



2023/2024



# Crosshouse Primary School & ELC Standards and Quality Report June 2023



Attain,  
Believe &  
Achieve

Phone: 01355 245300  
Fax Number: 01355 579874  
Email: [gw14crosshouseoffice@glow.sch.uk](mailto:gw14crosshouseoffice@glow.sch.uk)  
Website: [www.crosshouse-pri.s-lanark.sch.uk](http://www.crosshouse-pri.s-lanark.sch.uk)

# Standards and Quality Report Session 2022/23

## 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 2022/23

### Successes



- 40% of children accessing Nurture provision have returned to class full time.
- Predicted ACEL P1/P4/P7 combined attainment data shows a 6% increase in literacy.
- Play based pedagogy implemented in Primary 1 and Primary 2 and is underpinned by current educational theory and research.

### Challenges



- School attendance gap has widened to 10% between target and non-target group.
- Predicted ACEL P1/P4/P7 combined attainment data shows a 2% decrease in numeracy.

### Achievements



- Winners of East Kilbride Beat The Street Initiative.
- East Kilbride & Strathaven P4 Tennis Champions 2022/23.
- Learning Community P7 Team Maths Challenge Winners 2023.
- 2nd Place in South Lanarkshire Euroquiz 2023.
- 1st & 2nd Place in both P4/5 and P6/7 Lanarkshire Burns Competition.
- Lanarkshire Burns winners for Junior and senior recitals
- 4 children selected to represent Lanarkshire at the National Robert Burns Competition for verse speaking.
- National Robert Burns Overall Team Champions 2023 in verse speaking.

## Review of progress for session Aug 2022- June 20223

**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?

#### Literacy

- 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%.

#### Numeracy

- 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%.

## **Progress and Impact**

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

#### **Literacy**

The combined P1, P4 and P7 ACEL data in literacy has remained above both the SLC and National averages for the past 5 years. For the last 2 years attainment has remained at 77%. We set out to raise attainment in literacy by 1.1% (stretch aim) Predicted attainment figures for session 2022/23 show that we have exceeded our stretch aim target with attainment in literacy set to increase by 6%.

#### **Reading**

For the last 5 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 increased by 2.1% to 82.6% in 2021/22 and is predicted to increase by 0.8% to 83.4%. 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 worked to improve reading attainment in P4, P5 and P6. We aimed to increase reading attainment by 1.5% at these stages. At P5 we have exceeded this aim and attainment has increased by 3.83%, at P6 reading attainment has increased by 5.95%. Attainment in reading has reduced by 0.53% at the P4 stage and therefore the stretch aim has not been achieved. This will be a priority for the school next session when the learners move into P5.

We set the aim of reducing the poverty related attainment gap in reading at the P6 stage by 10%. Despite the number of children in the target group increasing we have achieved this ambitious aim as we have reduced the gap by 9.07%.

Despite the gap in reading reducing in some stages, the school should work to address the gap in P1, P3 & P4 when the learners will be in P2, P4 and P5.

#### **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 increased by 1.16% to 78.06% last session and predictions for this session shows a further 0.44% increase. 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 set the aim of increasing writing attainment in P4, P5 and P6 by 1.5%. This aim has not been achieved at the P4 stage as attainment in writing has remained the same. At P5 overall attainment in writing has decreased by 4.68%. However, attainment in the P5 target group has increased by 8.33%, resulting in no attainment gap at P5. At P6 writing attainment has increased by 2.8%, therefore the stretch aim has been achieved at this stage.

We also set the aim of reducing the attainment gap in writing at P6 & P7 stage by 8%. This aim has been partially achieved at P6 as the gap has reduced by 2.71%. We aim to continue to reduce this gap in session 2023/24. The writing gap at P7 has reduced by 1.5%.

Although overall ACEL and stage attainment in writing has shown a slight increase, the attainment gap remains a concern. This will be a priority for the school in session 2023/24, particularly at the P1, P3, P4, P6 when learners will be in P2, P4, P5 and P7 stages. Class teachers at these stages will be provide with additional time and resources to carry out targeted interventions in writing.

### **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 increased by 1% to 90.3% in session 2021/22. Predicted ACEL attainment shows a 2.02% decrease.

We also collate and analyse attainment data by stage. At P4 & P6 attainment in listening and talking has increased but decreased at all other stages. In session 2023/24 we will work to improve Listening & Talking attainment in P2, P3 and P5 when the learners will be in P3, P4 and P6. 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 increased by 0.24% to 81.64% in session 2021/22. However predicted attainment in numeracy has decreased by 2.14% with the numeracy gap widening by a further by 6%. Raising attainment and closing the gap in numeracy will be a priority for the school in session 2023/24.

