



Standards and Quality Report 2022 - 2023

Underbank Primary School

159 Lanark Road,

Crossford,

Carluke,

ML8 5QQ



"We Can and We Will"

Our School Vision

To work in partnership with all in our school community, to provide a safe, nurturing and stimulating environment in which all are included to achieve their full potential.

Context of the school:

Our School:

Underbank Primary School is a small, rural, non-denominational school which serves the villages of Crossford, Rosebank, Tillietudlem, Hazelbank and the surrounding area.



Underbank is situated within Clydesdale in South Lanarkshire. The current roll is 119 pupils (June 2023), with five classes (P1/2 – 24 children, P2/3 – 25 children, P3/4 – 24 children, P5/6 – 22 children and P6/7 – 24 children). 43% 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 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.

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. Two staff members are trained in Forest School and another has completed Level 2 of this training. Forest School impacts greatly on our creative outdoor curriculum. Our new build has a variety of learning spaces, indoors and out.

Our core values and principles are centred around CfE. We aim to raise standards; prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast-changing world.

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. Our school motto is:

'We Can and We Will'.

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 introduced a 'Cosy Corner' to enhance our whole school nurturing approach.

Our teachers deliver subjects creatively. We believe that there should be good teaching indoors and outdoors.

This year our P1-4 pupils delighted their audiences by featuring in 'Hey Ewe', a nativity story, while our P5-7 pupils featured in an Easter performance of 'The Gospel Show'. Each class has also welcomed parents and friends to a class showcase to share their learning.

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. We continually seek parent views and if necessary, take action.

Our school offers a varied choice of extra-curricular activities. We participate in local, SLC and National events, such as art competitions, tennis, netball, football and cross country.

Throughout this session our Pupil Leadership groups have had key successes: raising awareness of Fairtrade with pupils and parents through Fairtrade Fortnight activities; working towards attaining FairAchieve status; our 7th Eco Action Plan has been approved and we aim to gain our 7th Eco Schools Green Flag early in 2024; we completed the Dementia Friendly Programme and raised awareness and funds for Alzheimer Scotland; we supported our local foodbank and raised awareness of dyslexia, OCD and ADHD to promote inclusion within our setting; pupils have liaised with our Facilities Officer – Menu Development to feedback pupil opinions on school meals and have presented information on Healthy eating in schools: guidance 2020 to all learners.

Review of progress for session Aug 2022- June 2023

School priority 1:	
<u>NIF Priority</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment School Improvement	<u>HGIOS4 QIs</u> 1.2 Leadership of learning 2.2 Curriculum 1.3 3.2 Raising attainment and achievement
Strategy What did we set out to do? <ul style="list-style-type: none">• Review of existing Spelling resource and approach. Creation of new planning to ensure consistency and progression within our approach. Trial and review on completion.• Review and refresh our Grammar planning and approach to ensure all stages have a clear and progressive planner. Trial and review on completion.• Deliver workshop for staff on Literacy – VCOP, to ensure consistency across all stages and clear understanding of expectations. Present parent workshop on VCOP so that parents are familiar with language of VCOP and can work to support this work via homework tasks.• Engagement with SLC Maths Recovery Strategy with at least one staff member to attend Maths Recovery training (Purple Resource). Utilise recovery training within own classroom and share professional learning with colleagues to inform our next steps.• Lead practitioner to share her practitioner enquiry on Problem Solving and its impact on her practice and possible new resources to enhance practice across our school. Evaluate pupils' confidence levels while tackling problem-based questions.• Staff member engagement within Play Pedagogy cohort 1 to improve learning and teaching approaches to play within their classroom. Identify any resources to support this development. Share professional learning with infant colleague and support them within this approach. Staff member will undertake a practitioner enquiry and share their approach and outcomes with all colleagues.• Refresh our current Music provision at all stages by creating a skills-based program to ensure learners' experiences are rich and stimulating. Teachers evaluate program during planning and tracking dialogues throughout the session.	
Progress and Impact What difference did we see? What did we achieve? <ul style="list-style-type: none">• New spelling planning completed for P4-7 and trialled. Positive feedback demonstrates identified gaps are closed when planning is followed.• New Grammar progression completed and refreshed planner trialled. Initial positive feedback demonstrates identified gaps are closed when planning is followed.• All staff have a clear understanding of expectations and express confidence in the VCOP approach. Although the workshop was poorly attended, parental comments gained were positive and they expressed that they feel more able to support their child.• Two staff members have attended Maths Recovery training (Purple Resource). Staff members express increased confidence in supporting pupils through the approach. One staff member shared professional learning and positive usage within own classroom.	

