



South Park Primary School

Standards and Quality Report

Session 2021/22



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At South Park we aspire to REACH excellence in all that we do.....

Context of the school:

Our School:

South Park Primary School is situated in the Murray, East Kilbride and serves local children from 2 years through 12 years from the Greenhills, Westwood and Murray areas of the town. The New Build for South Park was completed in August 2014. The school opened to pupils on 18th August 2014. There are 7 main stream classes from Primary 1 to Primary 7 with an average roll of 170, a 40 - 2 to 5 Nursery Class. The school has a Head Teacher and a Principal Teacher and 10 class teachers, both full-time and part-time in school. We have 7 members of staff in our nursery classes, a Team Leader and 7 Early Years Workers and 1 Early Years Support Worker. We benefit from 2 support staff in our school office and 5 school support assistants in our classrooms.

Our school vision and values are embedded in the culture and ethos of our school.

The 5 values which were chosen by all stakeholders:

Respect, Equity, Ambition, Confident and Happy

These values underpin our vision of 'Aspiring to REACH excellence in all we do...'

We work in partnership with families, specialist services, outside agencies and other establishments to help us ensure that every child achieves their full potential.

Our aim is to provide consistently high quality learning experiences, value the learning and achievements of all our children and promote high expectations and ambition. We aim to support our pupils to develop the knowledge, skills and attributes they will need to blossom in life, in learning and in the work place.

Pupil achievement is valued and celebrated throughout the school and from year to year we offer a wide variety of sporting and cultural activities, which include netball, football, multi-sports, cricket, digital, arts and crafts. These activities provide pupils and families with a variety of opportunities to develop, explore and excel in new talents.

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Review of progress for session Aug 2021- June 2022

<p>School priority 1: To focus relentlessly on consistency of creative approaches in learning, teaching and assessment of reading across all stages to improve the outcomes for all learners.</p>	
<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy.</p> <p><u>NIF Driver</u> Curriculum and assessment Assessment of children's progress</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 2.2 Curriculum 1.3 2.3 Learning, teaching and assessment</p>
<p>Strategy What did we set out to do?</p> <ul style="list-style-type: none"> ➤ To work towards core accreditation in the Reading School programme by; ➤ All staff to model reading behaviours ➤ All staff to encourage meaningful dialogue around books ➤ To create social networks created ➤ To facilitate opportunities for learners to respond to what they are reading ➤ To create reading spaces created in school environment ➤ Opportunities to engage with authors ➤ To improve learning and teaching in reading by introducing multi-dimensional approach ➤ To improve reading confidence and fluency freeing up cognitive space for comprehension improvement ➤ To increase learner engagement, enjoyment and motivation to read <p>Progress and Impact What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> ➤ Average increase in attainment of reading across all stages of 3% ➤ When asked 'To what extent have we met the priority of increasing learner participation and enjoyment in reading' 63% of our parents/carers said that we had exceeded it, 33% said we had met it well, 2% said we had had a partial impact and 3% said we had had no impact. ➤ The consultation completed in May 2022 asking 'To what extent have we achieved our priorities to improve learning and teaching and children's enjoyment and attainment of literacy showed that 65% of children and 40% of teaching staff felt we had exceeded the priority with 32% of children and 40% of teaching staff feeling the priority was met well. ➤ The Evaluation completed by parents following our Reading Showcase event showed that 70% of the parents felt that the priority of improving children's enjoyment of reading had been exceeded, 29% thought it had been met well and 1% thought that it had been partially met. ➤ The Evaluation completed by parents following our Reading Showcase event showed that 70% of the parents felt that the priority of improving the learning and teaching of reading had been exceeded, 29% thought it had been met well and 1% thought that it had been partially met. ➤ Core Accreditation for Reading Schools submitted and awarded ➤ New reading spaces created throughout school ➤ All classes have access to their own virtual library through Google classroom 	

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- Recommendation walls in classrooms and in reading spaces throughout school established
- Classes participating in online authors live events
- Partnership with local library established and visits arranged