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

- Raise attainment in reading at the P5 stage by at least 1.5%
- Reduce the attainment gap in reading at P2, P4 and P5 by at least 2%.
- Reduce the attainment gap in writing at P2, P4, P5 and P7 by at least 2%.
- Raise attainment in listening & talking by 1.1%.
- Reduce the attainment gap in listening and talking at P2 and P4 by at least 3%.
- Raise attainment in numeracy by at least 2.5%.
- Reduce the attainment gap in numeracy by 6%.

**School priority:** Play Based pedagogy

NIF Priority (select from drop down menus)

Choose an item.

NIF Driver

School Improvement

HGIOS?4 QIs (select from drop down menus)

1.1 Self-evaluation for self-improvement

1.3 Leadership of change

2.2 Curriculum

**Strategy**

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



The Play-Based Improvement Group aimed to build on the success of the previous school session. A set of outcomes were agreed upon following reflection of the impact on our work across Primary 1 and 2 in the 2022/2023 session. Additional members of the group were recruited through the professional review and development process with the Head Teacher. This session's membership included Primary 3 staff and Early Intervention Teacher. This ensured a wider dynamic for the group's ongoing evaluation of the pedagogy of play throughout early level and first level and how the transition to our Primary 3 environment impacted upon our learners.

The group have continued to invest time and demonstrate a commitment to engaging with current thinking and research reflecting the benefits of this approach in teaching and learning. Three members of Primary 1 and 2 staff have now engaged with training funded by our Local Authority. All members of the group have engaged with a series of training opportunities delivered by Development Officer for Play-Based Pedagogy (SLC), and regularly access relevant materials through SLC Primary Play Pedagogy Hub. The group is well informed and hold a secure knowledge and understanding of a play pedagogy and how to deliver this within the classroom environment.



It was important to the group's ongoing improvement work to ensure parents and carers were involved in our ongoing research and development.

***“Working with parents is critical in developing consistency between the setting and home life” Patrikakou (2008)***

Over the course of the session, 4 parents joined our group. These members supported the Improvement Group's understanding of the information families were really looking for in terms of supporting their children's learning. The parent group was instrumental in development of our parent/carer survey to ensure we asked the right questions as we engaged with stakeholders to share our rationale and explain how a pedagogy of play looked within the classroom.

The Improvement Group was well planned and time frames managed efficiently. Staff have evaluated that the relevance of the group's work to their day to day practice allowed them to take forward our priorities effectively.

The group identified the following outcomes:

- **Achieve very good levels of engagement in play experiences in Primary 1 and 2**
- **Increase confidence in teaching and learning**
- **Ensure a consistent approach in practices across Primary 1 and 2**
- **Create a curriculum rational to support a play-based approach**
- **Increase parent/carer awareness and understanding of a play-based approach**
- **Increase staff awareness and understanding of a play-based approach**
- **Develop our environment to support a play-based approach in Primary 1 to 3**



## Progress and Impact

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

As part of our self-evaluation processes, we are confident there is a **high level of engagement in play experiences** almost all of the time, throughout Primary 1 and Primary 2. Environments are dynamic and engaging. They provide an effectively contextualised learning environment where experiences are real, relevant and respond to the interests of our young learners. Evidence has been collated through time sampled observations of learning within each classroom.

In our evaluation of practice, 100% of staff identified an **increase in their confidence** in delivering and supporting a play-based pedagogy. Evaluation identifies that 80% of staff (confidence level at 9 and above) previously most of group identified 5-8 out of 10. Staff identified that in terms of using observations to target interventions and identify progress, we should continue to engage with a collegiate approach to allow moderation of learning and development. This has been achieved through the commitment of staff to reflect and evaluate their own practice, embrace the ethos and pedagogy of play and engaged effectively with professional development opportunities. Staff identified that in terms of using observations to target interventions and identify progress, we should continue to engage with a collegiate approach to allow moderation of learning and development.

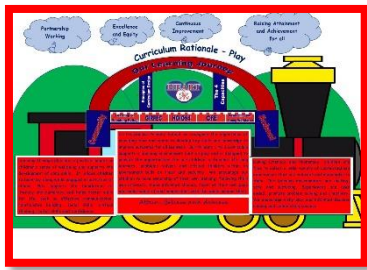


Through peer and moderation visits a **consistent approach** is clearly evident across Primary 1, Primary 2 and open area learning environments.