- Lead teacher undertook practitioner enquiry based on problem solving. She shared her learning and identified necessary resources to enhance practice across school. Staff review shows increased pupil confidence while tackling problem-based questions.
- Lead teacher engaged with SLC Play Pedagogy training and identified necessary resources to implement some of play practice. She visited a lead school within this field, presented her learning and practitioner enquiry to colleagues and shared the impact on her learners. Teacher review shows some increased pupil engagement and independence and ownership when tackling target tasks through a play-based approach.
- Refreshed Music planners created and utilised throughout session by CCC teacher. Her feedback on planning and pupil engagement with activities was positive. Each class has showcased some of their learning at assembly.

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

- Implement Grammar progressive pathway and monitor impact across the coming session.
- Aim to include VCOP information in 'Meet the Teacher' to reach a wider audience.
- We will aim to use Maths Recovery as a SfL intervention and aim to train one further teacher.
- All staff to have a focus on problem solving strategies to increase pupil confidence in this area.
- Lead practitioner within Play will share her expertise during term 1, with the colleague appointed to cover her absence prior to ensure key developments are continued.
- New UPS Music, Art and Drama planning to be utilised across all stages and reviewed by staff using these.

School priority 2:

NIF Priority (select from drop down menus)
Improvement in children and young people's health and wellbeing
NIF Driver
Teacher and practitioner professionalism
School Improvement

HGIOS?4 QIs (select from drop down menus)
1.5 Management of resources to promote equity
3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning

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

- Utilise the Healthy Schools framework to guide the teaching and planning, tracking & monitoring and evaluation of Health and Wellbeing education throughout the school year. Highlight NHS resource library which can be accessed to enhance HWB activities in school <http://hpac.nhsl.lanarkshire.scot.nhs.uk/HPAC/Index.jsp>
Staff and pupils review this change positively.
- Whole staff engagement with Healthy Eating in Schools Guidance [Healthy eating in schools: guidance 2020 - gov.scot \(www.gov.scot\)](http://www.gov.scot/Health/eating-in-schools-guidance-2020) and completion of Food and Drink Regulations in Scotland Learn On Line training. Share key aspects of guidance with pupils, Parent Council and PFA. Create a Food Diary for the year which will take into account food or drink provided as part of a social, cultural or recreational activity.
- Whole staff introduction or refresher with Restorative Practice.
- ICT Cloud Solution
Staff training and familiarisation with ICT Cloud Solution at the time of refresh (April 2023) to raise awareness of Cloud Solution's benefits and uses:
Ongoing ICTC support for staff.
- Staff training on Seesaw Platform for P1-3 staff (possibly P4 staff – due to composite class structure). Seesaw is due to be utilised across SLC with all infant stages.
- Revisit our Cost of the School Day position statement with Pupil Council and Parent Council. Gather feedback and other possible actions to impact positively on our school context. Create Underbank CoSD policy.

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

- Healthy Schools Framework implemented across session. All classes have reported back at assembly to share their learning monthly. All staff reviewed website, resources and our change in approach positively. Following consultation with their peers almost all Pupil Council members evaluate the HWB experience by pupils as positive. Stating that the videos and stories that accompany the resource make learning fun. It was felt that an indicator per month helped pupils to focus on one aspect at a time but pupils did report that some indicators have more activities than others.
- All staff completed online training around Healthy Eating in Schools. Key aspects of guidance shared with parents. Pupil Council shared key aspects of guidance at assembly.

Food diary created for UPS to reflect guidance and shared with our Parent Council and PFA.

- Staff reflections on Restorative Practice indicate greater understanding of Restorative Practice approaches. Lanyard cards produced for all and further strengthening of Attachment approaches undertaken. Attachment Ambassadors continue to engage with Locality Attachment Network.
- ICT Cloud Solution completed, and staff training delivered by engineer. Our ICT coordinator continues to ably support staff with this change and staff express that they are becoming increasingly confident with changes.
- Seesaw was withdrawn by SLC.
- Underbank CoSD policy created and shared across our school community. CoSD actions have had identifiable impact for members of our school community.

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

Continue to embed the Healthy Schools approach across the school and give consideration to any adaptations needed. Give consideration to RSHP Workshop for parents to raise awareness of materials and build confidence in the resource and approach.

Continue to develop attachment informed practice and nurturing principals across our school.

Consider Emotion Coaching training via Educational Psychology

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.**
- **Progress and Impact.**

Below are our areas of focus, with progress and impact detailed:

Attendance – In session 21-22 we had a small group of 5 learners within SIMD 1/ 2 and or FME with attendance below 90%. Through monitoring and parental engagement our aim was for 3 of these learners to have improved attendance of over 90%.

Through our increased vigilance and communication, we aimed to also improve our school percentage attendance figure.

2019/2020	2020/2021	2021/2022
96.5%	96.9%	94.4%

At this time the trend indicates that our school attendance for 2022 – 2023 will fall within the range 93% - 95%.