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

- 20% of teaching staff and 3 % of children felt that the priority of improving teaching and learning and children's enjoyment of literacy had been partially met. This percentage along with learner conversations and professional dialogue indicate that further development and improvements are required for next session. This will be addressed through our literacy leader's work in moving from our Core Reading Schools accreditation towards silver award.
- Further embed and maintain new approaches to reading using the Fluency Orientated Reading Instruction to continue to increase engagement and enjoyment of reading
- To further develop and improve a consistent approach to effective and progressive planning of reading across all stages.
- 44% of parent/carers surveyed said that Reading should continue to be a main focus for improvement next session.



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School priority 2: Upskill all staff in nurturing approaches to enhance sustainability of nurture provision

<p><u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Teacher and practitioner professionalism School Improvement</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 1.5 Management of resources to promote equity 3.1 Ensuring wellbeing, equality and inclusion</p>
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Strategy

What did we set out to do?

- To continue our nurturing approach and recognition of the importance of relationships and that 'all behaviour is communication'.
- To increase staff awareness of the six nurture principles.
- To raise awareness of school relationships policy with all stakeholders.
- To enable staff to be more informed, knowledgeable and confident in the principles and practice of a nurturing school/classroom.
- To further develop Pupil Leadership encouraging recovery and reconnection.

Progress and Impact

What difference did we see? What did we achieve?

- Staff completed training on Nurture and attachment and how to implement these principles in daily practice through engagement with weekly videos posted by Nurture teacher
- Through professional dialogue staff indicated that the videos had increased their awareness of how to apply the nurture principles within the classroom
- Through observations from SLT it was evident that the training videos had a positive impact on teaching and learning within each class
- 59% of parents/carers consulted felt that we had exceeded the priority of extending Nurture provision and supporting the children and families wellbeing and 34% of parents/carers consulted felt that we had met the priority well.
- When consulted on the 5 year impact of improvement cycle of 'To what extent have we achieved our priority of using the Nurture principles in our school?' 80% of teaching staff, 67% of nursery staff, 100% of support staff and 77% of children felt we had exceeded this priority. 20% of teaching staff, 33% of nursery staff and 21% of children felt we had met the priority well.
- When consulted on the 5 year impact of improvement cycle of 'To what extent have we achieved our priority 'To improve the culture and behaviour across our school?' 50% of teaching staff, 17% of nursery staff, 83% of support staff and 72% of children felt we had exceeded this priority. 50% of teaching staff, 83% of nursery staff, 17% of support staff and 26% of children felt we had met this priority well.
- The school relationships policy was shared to all staff at the February inset day 2022 and further events are planned to allow the policy to be fully implemented across our whole school community.
- Pupil leadership has been impacted by COVIS restrictions as classes were limited in mixing. P7 pupils have been allocated leadership roles and have led several initiatives throughout the year including whole school events like Mellow Yellow Day.
- The Sustainability pupil leaders have had a positive impact with the introduction of our Green footprint trail where children and adults made an oath to commit to reducing their own carbon footprint. The pupil leaders also introduced a Blue Footprint shop where children swap clothes for free.

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

- 6% of parents/carers felt we had only partially met our priority of extending Nurture provision and supporting the children and families wellbeing therefore we are going to continue with our focus on embedding the nurture principles and extending our provision to target more families this session.
- 14% of parents/carers identified that we had only partial met the priority of promoting positive relationships across the school community therefore we are going to focus on implementing and raising awareness of the nurture principles and our Relationships policy with all families in session 2022-23.
- 66% of parents/carers identified that a main priority for next session should be Mental emotional and Physical Wellbeing while 28% said Relationships and Nurture should be a main focus.



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School priority 3: To promote and extend playful pedagogy in P1-P3 with a focus on seamless transition across Early level.

