



2022/2023



Crosshouse Primary School & ELC Standards and Quality Report June 2022



Attain,
Believe &
Achieve

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Standards and Quality Report Session 2021/22

Context of our school

Crosshouse Primary School is situated in the Greenhills area of East Kilbride.
We currently have a school roll of 374 and 32 children in our ELC nursery class.
We have 15 classrooms, an ELC playroom and 2 additional support needs classes.
The new school building was opened in 2008 and provides an excellent, modern environment in which our learners can learn and achieve.

Our Vision

At Crosshouse Primary School, children at the heart of an inclusive community, where they can achieve success for today and prepare for tomorrow by attaining, believing and achieving.



Our Values



Our Aims

- ♥ To put children at the heart of high-quality teaching and learning
- ♥ To promote **active** engagement within learning using a range of relevant contexts.
- ♥ To create **resilient**, highly **motivated** learners.
- ♥ To work in **partnership** with parents/carers, learners and staff.
- ♥ To promote **independent learning** to prepare our young people for the future.
- ♥ To embed the four capacities of **Curriculum for Excellence**.
- ♥ To recognise interventions which **challenge** and **support** all learners to meet their individual needs.
- ♥ To celebrate and provide opportunities for **personal achievement**.



Our Motto

This reflects our high aspiration for all learners to believe that they can attain and achieve great things by working hard and always giving their best.

Key Successes/Challenges and Achievements Session 2021/22

Successes



- First school in Scotland to be awarded 'Financial Centre of Excellence'
- ACEL data shows that we have raised overall attainment levels in literacy and numeracy.
- Play based pedagogy implemented in Primary 1 and underpinned by current educational research.
- School Nurture provision increased, 27 learners accessed our Nurture provision.
- All learners received a home learning resource pack to support learning at home.

Challenges



- School attendance gap of 5% between target and non-target group.
- Attainment gap in writing has widened.
- COVID related learner and staff absences.

Achievements



- Awarded 'Financial Centre of Excellence' status.
- Early Day Motion in Parliament in recognition of our success in Financial Education.
- Learners participated in numerous sporting events including football, netball & athletics.
- Increase in after school activities. 10 afterschool clubs offered in Term 3.

Review of progress for session Aug 2021 - June 2022

School priority: Raise attainment in literacy and numeracy and reduce the poverty related attainment gap.

NIF Priority (select from drop down menus)
 Improvements in attainment, particularly in literacy and numeracy
 NIF Driver
 Assessment of children's progress
 Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)
 3.2 Raising attainment and achievement
 2.3 Learning, teaching and assessment
 2.2 Curriculum

Strategy

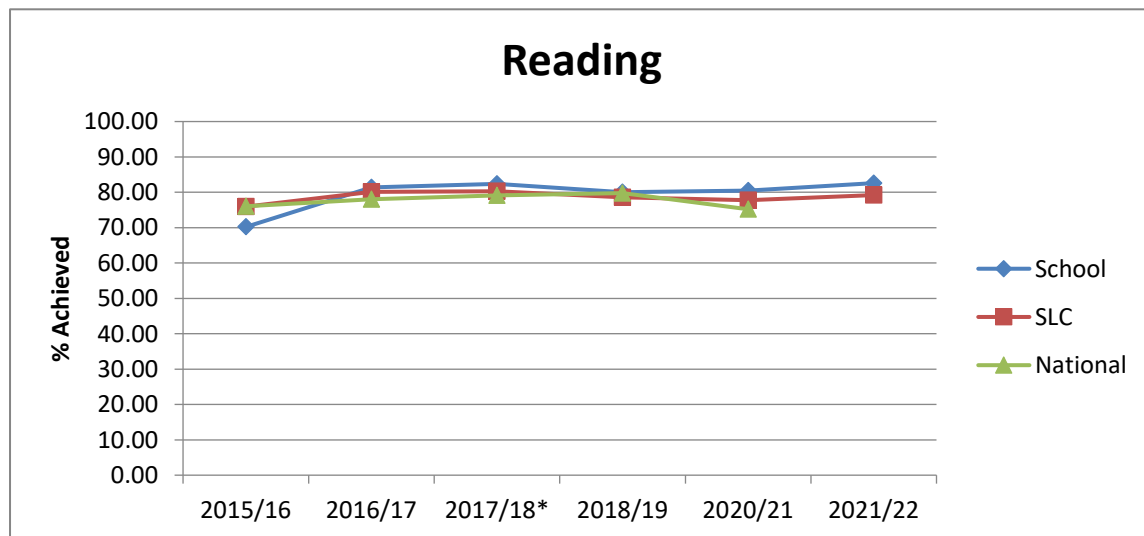
What did we set out to do?

