



South Park Primary School and Nursery Class

Standards and Quality Report

Session 2022/23



R espect
E quity
A mbitious
C onfident
H appy



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 2022- June 2023

School priority 1: Develop a responsive curriculum with effective planning, learning and teaching which promotes essential skills for life learning and work and meets the needs of our local context.	
<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> Curriculum and assessment Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 2.2 Curriculum 1.3 1.3 Leadership of change
Strategy What did we set out to do? Our curriculum will provide relevant, high quality, progressive learning experiences which cover the four contexts for learning and incorporate the seven design principles. Progress and Impact What difference did we see? What did we achieve? <ul style="list-style-type: none"> ✓ Learning walls established in each classroom. Pupils can take ownership and pride in their learning. Success is celebrated and coverage of benchmarks is evident. Next steps in learning are clear. Parent/carer survey in May 2023 showed that 59% felt we had exceeded, 35% felt we had met well, 3% felt we had partially met and 3% felt we had no impact on the priority of increasing learner participation and enjoyment. ✓ Audit of planning completed with staff. Planning documents on Google Drive. Progressive digital planners being used by all staff. ✓ Staff consultation in May 2023 showed that 20% of staff felt that we had exceeded and 80% felt we had met well the priority of implementing progressive digital planners in Literacy, Numeracy and Health and Wellbeing. ✓ Staff being able to access each other's plans demonstrates trust and strength of collegiate working. ✓ Contexts for learning – positive – pupil voice is apparent. Staff consultation in May 2023 showed that 35% of staff felt we had exceeded and 65% felt that we had met well the priority of creating contexts for learning which are pupil led. Parent Consultation in May 2023 showed that 56% of parents felt we had exceeded and 41% of parents felt we had met well the priority of developing pupil led learning across our curriculum. 3% felt we had had no impact. In the pupil consultation 41% felt we had exceeded, 54% felt we had met well and 5% felt we had partially met the priority of giving children responsibility for aspects of their own learning. ✓ Three members of staff (1 at Early, First and Second Level) piloted the use of the Fact, Story Action approach for tracking learner's progress with all staff being introduced to approach by June 2023. This has ensured that as a staff we have meaningful conversations around progress and achievement which considers barriers to learning and evaluates interventions put in place. ✓ Parents/carers, staff and pupils consulted on curriculum. Parent/Carers consultation showed that their top three priorities for the curriculum are Mental, Emotional and Physical Wellbeing, Reading/Writing and Skills for Life, Learning and Work. Pupils felt that the main priorities should be outdoor learning, digital learning and health and wellbeing. 	

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Staff felt that the priorities should be, high quality learning and teaching with learners at the heart of the curriculum and the development of skills for life, learning and work.

- ✓ Leaders of Learning – paired with Calderwood Primary Rutherglen – stretch aim DYW (See detailed report)
- ✓ Creativity in the curriculum enhanced by focus weeks such as STEM, Language Week etc.
- ✓ Curriculum overviews and coverage of the curriculum across each stage discussed, created, and shared in transition meetings in June 2023.

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

To enable our learners to be equipped with the skills to flourish in their learning and their life beyond South Park we will continue to develop a responsive curriculum which places pupil voice at the heart and reflects the contexts of our whole community.

Curriculum

- Audit policy and practise for curriculum and assessment framework.
- Implement SLC skills framework.
- Create a clear and robust assessment framework and curriculum policy and practice, which focusses on pupil voice and outdoor learning.
- Audit coverage of the curriculum.

Writing

Following robust assessment and learning community moderation in writing it has been identified that (10 children) 36% of P4 & (7 children) 37% of P3 learners are not yet on track. The evidence identified the focus being on the tools for writing and the need for breadth of benchmarks being implemented across first level.

- Audit policy and practice at first and early level writing. Identify training needs.
- Create an annual overview for writing which promotes pupil voice and evidences a variety of genre. Learning Community Writing progression assessment criteria introduced.
- Monitor impact of writing policy and practice on attainment through in school moderation.
- Review and evaluate writing overview and attainment data.

Reading

Build on successful completion of Core Reading School Award towards Silver Accreditation

- Reading Schools Action Group of parents/carers/staff/pupils
- Submit completed evaluation and action plan for Silver Reading Schools Accreditation