<p><u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education <u>NIF Driver</u> Teacher and practitioner professionalism Assessment of children's progress</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 2.3 Learning, teaching and assessment 2.6 Transitions</p>
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Strategy

What did we set out to do?

- Implement playful pedagogy approaches across P1-P3
- Upskill teachers in effective pedagogy to promote learning through meaningful play
- To review curriculum planning with a focus on play
- To increase attainment and engagement in literacy and numeracy through a focus on play based learning
- To increase opportunities for child led learning in P1-P3
- To facilitate effective transitions through free flow sessions with nursery and P1

Progress and Impact

What difference did we see? What did we achieve?

- Play based learning evident across all P1-P3 classes
- Planning is streamlined to include focus on play based approaches
- Layout of classrooms and learning areas reflect the culture of play and child led learning
- Attainment in reading has increased by an average of 3% in P1-P3
- Grant of £5000 awarded for purchase of blocks to facilitate and further enhance block play across school
- 2 Early years workers and one teacher trained on Froebelian approaches which extends Froebelian practices across Early Years department.
- Free flow is well established in P1 and nursery which enables the children to access P1 classroom which enhances transition into school environment
- Learning conversations with P1-P3 children identified they felt they had a choice in learning styles and identified play based learning as a choice
- 50% of teaching staff and 17% of nursery staff felt we had exceeded our priority to promote playbased learning in P1-P3 while 50% of teaching staff 83% of nursery staff felt we had met priority well.

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

- The 83% of nursery staff who felt we had met the priority well of promoting play based learning informs us that we need to continue our focus on effective approaches to play based learning across Early level
- The transition of the nursery teacher into P1 enables us to move forward with creating a seamless Early level across P1 and nursery with a focus on planning and tracking and target setting
- The transition of the nursery teacher enables us to further develop an Early Level department where children have the opportunity to free flow between areas with a focus on child led learning.

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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

Over the last 5 years, South Park has focused on embedding nurturing practise across the whole school community. We recognised that barriers to effective learning (such as pupil focus and attention difficulties, anxiety over family finances, social anxieties, lack of ability to continue learning at home for a variety of reasons, experience and impact of trauma or bereavement) could be reduced by doing this in our nurture spaces and, very quickly, we realised this needed to expand to the whole school. This past year we have recognised the impact, on children's learning, of expanding our nurturing approach to our parents and families as a whole. To this end, we created an additional nurture room, called The Sanctuary, which can be used for children's groups and by parents or family groups. Mrs Tullett has been working in The Sanctuary with parents and pupils throughout this year to help with challenges they face that are having an impact on their children's learning. In considering the sustainability of our interventions, we created some staff training videos to maintain and develop staff skill in our nurturing approach and continue to highlight the importance of it for the success of our pupils.

We initiated a participatory budgeting (PB) pupil's group and an equivalent parent's group and these groups shaped our spending from the Pupil Equity Fund (PEF). These groups proposed that we train two further members of staff in 'The Theory and Practise of Nurture Groups', create a snack bank and a clothing bank to reduce the cost of the school day and to remove a further physical barrier to effective learning. The training of additional staff in nurture was designed to increase our nurture provision by 50%. The PB groups also proposed that we create a sensory den (now named 'The Jungle') as an additional space for regulation and relaxation, both of which are identified as necessary to reduce the barriers to learning that our pupils experience. These proposals were put to the whole school community and accepted unanimously.

We continue to use IDL, an online literacy and numeracy programme, to support learners with barriers to attainment in these areas specifically. As it is a fully individualised programme, it is also used to challenge those who need to be stretched in their learning. We used after-school targeted support groups (supported study/rapid readers) to address knowledge gaps in our pupils' learning, with a view to reducing the barrier to effective learning that was caused by a lack of confidence.

We aimed to write a mental health and wellbeing policy to encompass the whole school community and set out, more formally, the strategies and provision available in South Park for creating and keeping good mental health and wellbeing.

Progress and Impact

What difference did we see? What did we achieve?