- Continue to raise attainment in literacy and numeracy by at least 1% (stretch aim)
- Reduce the poverty related attainment gap particularly at P3 and P6 by at least 3%. (stretch aim)

Progress and Impact

What difference did we see? What did we achieve?

The following data is the combined P1, P4 & P7 ACEL (Achievement of Curriculum for Excellence Levels) data. At the time of writing the SLC and National averages were not available.

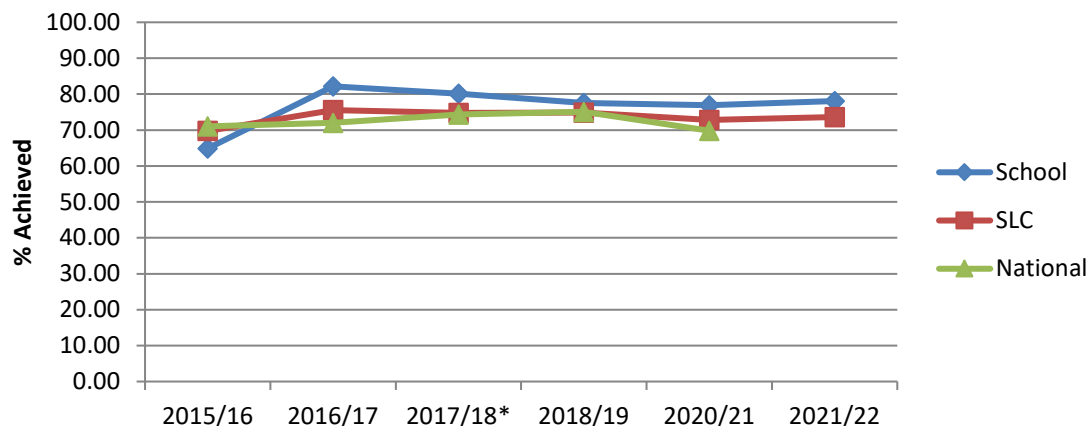


For the last 4 years attainment in reading has remained above both the SLC and National averages. In session 2020/21 attainment in reading was 80.5%. Our reading attainment has increased by 2.1% to 82.6%. Specific targeted interventions and additional PEF staffing has allowed class teachers to work with individuals and small groups of children to help raise overall attainment in this area.

We also collate and analyse attainment data by stage. In session 2022/23 we will work to improve reading attainment in P4, P5 and P6.