This has been supported through sharing good practice, engaging with relevant literature and current practices within education, and engaging effectively with CLPL opportunities throughout the Local Authority. The key elements of play are highly visible with all staff implementing the Teach, Task, Play approach consistently across all learning areas. All environments provided evidence of thoughtfully planned, contextualised experiences, with areas offering challenge, choice and personalisation. All staff respond to the interests of learners by adding and adapting resources daily and/or weekly as appropriately. As part of our research and development, the group evaluated how we observed children's learning to inform our assessment and identify next steps. As a collective, staff engaged with targeted observations, evidencing these through car parking post it notes and photographic recording. The group reflected that individual styles of recording were also used. Agreement that clear assessment criteria continues to be the key in signposting progression.







A **curriculum rationale** has been developed to support our pedagogy of play. This underpins our curriculum framework ensuring continuity and progression across learning.

In order to **share our teaching and learning practices with parents and carers**, the Improvement Group surveyed Primary 1 and Primary 2 parents. Our survey reflected that over Primary 1 and 2, 59% of parents and carers shared they would like to work with their children to improve their understanding around play. 30% of parents and carers identified they would like to attend a parent/carer only information session. In response to this, the Improvement Group determined that a series of learning events with parents/carers working alongside their child in their class, followed by an information session for parents and carers only would address both elements.

Our initial survey aimed to identify how aware parents and carers were by recording on a sliding scale how well they understood a play-based approach (1 having no understanding and 10 a sound one).

In Primary 1, 45% recorded 5 -7 out of 10, and 55% responded with 8 and above. The Improvement Group reflected that the curriculum evening just after P1 began, supported understanding somewhat. It is also noted that the parental support in our Improvement Group would also have impacted upon this.

In Primary 2 there was a wider spread in terms of understanding. 34% of parents recorded 3-7, 39% 7-10 and 27% identified a good understanding.

The learning events were positively received with feedback from parents and carers identifying **'how much they had learned about play'** and how much they enjoyed seeing the **'play in action'**. As the parent/carer only sessions followed the learning events, play in the classroom was relevant and they were able to contextualise the information shared. Feedback was extremely positive, and we can confidently determine that there is an **increase in parent/carer understanding of a play-based approach**. In Primary 1, 97% scored 8 or above. Primary 2, 98% scored 8 and above.



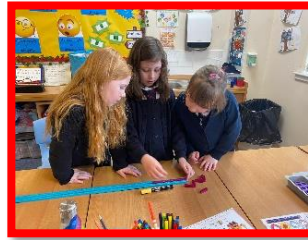
The learning events and information sessions also presented the opportunity to answer questions that parents and carers had raised in our survey. For example, staff were able to support knowledge and understanding around how overall assessments were carried out, how literacy and numeracy are contextualised and supported and holistic benefits of this pedagogy. It was also an opportunity to share the school day and provide an insight of how a class 'lesson' may look!



To support the wider **school in developing their awareness** of a play-based approach, the group provided CLPL opportunities delivered by the Improvement Group. 100% of staff attending identified **"the activity increased confidence in applying new skills and knowledge"**. Staff identified that **"information shared was relevant and contextualised how play would be implemented in the classroom environment"**. Staff further shared they would benefit from seeing this in action during the school day. Improvement Group members have offered this opportunity to school staff.



The Improvement Group evaluated our Primary 3 environment. It was agreed by the Group that whilst the environment may include seating for all children, the ethos and forward planning of staff supported consolidation of learning contextualised through play. Primary 3 staff deliver and implement a curriculum which is motivating, challenging, offers personalisation and choice for all individual learning styles. To this end the Improvement Group concur that the learning environment in our Primary 3 stages provides a smooth transitional play based environment to move on to the upper stages of Crosshouse Primary School.



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

- Establish TLC to support and maintain high levels of engagement and consistency across Primary 1 and 2.
- Staff identified that in terms of using observations to target interventions and identify progress, we should continue to engage with a collegiate approach to allow moderation of learning and development

**School priority:** Social Studies CurriculumNIF Priority (select from drop down menus)

Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

School Improvement

HGIOS?4 QIs (select from drop down menus)

2.2 Curriculum

2.3 Learning, teaching and assessment

1.33.3 Increasing creativity and employability

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

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

**Background**

- 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 would be in favour of whole school collaboration at certain times throughout the year.
- The majority of pupils 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 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.

**Progress and Impact**

What difference did we see? What did we achieve?