Over the course of the last five years of implementing nurture as a whole school community approach as our main intervention funded by the PEF, we have reduced our equity attainment gap in numeracy completely (it closed from 15% to 0), meaning that all children in our school have an equitable experience of learning in numeracy, regardless of the financial position of their family. In writing, we have closed the attainment gap by 5% over the five years. In reading, since the last recording of the gap in 18/19, we have closed the gap by 2.7% and over the five years the gap has closed by 19%. Listening and talking shows an attainment gap increase of 3.26% over the last five years, however, listening and talking was a particular area that it has been very difficult to impact during the pandemic. All pupils have been impacted by online schooling and, for some, this

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impact has had a greater impact than others. This statistic is informing our plans and priorities going forward. It is clear from our attainment data, and the statistics above, that the nurturing approach we have taken has reduced barriers to effective learning for our pupils and, anecdotally, our pupils, staff and parents are noticing an impact on the focus pupils have who are attending nurture groups as well as noting a positive impact on their attitude and behaviour.

We managed to implement all the proposals of the PB group: we established a snack bank and a clothing bank and achieved a normalising of these provisions for anyone who has need of them, we created a sensory den and an additional nurture room. We also achieved more than 50% increase in nurture provision, using Miss Stanage to take on groups and individuals, leaving Mrs Tullett free to expand into parents and family work alongside groups and individuals. The impact of this has been that 41% of children in the school this year (75 pupils) have benefited from nurture provision in groups, as individuals or as part of a family group. All pupils in the school continue to have access to our nurture spaces through the Lunch Bunch club and whole class visits to the Nest.

The attainment of pupils who attended the supported study groups, as well as those using IDL, was tracked and shown to have had a positive impact on those who attended consistently.

We wrote and publicised our mental health and wellbeing policy across our whole school community. It is obvious, to staff, that this focus is being absorbed by our pupils as they discuss aspects of mental health and wellbeing freely and with knowledge whenever a class discussion occurs around health.

All staff accessed the Nurturing South Park training videos and staff reported a positive impact on their knowledge and confidence in using a nurturing approach in their job.