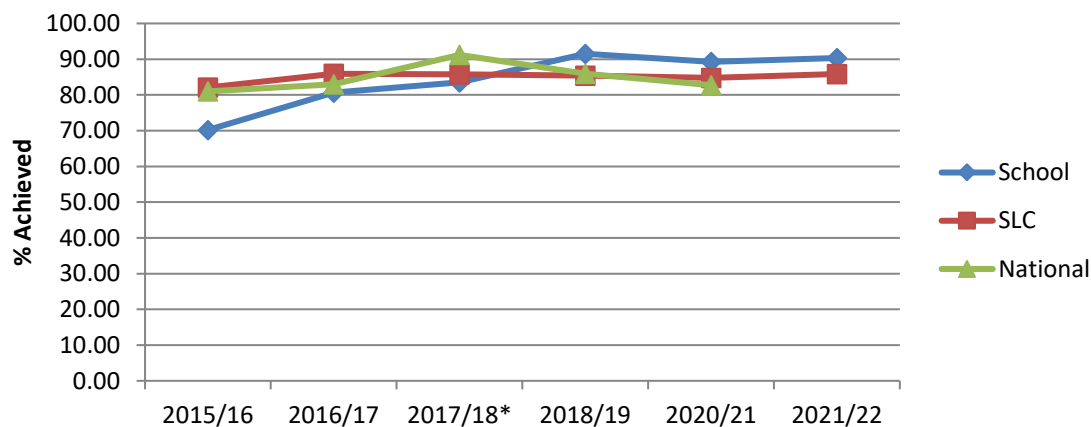
We aim to increase overall reading attainment by 1.5% next session.

Writing



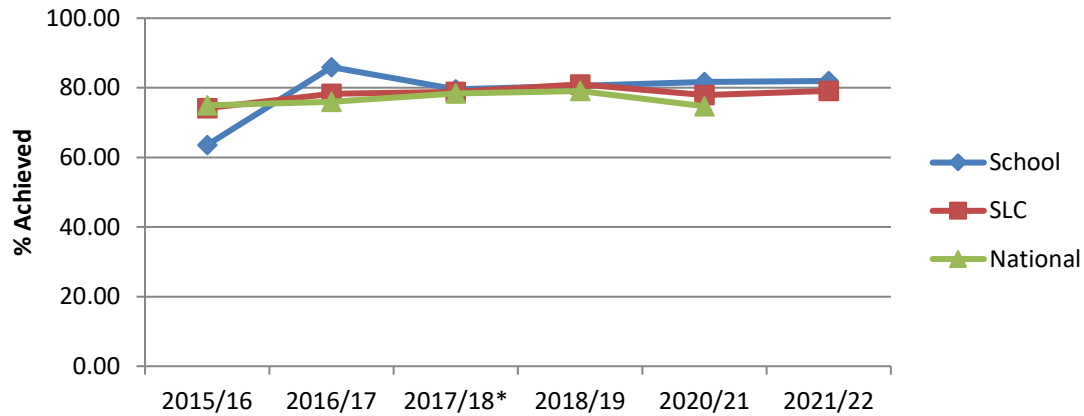
For the last 5 years attainment in writing has remained above both the SLC and National averages. In session 2020/21 attainment in writing was 76.9% this was a 0.68% decrease from the previous year. Our writing attainment has increased by 1.16% to 78.06%. Specific targeted interventions and additional PEF staffing has allowed class teachers to work with individuals and small groups of children to help raise overall attainment in this area. We also collate and analyse attainment data by stage. In session 2022/23 we will work to improve writing attainment in P4, P5 and P6. We aim to increase overall writing attainment by 1.5% next session.

Listening & Talking



For the last 2 years attainment in Listening & Talking has been above both the SLC and National averages. We introduced a robust approach to assessment in this area in 2018. In session 2020/21 attainment in Listening and Talking was 89.3% and this has increase by 1% to 90.3% in session 2021/22. We also collate and analyse attainment data by stage. In session 2022/23 we will work to improve Listening & Talking attainment in P3, P4 and P5. We aim to increase overall Listening & Talking attainment by 1.1% next session.

Numeracy



For the last 4 years attainment in numeracy has remained above both the SLC and National average. Since session 2018/2019 attainment has increased by approximately 1% year on year. In session 2020/21 attainment in numeracy was 81.7% and this has increased by 0.24% to 81.64% in session 2021/22.

We also collate and analyse attainment data by stage. In session 2022/23 we will work to improve Numeracy attainment in P3, P4 and P5.

We aim to increase overall numeracy attainment by 1.1% next session.