We embedded the new Social Studies Curriculum and planners that were created by our Improvement group last session. (see background)

We formulated overview planners for each context – showing experiences and outcomes, benchmarks, skills progression, main teaching points, available resource and suggested time periods.

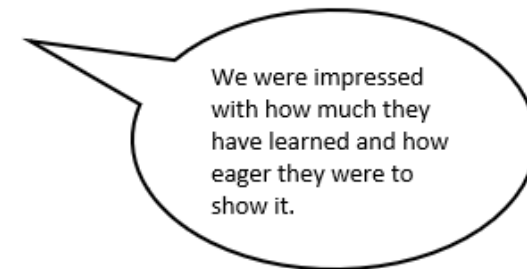
We provided opportunities for learners to share their learning during whole school focus weeks (E.K. and Scotland) and to share our new curriculum with families during our Family Learning sessions. Feedback from parents was very positive.

We created progression pathway planners for Social Subjects curriculum at Crosshouse

We modified existing drop down termly planners for ease of use.

We fed back our work to the staff at an in-service day. Most were happy to try to put the new planning format and use the overviews and were positive about the new contexts for learning. We surveyed staff and pupils to evaluate the effectiveness of the Social Studies Curriculum planners with a focus on relevance, progression and enjoyment.

Staff surveys indicated that almost all classes were engaged with the East Kilbride mini topic at the start of term 1. One class found their focus (Hairmyres Hospital) to be not as stimulating and interesting as they had hoped. All classes were engaged and motivated to learn about the different aspects of Scotland in term 2. Overall, the short topics and whole school approach to learning about East Kilbride and Scotland was positive and teachers commented that there was better consistency across the school. Almost all classes were engaged in their termly topics across each of the Social Subjects organisers. One class were not as engaged or motivated by the Victorians topic. Overall, all teachers agreed that our aim to develop a consistent, progressive, and relevant Social Studies curriculum was achieved.

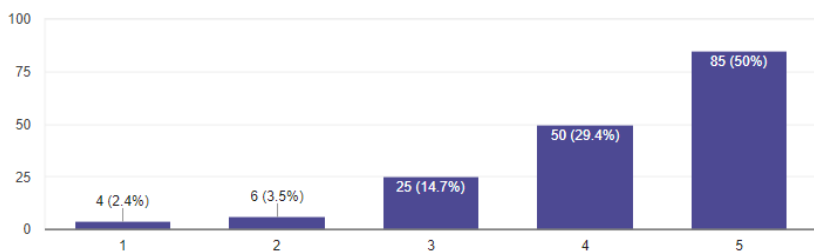


Pupil surveys indicated that most children enjoyed learning about their East Kilbride focus, however, A few learners did not enjoy learning about their class focus for East Kilbride. This was similar results to their views on the Scotland focus. Some of the topics

Overall how well did you enjoy the new range of topics at Crosshouse?



170 responses



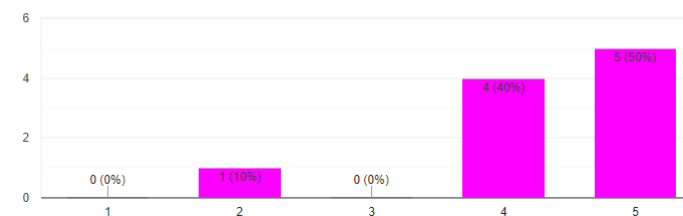
the learners have expressed an interest in exploring will be available to them at some point throughout their learning journey. As a result of the survey, it is clear that the learners would like to be outdoors more, go on trips

linked to their topics and have visitors in to talk about their focus.

How engaged were the children? (term 1)



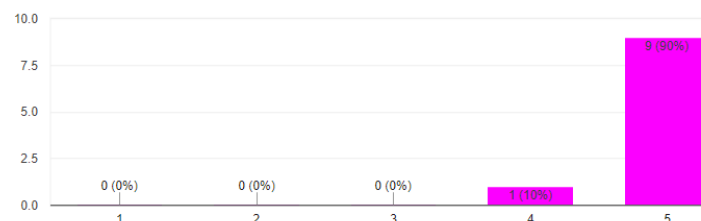
10 responses



How engaged were the children? (term 2)



10 responses



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

- Continue to support new Social Studies Curriculum and planners – i.e. CLPL new staff
- Continue to provide opportunities for learners to share their learning during whole school focus weeks (E.K. and Scotland). i.e. through whole school assemblies
- Build a bank of shared resources, contact details for visiting experts, associated trips etc
- Revisit planners every 2 years to review for relevance, progression and enjoyment – adapt as necessary.