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School priority 2: To extend the nurture provision to enable children and families to flourish.	
<p><u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u> Teacher and practitioner professionalism Parental engagement</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion</p>
<p>Strategy What did we set out to do?</p> <p>We will extend our nurture provision to support the mental and emotional wellbeing of targeted children and their families to reduce barriers to learning. We will provide opportunities through our nurturing approaches to support staff mental and emotional wellbeing.</p> <p>Progress and Impact What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> ✓ Glasgow Wellbeing Scale – completed by all classes in September 22, February 23 and May 23 and results shared with class teachers, SLT and Nurture Teacher. Results of Wellbeing Scale being used to plan next steps for both individuals and whole classes. A consultation with staff showed that 15% felt that we had exceeded and 85% felt we had met well the priority of sharing the results of the Glasgow Wellbeing Scale to inform practice. ✓ 1 child has accessed Play Therapy funded by the Learning Community and delivered by The Exchange. ✓ Active Parent Support Group each Tuesday 3-4pm with childcare provided. ✓ Early Years Worker out of Nursery each Thursday to provide additional Nurture support. ✓ Construction Group for anger management run by Mr Ryan. ✓ Increase in 1:1 groups to support children requiring individualised interventions. ✓ Class Teacher starting Mental Health Champion Training. ✓ Enhanced Transition Groups for High School organised and delivered by Specialist Support Teacher. ✓ Appropriate interventions in place for identified children. ✓ Lego ABC, delivered by SST, accessed by a Primary 2 pupil. The child's engagement improved throughout the sessions however as markable change is not evident in his Boxall Profile further intervention will be required next session. ✓ Results of the Parent/carer evaluation showed that 66% felt we has exceeded, 31% felt we had met well and 3% felt we had partially met the priority of extending the nurture provision and supporting the children and their family's wellbeing. 	
<p>Next Step(s) to inform SIP for 2023/2024:</p> <p><u>Nurture (Maintenance Agenda)</u></p> <p>50% of learners across the school have been identified as having distressed behaviour and/or social emotional behavioural needs which affect their readiness to learn. Boxall profiles done May/June 2023 show these pupils are not within the desired range. An additional 1.2 FTE PEF-funded Nurture teachers will lead nurture groups and individual session/family/parent/carers</p>	

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sessions for these identified learners. These teachers will also continue to embed and share their expertise across the school which will support these pupils/families and staff to reduce barriers to learning.

- Utilise Boxall at classroom level and continue to refer to Glasgow Wellbeing Scale results to inform health and wellbeing planning.
- 1.2 FTE PEF-funded Nurture teachers will lead nurture groups and individual sessions/family/parent/carers sessions for these identified learners. These teachers will also continue to embed and share their expertise across the school.
- Continue to develop the sustainability of nurture by another member of staff gaining their full accreditation from Nurture UK.
- Following consultation on Cost of the School Day and the ever-growing financial demands on our families, we intend to raise awareness of how to reduce the cost of living through several sustainable actions:
 - Consult, plan and create a community garden involving parents/staff and pupils.
 - Purchase cooking equipment.
 - Re-establish blue footprint clothes swap
 - Continue partnership with Young Leaders of Learning from Calderwood Primary
 - Continuation of construction group and introduction of additional lunchtime & after school groups to increase self-esteem and promote positive mental health.
 - Continuation of snack bank and food bank for families in need.
 - Establish new GUAB group.

School priority 3: To further develop and embed coherent, progressive Early Level experiences across Nursery and Primary 1 to ensure a seamless transition.

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

NIF Driver

School and ELC leadership
School Improvement

HGIOS?4 QIs (select from drop down menus)

2.3 Learning, teaching and assessment
2.6 Transitions
3.2 Raising attainment and achievement

Strategy

What did we set out to do?

We aspire to have a constant pedagogical approach across nursery and early primary where children have opportunity to take ownership of their own learning.

Progress and Impact

What difference did we see? What did we achieve?

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- ✓ Tracking meetings with South Park Nursery and Kilbryde ELC staff for children transferring to P1 in August.
- ✓ Staff in Nursery know children well and are confident in tracking their progress.
- ✓ Visits to other Early Years establishments to moderate practice.
- ✓ 5 c's being met across the board – Meandering Monday, Trekking Tuesday, Wandering Wednesday and Fun Friday.
- ✓ EYTL participating in Team Leader meetings across the Learning Community.
- ✓ P&A tracker evaluated by all Early Years staff.
- ✓ Results of the parent/carers consultation showed that 67% felt we had exceeded, 28% felt we had met well and 5% felt we had no impact on the priority of embedding play across Early Years.
- ✓ Results of staff consultation showed that 75% felt we had exceeded and 25% felt we met well the priority of extending spaces for free flow play

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

- Extend play pedagogy into the upper stages of school
- Enhance the play in Early years by applying relevant authority practice and guidance ...
Being Me in SLC

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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

Introduction

Over the last 6 years, South Park has focused on embedding nurturing practise across the whole school community to identify barriers to learning such as: neuro diversity, poverty, social anxiety and the impact of trauma or bereavement.

Sustainability of Nurture

This past year we have recognised the impact on children's learning of expanding our nurturing approach to our parents and families. The additionally trained staff in nurture has not only increased the capacity for nurture provision but has also strengthened the sustainability of nurture. To ensure a consistent approach, staff training videos are available in the Google Drive. To align with whole school planning, a digital proforma has been created. This allows class teachers and management access to specific nurture groups' daily planning, Boxall targets, strategies, and resources.