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

- Raise overall attainment by 1.1% in reading, writing, listening & talking and numeracy. (stretch aim)
- Raise attainment in reading at P3, P5 & P6 by at least 2%.
- Reduce poverty related attainment gap in reading at P6 stage by 10%.
- Raise attainment in writing at P4, P5 & P6 by at least 2%.
- Reduce the poverty related attainment gap in writing at P6 & P7 stage by 8%.
- Raise attainment in listening & talking at P3, P4 & P5 by at least 1.1%
- Reduce poverty related attainment gap in listening & talking at P4 stage by 7%.
- Raise attainment in numeracy at P3, P4 & P5 by at least 1.1%
- Reduce poverty related attainment gap in numeracy at P6 stage by 8%.

School priority: To develop a consistent, progressive, and relevant Social Studies curriculum that stimulates the interests and motivates all learners to Attain, Believe and Achieve.

NIF Priority (select from drop down menus)
Improvements in attainment, particularly in literacy and numeracy
NIF Driver
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

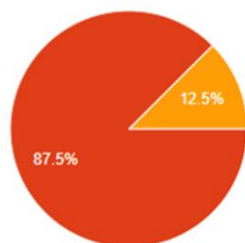
Strategy
What did we set out to do?

Progress and Impact

Initial staff surveys showed that most staff wished guidance with an element of choice. A few wanted no prescription, and none wanted a fully prescribed model. All staff indicated that they were likely to use resource packs. All staff indicated that they would be in favour of whole school collaboration at certain times throughout the year.

Please indicate your preference for how the Social Studies curriculum should be structured...

8 responses



- Prescribed - Each stage allocated 1 topic per organiser which must be covered.
- Guidance with Choice - Each stage allocated multiple choices per organiser - teacher chooses one from each organiser.
- No prescription - teacher interrogates previous learning and devises a topic from each organiser that builds on previous skills and knowledge.

Some themes and concepts are required to be covered at every stage, every year (Scotland, Enterprise, etc). Would you be in favour of identifying a specific time in the session when these are covered to ensure progression and allow for whole school collaboration? (timelines, etc.)

8 responses



- Yes
- No

The majority of pupils (210) responded to the pupil survey and their responses showed a huge range of themes that they enjoyed and wanted to continue. Their responses included lots of ideas around their interests. We noticed that a few responses would not fit with the Social Studies Es and Os. We set up a Social Studies Pupil Leadership Group who actively engaged in communication and discussions about the formulation of a social studies curriculum.

Considering the views of all stake holders, our school context and local and national policies (including Es and Os), we developed a Social Studies overview which has choice, progression, and relevance.

We shared our new Social Studies Curriculum and planner with staff and Parent Council as well as the rationale behind our choices, with a focus on depth, progression, whole school collaboration and opportunities to celebrate learning across the establishment.

This was received positively by all staff and parents.

We want to see real things like fossils!

It would be good for the whole school to learn about Scotland and EK at the same time so that we can all talk about it.

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

- Embed new Social Studies Curriculum and planners
- Formulate an overview planner for each context – showing Es and Os, benchmarks, skills progression, main teaching points, links etc
- Evaluate the effectiveness of the Social Studies Curriculum planners with a focus on relevance, progression and enjoyment.
- Provide opportunities for learners to share their learning during whole school focus weeks (E.K. and Scotland).
- Investigate and research current resources related to Social Studies Curriculum and trial where appropriate.

School priority: To develop play-based pedagogy across Primary 1 and Primary 2.

NIF Priority (select from drop down menus)
Improvements in attainment, particularly in literacy and numeracy
NIF Driver
School Improvement

HGIOS?4 QIs (select from drop down menus)
1.1 Self-evaluation for self-improvement
1.2 Leadership of learning
1.4 1.3 Leadership of change

Strategy

What did we set out to do?

Developing a play-based approach was identified as an area of school improvement following evaluation of current practices, identification of staff development through PDRs and reflection on the current climate in curriculum development within the early years of primary education.