**School priority:** Mental Health & Wellbeing Curriculum

NIF Priority (select from drop down menus)

Improvement in children and young people's health and wellbeing

NIF Driver

School Improvement

HGIOS?4 QIs (select from drop down menus)

3.1 Ensuring wellbeing, equality and inclusion

2.2 Curriculum

1.3 Leadership of change

**Strategy**

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

- All stakeholders to contribute to the rationale, design and ongoing development of a mental health and wellbeing curriculum
- To ensure mental health and wellbeing curriculum is in line with local and national guidelines, current academic research and literature, and the school vision and values
- Specific targeted interventions will be identified for all learners having significant wellbeing barriers
- Staff, learners, and parents/carers will understand our mental health and wellbeing curriculum

**Progress and Impact**

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

- Staff, parents and learners were consulted on their views of the current teaching and learning around H&WB at Crosshouse. Stakeholders were also asked to contribute ideas around how we could improve the H&WB curriculum at Crosshouse.
  - Staff said that they would like to have access to a bank of resources to use with Emotion Works. The improvement group developed an Emotional Literacy Reading Spine based on the Pi Corbett Reading Spine (appendix 1).
  - The basic Emotion Work resources have been saved on the school cloud for ease of access as some staff reported the website difficult to navigate.
- The parent consultation survey indicated that 56% of parents felt they would benefit from school workshops:

*"It might be helpful to have a school open night so parents can learn exactly what the school is doing to support children's mental health and wellbeing."*

Consequently, the improvement group delivered a parent information event in March to discuss the rationale behind H&WB being part of the SIP and share the Emotion Works programme through information sharing and workshops. Our aim was to give an understanding of what and how children were learning about mental health and wellbeing and share strategies for use at home (appendix 3). Parent feedback included:

*"A very well thought out and planned event this evening, from the presentation to all 3 classroom sessions. Was very impressed with how Crosshouse is working with Emotion Works. All round I can see how it will help our children's emotional literacy and provide them with the tools to identify and understand their emotions and to further develop their coping strategies as they get older."*

*"Emotion Works looks fab! Shame more parents didn't come to the event. My kids are definitely happy at school."*

*"Thank you! I found it really helpful and informative. I had not heard of Emotion Works and I like the concept and can see how it will benefit the children."*

- The learner survey indicates that 85% of P4-7 learners use the Emotion Works cogs to talk about their emotions and 76% know who they can talk to about their emotions. When asked how the health and wellbeing curriculum could be improved, 62% of learners felt that it did not need improved:

*I think our school does a good job teaching us about emotions!"*

*"You do a good job at that. Can't change anything about it."*

Suggested improvements included having more circle time to discuss feelings and use drama to learn about emotions.

- The learner survey indicates that 78% of P1-3 learners recognise that they have been learning about emotions and regulation strategies. However, only 22% of learners recognise the Emotion Works cogs as a learning tool which suggests a need for some further development in the infant department.
- The group issued the GMWP to all learners in September and in June. A staff training session was also delivered during an in-service to support the use of GMWP to identify learners who may require targeted intervention.
  - All teaching staff reported that it was insightful data as it flagged up points for intervention that may have otherwise been overlooked.
- The GMWP data shows a marginal average decline for health and wellbeing across the school. This could be due to few factors. For example, when issuing the survey in June, variables had changed. In September the survey was carried out in class whilst in June it was set as a home learning task. On reflection, it is also felt that June is too late to gather accurate assessment data. Next year, the survey window will be shortened to be administered in September and in April, with a more consistent administration. We have also had few LAC and ASN learners enrol over the year which has altered that data.

Upon further interrogation of the data, it was also noted that most declining scores are clustered around one particular year group. The school have identified the issue and individual learners from the year group who have required additional support this year have already started appropriate interventions. For example, few learners have had access to the Rainbow Room for nurture interventions. In preparation for next year, the school have put supports in place to increase the overall wellbeing of learners impacted from this particular cohort. It is predicted that the 2023-2024 GMWP data will show marginal gains in wellbeing across the school.

- The improvement group researched current practice surrounding H&WB as well as samples of curricular planners from three different primary settings and the Healthy Schools Plus planners.
  - The improvement group has subsequently developed planners that provide an overview of what should be taught at each stage with suggested resources (appendix 2). These will be available for all stages in August and staff will receive guidance on how to use them during the August in-service days.
- The improvement group shared the developments of H&WB with the whole staff during in-service day and highlighted good practice around Emotion Works that can be easily implemented in the classroom.
- The school has also been awarded with an Emotion Works Bronze Award as recognition for the work that has been put into improving health and wellbeing through the development of emotional literacy (appendix 4).