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

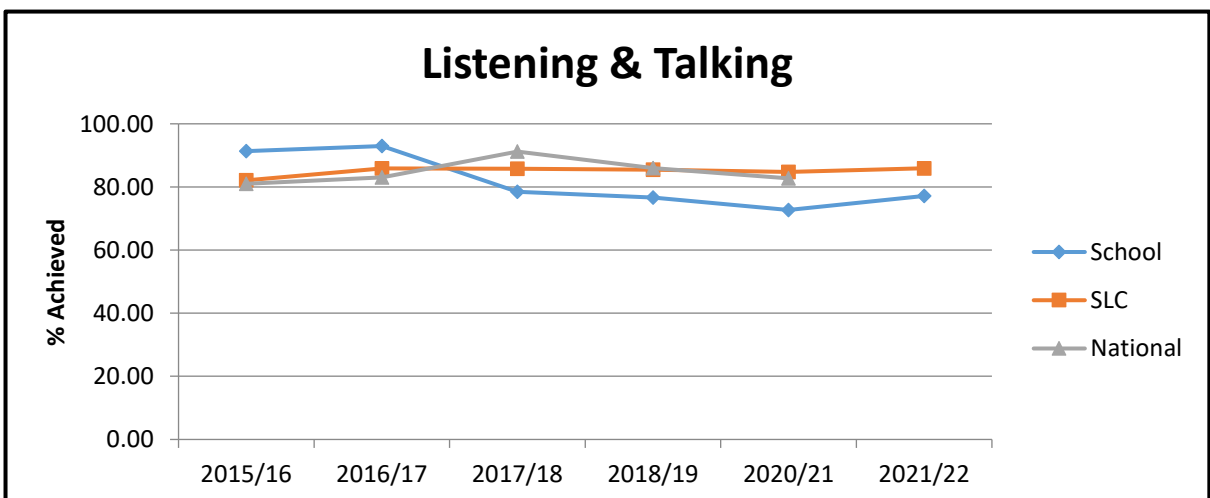
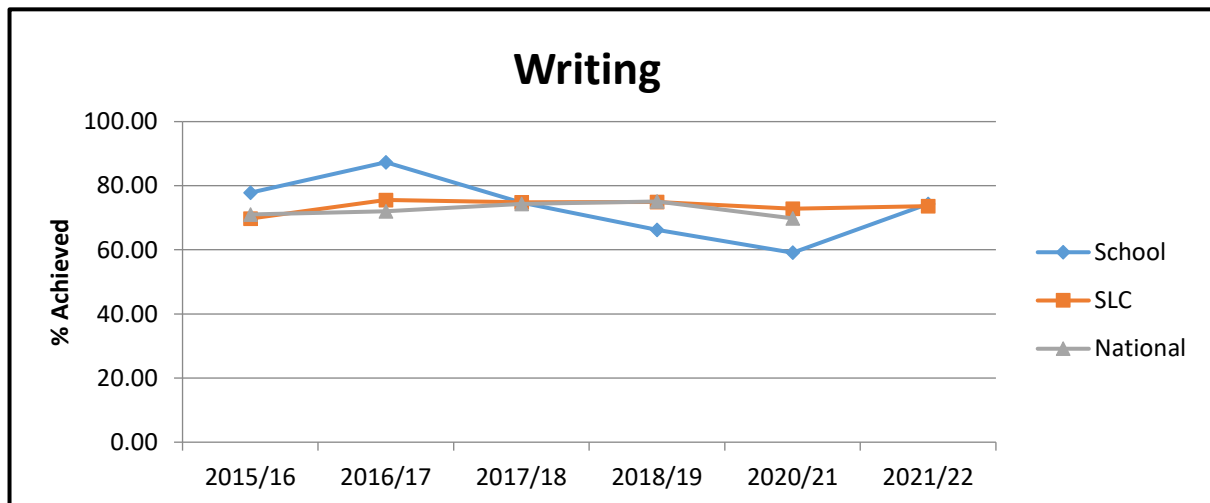
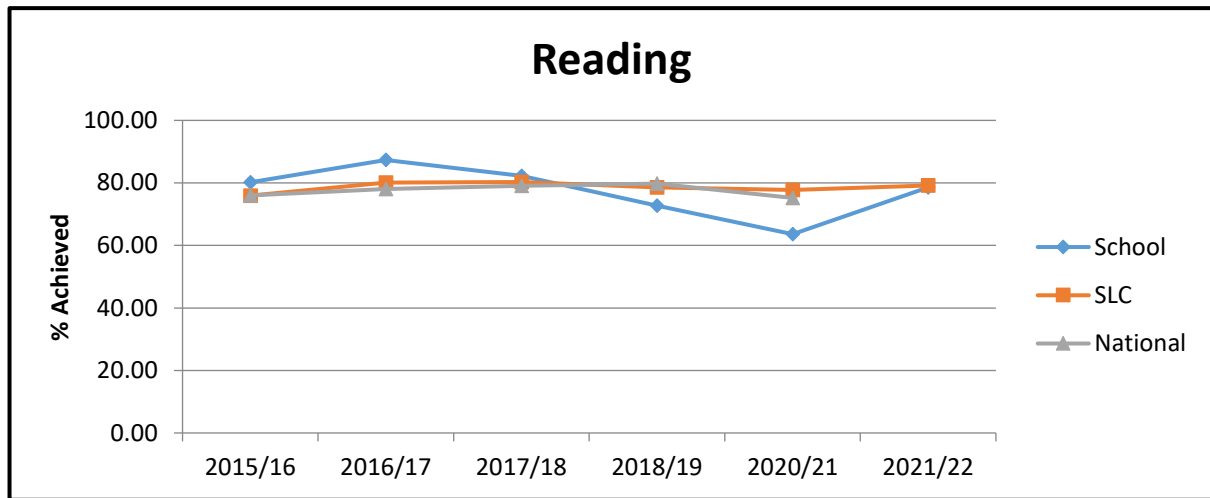
- We surveyed our parents and 65% of them identified mental, emotional and physical wellbeing as a main priority for our school in 22/23. 50% of our parents identified reading as a continuing priority and 40% of the parents highlighted numeracy and outdoor learning as two areas of priority for us this coming academic year. This will form the basis of our improvement plan for 22/23.
- As part of the priority of mental, emotional and physical wellbeing, we will continue to develop and extend the snack bank provision next year as well as including emergency food bank provision for families in urgent/temporary need.
- We will continue to embed our clothing bank and clothing recycling (blue footprint) scheme, further establishing recycling as an eco-initiative that we can all participate in as well as proving for those in need.
- We will be further developing nurture provision for parents by setting up parent connection groups where parents can meet with a view to connecting with others, sharing experience, learning more and enhancing their own wellbeing. These will initially be supported by staff and volunteers and will grow to be self-sufficient over time. It is hoped that there will be three such groups established in the coming year.
- Alongside these groups, parent and child sessions will continue in the Sanctuary and the Nest to support parents and children to connect well with one another, communicate well and learn together.
- We also aim to provide materials (in the form of videos and/or live events) to support parents in a range of common challenges that many families face as they navigate primary age schooling. They will also provide learning opportunities for all ages that might help to reduce the stress that families are under and signpost ways to improved mental health and wellbeing for all in our school community.