The group identified key aims and objects. These included: -

- Developing knowledge and understanding of the pedagogy of play
- Sharing current practices and research in the pedagogy of play
- Identifying key training and resources to support staff
- Adopting a play-based approach throughout the infant department

The group identified that this would be done through: -

- Reviewing and auditing of current practices
- Engaging in professional enquiry and research and engaging in professional learning on the development of play-based pedagogy
- Engaging in relevant training
- Engaging with learners
- Providing professional learning opportunities to the wider school

At the outset, the Improvement Group agreed that research and professional enquiry was integral to the strategic success of the group. A member of the Improvement Group had been identified, through PDR process, to attend formal training provided centrally by the Local Authority. Fortnightly engagement in this training was reported back to group and complemented our ongoing research. The group engaged with a wide range of academic reading and CLPL opportunities promoted throughout early years education, Education Scotland and from researching key philosophies in childhood play.

In reflecting on our current practice, we recognised that we currently provided play in a variety of ways, including choosing as a reward for 'learning', early finishing tasks and to consolidate taught knowledge and skills. Through our reading and discussions, we recognised that children are naturally motivated to play. They invest whole-heartedly in their experience, and we must use this more effectively to develop key skills, challenge their learning and extend their curiosity.

Progress and Impact

What difference did we see? What did we achieve?

The Improvement Group has significantly impacted on teaching and learning approaches across Primary 1 and 2. In Primary 1, a play-based pedagogy now underpins curriculum design. There is increasing consistency in approaches across the stage, with staff planning together to ensure that the children have a wide range of contextualised experiences to support the development of early literacy and numeracy. Classrooms are bright, inviting and engage learners. Activities provide a range of sensory experiences to support the needs of all learners. We recognise that intellectual progression thrives where we allow the children to lead their play and we do not define outcomes with formulated play activities and experiences.

Class environments have been adapted to support this approach with space being used in a free flow style to lead the children around the learning experiences. Resources provide stimulating areas to express creativity, develop problem solving and challenge learners. Investment in resources has significantly impacted on the learning environment within the whole infant department. In particular, investment in loose parts has supported creativity and imaginative play throughout the department, as demonstrated through observations identifying over 95% engagement during learning experiences (time sampled).

In the classrooms there is space to celebrate learning and for the children to share their successes through their Learning Wall. The children have ownership of their learning and have developed confidence in recording this in different ways through selecting pieces of work to share, hot seating in the class and recording this on class iPad.

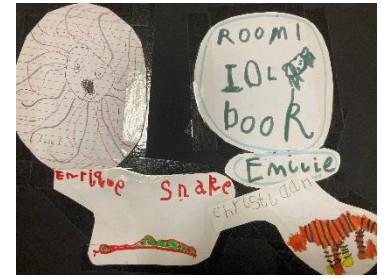
Observation techniques are more effectively used to assess learning and to identify appropriate times where pace and challenge should be implemented. This informs staff and is the motivation for experiences to be modified to further engage and challenge learners. Responsive adult intervention is also used appropriately to facilitate learning where appropriate. Target activities provide opportunities to identify key skills and the children have shown they are taking ownership of their learning with 95% of learners each day completing target independently with 5% requiring some prompting and encouragement.

Our **ethos** in Primary 1 has developed and **we do not now see play as an activity, but as a tool for our young learners to draw on their previous knowledge and build their creativity, problem solving and thinking skills.** We recognise the characteristics of play and ensure that learning is active, provides experiences for exploration, creativity and critical thinking. Children in primary 1 are partners in the planning and shaping of curriculum content.

In Primary 2, we are engaging in play-based experiences, and these are contextualised through our planned learning and reflect the forward planning in place for this stage. Target activities have also been introduced and the children have engaged effectively in this. Staff are working closely with Primary 1 colleagues to develop learning environments to support a holistic approach to this pedagogy throughout the initial stages of the school. While the classrooms in Primary 2 have continued to support a more formal structure to learning, this is identified as an area for ongoing development.