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

- Roll out H&WB planners for use in August
- Develop progression pathways for H&WB
- Staff workshops on Emotion Works in Term 1 for new staff/refresher for existing staff
- Targeted intervention for identified cohort

**School priority: Science Curriculum & Pedagogy**NIF Priority (select from drop down menus)

Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

School Improvement

HGIOS?4 QIs (select from drop down menus)

2.2 Curriculum

2.3 Learning, teaching and assessment

1.4 2.5 Family learning

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

The objectives the group set out to achieve were as follows:

- Increased confidence in teaching and learning in Science
- Consistent approaches in planning, learning, teaching and assessment across the school in Science
- Increased pupil engagement in STEM
- Parental partnerships established in STEM

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

At the outset, few teachers were teaching Science and a majority described themselves as lacking confidence in teaching Science, many due to the reduced curriculum during the Covid-19 epidemic.

Opportunities for staff to try STEM activities have been offered this year through the availability of engaging resources (e.g. Kapla, Makedo) and from a varied and extensive STEM Week. Almost all of the staff responses (91% affirmed STEM week to be engaging and easily accessible; 45% response rate) reported STEM Week as a positive and engaging for them and their pupils. There was an even spread of the activities that were received best by their classes, suggesting that the children enjoyed the topics covered. This is further evidenced by pupil feedback from Focus Groups (summarised in Appendix 1). From this, the children clearly expressed their preference for hands-on learning in STEM (100% of pupils in the group reported that they most enjoyed practical activities and asked for more experiences like this).

Through the group, a new progressive planning framework was introduced, in line with South Lanarkshire's framework. This was presented to staff at the October In-Service day to ensure all know where to find it and how to use it. As many staff use the CCC teacher to deliver STEM, this will need to be supported as staff begin to engage with it next year. We will evaluate this in Term 1 of 2023-2024 session.

The resources to accompany this have been audited and organised for ease of use for staff. This will be monitored in the next school year to ensure that these are kept tidy, up to date and accessible to staff at all stages. A key area for development is to audit how well these resources support our ASN learners.

The school also invested in the digital platform, TigTag. Logins for this were sent to staff but will be re-sent at the beginning of term 2023-2024 as staff begin to teach this curricular area themselves.



In terms of parental partnerships, we made some strides in this during STEM week and recruited one parent to the Improvement Group. Through STEM week, some initial connections were made that will be built on next year as the initial survey to parents received few responses, although conversations with parents have been positive.

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

- Increase partnerships for STEM, particularly parental STEM ambassadors and greater collaboration with Duncanrig STEM lead (initial contact made – follow up in June and August)
- Audit STEM planners and resources for ASN Base
- Provide further CLPL to staff in line with the responses of the recent survey and highlight existing CLPL delivered through SSERC and SLC.

**School priority:** SCERTS Social Communication, Emotional Regulation and Transactional Support

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)

2.4 Personalised support

Choose an item.

1.5 3.1 Ensuring wellbeing, equality and inclusion

**Strategy**

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

- All ASN staff trained in SCERTS.
- Introduce Evisense to report to ASN parents/carers.
- 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

**Progress and Impact**

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

- All staff in Supported classes benefited from SCERTS training from Speech and Language Therapist at start of session. All teaching staff gained awareness of developing SCERTS targets and implemented these in individual planners and ASPs, where appropriate, for individual learners.
- Evisense accounts have been set up for parents with a view to trialling in June across the curriculum. Evisense will be fully implemented next session, linking to Bsquared Profiling Tools. All staff in post at the start of the year, are confident in using Bsquared to track and monitor progress in Literacy and Numeracy, and new staff are developing confidence. All staff find it helps inform how they plan next steps in learning.
- Bsquared Autism Progress Profiling Tool is now in place and all learners have been baselined. Use of the tool will enable all staff to develop appropriate targets to support learner development. Half of staff already find this tool very helpful in supporting certain learners and planning their next steps, including setting ASP targets. All staff will implement it more fully next session.

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

- Continue to develop understanding and use of SCERTS to plan for identified learners.
- Full implementation of Evisense in Supported Classes.
- Develop confidence in the implementation of Bsquared Autism Progress Profiling Tool in setting targets and supporting learner development.