Wellbeing – Through establishing a nurture space for targeted individuals from SIMD 1/ 2, FME or Care Experienced we aimed to increase their sense of wellbeing and engagement in school. Our space is now established and a further two staff have attended Nurture training (1 staff member engaging with Nurture UK and another with SLC Nurture CLPL). The staff lead engaging with both groups of children reports that as the children helped to create the space, they value the space and time they have there. The staff member leading the groups has reviewed that relationships have been strengthened due to this regular engagement and connectedness for our 6 targeted pupils. Teachers report that the targeted individuals are keen to attend and engage in the sessions.

Building Resilience (Year 2) programme has been delivered at all stages and staff evaluations throughout the session indicate high engagement with the programme and a good understanding what resilience is and how to be a resilient individual.

Literacy

Regular Engagement with IDL

At the start of session we had 11 learners from P4-7 (Session 2022 – 2023) who had been identified through tracking and monitoring and SWST spelling ages, who we believed would benefit from using IDL to accelerate their skill in spelling through accessing the programme via Chromebook access.

Four of these learners were a targeted equity group and our aim was that 50% of those in this group would demonstrate accelerated increase in progress.

OUTCOME –

Of the 11 learners, all have shown accelerated increase in progress.

3 of the learners' progress has not been impacted by attendance (Range from 94% - 100%). The 4th learner's attendance may have had an impact on increased acceleration, but their progress is greater than 1 year within the 9 month period.

Writing

Robust analysis of Writing data showed that we had 26 learners across our school who we did not consider to be on track within Writing at the start of 2022 – 2023 session. Our aim was that by June 2023, 6 of these 26 targeted learners would be on track through smaller group teaching and increased support, facilitated by the engagement of a supply teacher for a block of time per term. The target of 6 learners was achieved and a further 6 are identified as having accelerated progress, so moving closer to being on track.

The group of 26 had 6 learners who were SIMD 1/2, FME or care experienced. Our aim was that 2 of these learners would move to being on track. Although all have made increased progress, they are not on track. All are said to have increased motivation to write. Two of these learners have had significant absences and another was identified as having a specific literacy weakness that impacted on their progress.

Play Pedagogy

Our P1/2 teacher engaged with professional learning on Play Pedagogy theory and implemented strategies to best support our learners at Early Level within our individual context. She undertook a change initiative and visited an establishment who had been engaging with this practice for a number of years. We also increased our resources to facilitate this more active approach. The teacher shared her practitioner enquiry with her colleagues and identify increased confidence, motivation, engagement, socialisation and curiosity in learners.

Numeracy

We aimed to train one member of staff in maths recovery but have successfully trained two staff members during the session. Both staff evaluated the resource and strategies gained during training as being highly effective and they believed this would impact positively on learners.

Robust analysis of Numeracy data showed that we had 16 learners from P2-4 (2022 – 23) who we did not consider to be on track within Numeracy & Maths. We aimed to have 4 of the 16 on track by June 2023, and this was achieved.

Of this targeted group of 16, 8 learners were within SIMD 1 & 2, FME or care experienced. Our aim was that 2 would be deemed to have moved to be on track by their class teachers in June 2023, however at this time only one has moved to be on track.

Activity/Transport

Only approximately 2% of funds were utilised to facilitate participation in school opportunities, especially for SIMD 1 & 2, FME and those deemed necessary at SMT discretion. All of these children have had at least one opportunity out with school, while older pupils within the group have had significantly more, our P5s all had 12 swimming sessions, including transport and we engaged a dance coach to lead one block of sessions. We were able to self-fund or partly fund many opportunities through our K.U.A. fund and via funding bids.

Participatory Budget (5% - £428.75)

Sumdog was the overwhelming choice for the Participatory Budget by pupils, parents and staff. Using Sumdog, we were aiming for an above average improvement in Mathematical Proficiency over the 8-month tracking period for 15/20 of our targeted pupils. (75%) This proficiency was measured using Sumdog's diagnostics at the start of the period and again at the end. This target was reached (15/20) with some of our targeted pupils making significantly greater improvement than aimed for. The pupils who did not make the targeted progress were impacted by poor attendance or lack of time on Sumdog.

The results for Sumdog were also positive across the whole school, with many making above average improvement in Mathematical Proficiency. Again, results were affected for individual children due to attendance or time spent on Sumdog.

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

Attendance

- Continued focus on attendance for whole school.
- Engage with a school who have piloted some of the approaches shared in SLC Attendance Project 2022/2023.

Wellbeing

- Continue to develop our nurture practice.
- Establish break out spaces for individuals to access when regulation or 'space' is required by individuals throughout our school.
- Creation of sensory, movement trail for use by individuals who may require this sensory experience to regulate their behaviour.
- Staff engagement with Mental Health Awareness training delivered by SAMH.

Literacy

- Smaller group teaching sessions and/ or team-teaching blocks to impact positively on Writing within school.
- Regular Engagement with IDL for targeted pupils

Numeracy/Mathematics

- Continue to train staff in Maths Recovery via SLC provision.
- Re-engage with Sumdog to motivate and engage learners but also impact positively on learners' ability. Build staff confidence in the diagnostic tools available through Sumdog.