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

- Continue to develop a Play-based pedagogy throughout the infant department and within our new cohort of Primary 1s.
- Establish Primary 2 learning environment to fully support a play-based pedagogy.
- Raise attainment in identified group in P2 in Reading through targeted play experiences (achievement of early level).
- Monitor engagement in areas of play through time sampled observations in new P1 and P2 groups.
- Support the establishment of this pedagogy as we move through the Infant Department P3, ensuring consistent approach.
- Create a Curriculum Rationale to support the approach of a Play-based pedagogy that underpins our curriculum framework ensuring continuity and progression across early level.
- Provide CLPL opportunities for staff (2 x afterschool sessions)
- Share our pedagogy and approach with all stakeholders.
- Development of Infant Open Area to extend play and provide a more holistic learning environment throughout.
- Through Family Learning engage with parents and carers. Sharing how this looks in our Infant Department, including opportunities for parents and carers to feedback and ask questions.



School priority: Family Learning

NIF Priority (select from drop down menus)

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

School leadership

HGIOS?4 QIs (select from drop down menus)

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

1.5 1.3 Leadership of change

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

We set out to survey parents on their views for learning at home and what the school could provide to support learners/parents/carers.

A bank of 'how to' videos for parents/carers.

To host live workshops via Google Classroom to support literacy and numeracy (P1 targeted)

To ensure equity of learning to provide learners with appropriate resources to support effective home learning.

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

Progress has been limited due to the impact of Covid-19 restrictions which has prevented parents being able to visit the school for events.

- We successfully surveyed parents on what they were looking for in terms of support and what areas they feel would be most beneficial. This highlighted literacy and numeracy as the main areas.
- Responses indicated most parents/carers felt confident supporting their child with learning at home. This may have been a result of home learning videos and support provided during periods of lockdown. This led to the primary 1 learner being targeted for home learning workshops as parents/carers had limited exposure to this previously.
- 2 members of the working group successfully hosted home learning workshops which focused on phonic knowledge and number sense. The turnout for literacy was 1/3 of learners across P1 and just over 10% attended numeracy. Feedback indicated that the play-based approaches were useful, and that numeracy would be the next focus – this was provided.
- The workshops were linked to home learning resources that children have at home (magnetic boards, number lines) and how to use them to best support their child in a motivating and play-based environment.
- Another member of the team sourced home learning resources to provide all P1-3's with a magnetic sound board and stage 2 and 3 sounds and P1's with a 0-100 number line. Most learners are using the resources supplied to support their learning at home and some class teachers are supporting this with videos on Google Classroom.
- An information video about Sumdog and the benefit it has to children's learning was also made and published to the family learning section of the school website. We are currently unable to access the impact of the video and this would require a survey to all stakeholders.
- 'How to' home learning guides are in the early stages of development.
- We are continuing to work on the development of the home learning section on the Crosshouse website.
- Equity has improved as learners have access to a range of resources at home.
- Workshops were well received with parents/carers commenting on the helpfulness of the session.

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

- Continue to develop 'how to' guides on the Crosshouse website
- Targeting parents/carers for children who are at risk with access to workshops to support learning at home
- Continue to ensure equity for all learners with access to resources

School priority: Bsquared (Connecting Steps and Evisense)

<p><u>NIF Priority (select from drop down menus)</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> School leadership</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.6 1.3 Leadership of change</p>
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Strategy

What did we set out to do?

- Develop a holistic overview of individual learners' strengths and difficulties to inform planning and next steps in the Supported Classes.
- To track and monitor progress in small steps across and within levels (milestones and steps to excellence) for learners with complex additional support needs.
- To inform reporting to parents and share evidence of learning.

Progress and Impact

What difference did we see? What did we achieve?

- All learners in the Supported Classes were baselined using Connecting Steps, in order to begin tracking and monitoring of progress across Literacy and Numeracy this session.
- Training and support were delivered to class teachers in Supported Classes in the implementation of Connecting Steps.
- Use of Connecting Steps was implemented by class teachers for all learners in Supported Classes.

