentage at or beyond their chronological age.*
- *Continue to refresh our ICT program taking account of programs now not available and source others to teach skills.*
- *Continue to develop aspects of Play Pedagogy to suit our context.*

Strategic Priority 2: Improve Health and Wellbeing to enable children and families to flourish.

NIF Priority (select from drop down menus)

Improvement in children and young people's health and wellbeing

NIF Driver

Teacher and practitioner professionalism

SLC Priority (select from drop down menus)

Improve health and wellbeing to enable children and families to flourish

HGIOS?4 QIs (select from drop down menus)

2.2 Curriculum

3.1 Ensuring wellbeing, equality and inclusion

3.3 Increasing creativity and employability

Standards & Quality statement – 2023/24

Improve Health and Wellbeing to enable children and families to flourish.

Progress and Impact

- The staff team have a greater awareness of their own and others' mental health by engaging with SAMH. The Employee Assistance Programme and PAM wellbeing app information has been shared with all staff to ensure they know where to seek relevant supports. All current team members have completed mandatory courses pertaining to supporting mental health. 100% of the staff team report that they now have greater awareness of their and others' mental health and know how and where to seek support should this be required.
- Nurture and Attachment Informed practice is evident across the establishment. Underbank has achieved three SLC Accreditation pledge awards this session. We have created a movement pathway and some regulation stations within Underbank. The movement pathway has not been well used but over 80% of a sample group who access our regulation stations view this as a positive strategy for use in school. We have been asked if our accreditation submissions could be shared with other embarking on accreditation.
- We have engaged with Healthy Schools website resources, using the Year 2 outcomes this session. This has helped us to embed the SHANARRI principles. Our pupil self-evaluation wheel resource continues to allow pupils to articulate how they view their wellbeing. Over 85% of learners evaluated themselves as 6 or above/green/amber on the Wellbeing Wheel for each indicator across the year.
- We have continued to enhance our Expressive Arts provision throughout the session. Planning was created for Drama and our revised Art and Design planners were utilised throughout the session. Staff evaluations show that staff like the layout, resources and usability of the Drama planner. All staff find that the planner is useful at particular times of the year when other productions aren't in place.

The Art planner is being used alongside our old planners for ideas and staff are adapting the lessons to fit in with other learning within the classes. Staff report that it is effective in ensuring that children experience a variety of materials and a spread of art related skills. Within Expressive Arts, we have offered a variety of rich experiences to allow pupils to develop their skills such as Fischy Music, Magpie Manor production, Show Racism the Red Card artwork, class and Instrumental Music showcase events.

- One member of staff attended Emotion Coaching training and then shared the theory and practice of Emotion Coaching with all teaching staff members. From this session we created a classroom poster as a reminder of the theory and practice so that staff can have quick access to this so informing their practice. All staff in attendance valued this professional learning opportunity and reflected that it would impact on their actions.
- All staff have a greater awareness of the SLC Skills Framework through our award system and skills display. Staff use the skills Framework to share the skills that pupils are developing within their daily practice. Pupil Council members were able to articulate some of the skills that they have developed over the session. Positive parental comments regarding our Achievement and Skills display highlight how inclusive and visual it is for visitors and pupils.
- Chef Robert from Kid's Kitchen delivered Food Technology to three of our classes to support pupil wellbeing and further pupil knowledge and understanding of the skills. Over 80% of learners who participate in Kid's Kitchen are able to link their learning to the SLC Skills Framework. All of our learners have participated in a 4 week block of Forest School. Over 80% of learners who participate in Forest School cooking are able to link their learning to the SLC Skills Framework in discussions.

Next steps

- *Continue to prioritise staff and pupil wellbeing.*
- *Aim to evidence our practice using the Attachment Informed and Trauma Sensitive Accreditation Toolkit for three further Pledges.*
- *Attachment Lead and /or Ambassadors to continue to engage with Attachment Network.*
- *Offer SSA training on Emotion Coaching to develop further understanding of the theory and practice of Emotion Coaching.*

Strategic Priority 3: Provide a rich and stimulating curriculum That helps to raise standards in Literacy and Numeracy.

NIF Priority (select from drop down menus)

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

NIF Driver

Performance information

Assessment of children's progress

SLC Priority (select from drop down menus)

Ensure inclusion and equality are at the heart of what we do

HGIOS?4 QIs (select from drop down menus)

1.5 Management of resources to promote equity
2.4 Personalised support
3.1 Ensuring wellbeing, equality and inclusion

Standards & Quality statement – 2023/24

Ensure inclusion and equity are at the heart of what we do.

Progress and Impact

- In session 2022 – 2023 we had 3 learners who had attendance below 86%, of these 3 learners, 2 had attendance within the 70 – 80% range. Our aim was that these 2 learners would increase their attendance to at least 76%.
Outcome: The two targeted pupil have an attendance of 90.34% and 89.49% (13.6.24). This is a huge improvement. We have also noted an increase in parental engagement and pupil engagement.
- Our Nurture provision was hugely impacted by staff absence and so has only been undertaken sporadically throughout the session. Our nurturing classroom practice has continued.
Resources are now in place for a movement pathway for regulation / movement breaks and we have two regulation stations that are accessible to all.
- Writing – Team Teaching
Teachers review this as being impactful for all children and the development of skills within writing.
For the targeted learners, teachers see a progression in their skills and almost all of the learners have made 1 year's progress within our Progress & Achievement tracking.
- Phonics Intervention
4 of the 6 targeted learners have retained 75% of previously taught sounds following a short refresher of those taught in session 22-23.

From our PAST assessment, we had one pupil who was highlighted as requiring additional support which was implemented. From our March RWRA, we established support for 6 individuals. This assessment was repeated in June when all pupils demonstrated an increase in their skills and some a significant increase. All of our learners at P1 were on track at the end of their P1 year.

- **IDL Classroom Intervention**
100% of our IDL targeted learners achieved the outcome of 6 months or more progress in reading and spelling age in the May final assessment, when compared to August benchmark. This is 2 more pupils than predicted. Spelling age progress ranged from +8months up to +1year 8months, with similar results in reading age gains with a range from +7months up to +2years gained. IDL target achieved.
- **Sumdog**
Learners accessed Sumdog in school and were encouraged to use this at home. Our aim was that a targeted group would show an above average increase in mathematical proficiency after accessing Sumdog over a period of 8 months. (Desired proficiency increase of 0.24). 100% of the target group made an above average increase in their mathematical proficiency over the 8 month period, with 50% of the targeted learners making an even more significant gain.
- **Wellbeing**
All pupils participated in Fischy Music Workshops and a four-week block of Forest School. These experiences were evaluated positively. Swimming coaches reported that all of our P5 pupils show increased skill level after a 12 week block of swimming lessons at Lanark Pool.

Next steps

- *Maintain our focus on good attendance in session 2024 – 2025 through promoting this to parents via school communications and verbally.*
- *Aim to re-establish a small nurture group of targeted pupils.*
- *Continue to target individuals during writing lessons through a team-teaching approach.*
- *This year we have no P1 pupils who are off track in phonics. We will continue with this close monitoring approach and timetable interventions if required.*
- *We will continue to utilise IDL for targeted individuals.*
- *We will investigate other maths intervention software to promote mental agility across our school.*
- *Pupil wellbeing will continue to be a focus.*