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We will continue to provide IDL literacy and numeracy as a tool for supporting learning in these key areas, priorities highlighted by our parent survey. This continues to be available to all who would benefit from it.

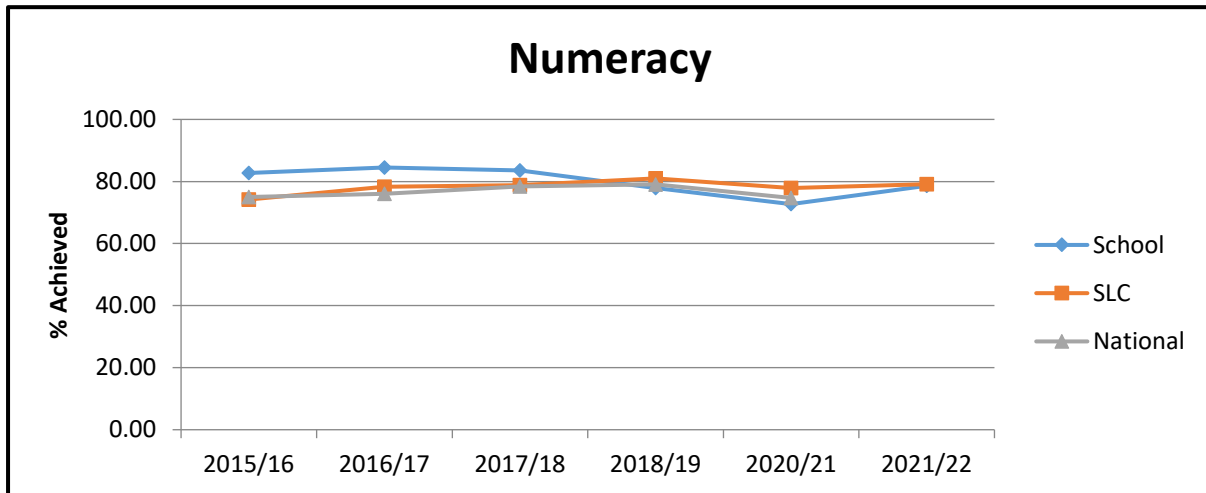
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Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17, 2017/18, 2018/19, 2020/21,2021/22 (teacher judgement – confirmed levels – 6 year trend).



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Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16, 2016/17, 2017/18, 2018/19, 2020/21,2021/22 (teacher judgement – confirmed levels – 6 year trend).



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