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

- Data from Connecting Steps to be used to support planning for individuals.
- Individual Tracking and Monitoring of data to be added to Assessment folders.
- Initiate use of Evisense to report to parents and share evidence of learning.
- Use Evisense to evidence progress in learning across literacy and numeracy.
- Liaise with other establishments to find out more about their use of Bsquared Autism Progress Profiling Tool and evaluate any potential benefit for learners at Crosshouse.

School priority: Augmentative and Alternative Communication

NIF Priority (select from drop down menus)
Improvements in attainment, particularly in literacy and numeracy
NIF Driver
School leadership

HGIOS?4 QIs (select from drop down menus)
1.1 Self-evaluation for self-improvement
1.2 Leadership of learning
1.7 1.3 Leadership of change

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

- To develop awareness and promote the use of Augmentative and Alternative Communication – AAC at Crosshouse Primary, in accordance with local and national priorities (ASL Review Action Plan)
- To develop knowledge and skills in staff to support learners to overcome barriers in communication.
- To enhance pupil voice, participation, and engagement for these learners
- To improve equitable outcomes and experiences for all learners.

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

- All staff have an increased awareness and understanding of augmentative and alternative communication through in-service training and engagement with AAC Scotland online learning modules.
- AAC technological tools are being used to develop communication for appropriate learners.
- Visual signage using Boardmaker symbols has been implemented across school.
- Boardmaker has been installed on desk top PCs and laptops.
- A bank of visual aids including 5 point scales and Social Stories is being collated and shared.
- Makaton training was delivered to staff by Speech and Language Therapist to develop awareness and use of Makaton. The impact of this is particularly evident in the infant classes.

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

- Continue to raise awareness of AAC amongst all stakeholders.
- Continue to support use of visuals for individual learners with communication difficulties (where appropriate)
- Continue to develop understanding and use of Makaton across school.
- Develop use of visual signage within classrooms across the school.
- Drop in CLPL on use of Boardmaker.

School priority: Mental Health & Wellbeing

NIF Priority (select from drop down menus)

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

School leadership

HGIOS?4 QIs (select from drop down menus)

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

1.8 1.3 Leadership of change

Strategy

What did we set out to do?

- We implemented a 'recovery programme' for staff with the aim of improving staff wellbeing and morale and addressing concerns staff had post COVID-19.
- We took a consultative approach to gather thoughts and ideas from colleagues via a staff survey. This provided us with a starting point for improving wellbeing.
- Children's Mental Health Week was also added to our aims for the year.

Progress and Impact

What difference did we see? What did we achieve?

Although this is a difficult thing to measure, staff appear more relaxed and open to discussing mental health and wellbeing more honestly. However, there is still a feeling of reluctance from few members of staff.

The Inservice day was a huge morale boost. The recognition that staff wellbeing is important permeated throughout the day and has had a lasting impact on almost all staff.

Beginning to establish a more honest and open culture surrounding mental health and wellbeing. We have regained a positive ethos in Crosshouse which was always underlying but overshadowed by COVID restrictions.

Beginning to establish an ethos that includes all members of staff in the process of developing a positive working attitude towards mental health and wellbeing.

A shift towards mental health in relation to hormonal changes, for example menopausal.

Children's Mental Health Week was successful with all staff members buying into the message of Growing Together. The working group put together a range of resources and experiences to be shared with learners across all stages. All stakeholders shared positive messages.

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

- Develop a whole school Mental Health and Wellbeing curriculum that ties together all the health and wellbeing that we are currently doing.
- Working party members will visit other schools to observe best practise and magpie ideas for Crosshouse.
- Working party members will run a family learning event – 'A wee blether about mental health' for all stages.
- Celebrating Neurodiversity Week.
- Celebrating Children's Mental Health Week.
- Issue an adapted version of the Staff Wellbeing survey to ensure staff wellbeing remains atop the agenda.