Increased Capacity for Nurture

Our well-established additional nurture room, called The Sanctuary, is used for individual and parental support. Sarah Stanage and Allison Young have been working in The Sanctuary with parents to offer support regarding family matters that may be impacting on their child(s) general progress and wellbeing as well as parental wellbeing. The parent consultations highlighted the benefits from attending the group, which they particularly felt promoted a sense of belonging and peer support. The parents are keen to continue support groups next session. Due to the increased capacity for nurture, the two trained staff members have been able to provide targeted one to one nurture for children who required focussed interventions to help them access the curriculum. We have also had input from a Play Therapist who ran a short programme with two targeted individuals. Additionally, a trained member of staff and parent helper have established a morning sensory group for primary two and three children to provide them with different sensory experiences to help with their readiness to learn. Moreover, our Specialist Support teacher (Louise McConville) has been using Lego ABC programme. The Sanctuary has also been where three of our staff (Sarah Stanage, Yvonne Donaldson and Louise McConville) have run two sessions of the 'Give Us a Break' (GUAB) programme. This group has provided a solution focussed therapeutic intervention for identified individuals in the upper school. In addition to The Sanctuary, our Sensory Den known as 'The Jungle' is accessible to all and particularly those who require a safe place for emotional regulation in order to be ready to learn.

This year, we have introduced interventions such as a construction and Lego groups to increase self-esteem through leadership opportunities for targeted pupils. Play has been rolled out into the upper primary classes to develop learner's interpersonal skills.

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Participatory Budget

We initiated a participatory budgeting (PB) pupil's group and an equivalent parent's group which shaped our spending from the Pupil Equity Fund (PEF). These groups decided to provide equal opportunities for all families by using the budget to subsidise our annual whole school excursion. The groups felt that due to the effects of the pandemic, this would have a positive impact on the whole school community. Moreover, to continue to reduce the cost of the school day, we have maintained supportive interventions from last year's budget (clothing and snack bank). Due to increased needs of our families, we have established a food bank supported by school staff to provide food/hygiene parcels to targeted families. To ensure we are meeting the mental health needs of some of our children and families two sets of books were purchased which focus on a range of social and emotional issues.

Mental Health and Wellbeing Policy

A mental health and wellbeing policy has been created 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. The Glasgow Wellbeing Scale has been introduced and completed by pupils throughout the year to monitor mental wellbeing. The data gathered has been used by staff to inform next steps for any relevant targeted support. Staff have found this insightful in providing pupil perspective alongside Boxall data.

Progress and Impact

What difference did we see? What did we achieve?

As can be seen below, the embedding of a whole school nurturing approach has coincided with a significant reduction in closing the attainment gap over time across most assessed areas. This would suggest that nurturing interventions have successfully contributed to closing the attainment gap. The slight increase in gap within listening and talking can be justified by the introduction of more robust assessment and moderation procedures. The isolation period from the pandemic has also negatively impacted the gap in talking and listening over the last 5 years.

Subject Area	% Gap		% Reduction in Gap Over Time
	2016/17	2021/22	
Numeracy	22.6%	5%	17.6% reduction
Literacy	27.5%	11%	16.5% reduction
Reading	26.2%	12%	14.2% reduction
Writing	26.2%	13%	13.2% reduction
Listening & Talking	7.9%	10%	2.1% increase

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We continue to see a positive impact from the clothing bank and snack bank supported by our community champion at Morrisons. Through food/hygiene parcels, we have managed to support families suffering from the impact of the cost-of-living crisis.

Increased Capacity for Nurture

Through the increased capacity for nurture, 50% of children in the school this year (88 pupils) have benefited from nurture provision in groups or as individuals. All pupils in the school continue to have access to our nurture spaces through the whole class visits to the Nest. Additionally, parental consultation provided early indications of the positive impact that targeted support is having on 9 of our families. This will be an ongoing intervention to provide a nurturing approach to the family as well as the child.

Over the past five years the positive impact of our main classic nurture group is evident through 33% of children being transitioned back into the classroom fulltime as well as other children progressing from groups to one-to-one individualised sessions and maintenance check-ins. Evidence gathered from the 'GUAB' programme evaluations indicated that the children felt supported by both staff and peers and felt they had improved their coping strategies related to worry and stress. All of the children stated that they had a more positive outlook on the future. Through discussion with the children attending the construction and Lego groups, the children have felt a strong sense of productivity and leadership through the projects they have been working on together. They would like these groups to continue next session.

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

Nurture (Maintenance Agenda)

Rationale

We surveyed our parents and almost all identified mental, emotional and physical wellbeing as the top priority for our school in 23/24. 50% of learners across the school have been identified as having distressed behaviour and/or social emotional behavioural needs which affect their readiness to learn. Boxall profiles done in May/June 2023 show these pupils are not within the desired range.

Next Steps:

- Utilise Boxall at classroom level and continue to refer to Glasgow Wellbeing Scale results to inform health and wellbeing planning.
- 1.2 FTE PEF-funded Nurture teachers will lead nurture groups and individual sessions/family/parent/carers sessions for these identified learners. These teachers will also continue to embed and share their expertise across the school.
- Continue to develop the sustainability of nurture by another member of staff gaining their full accreditation from Nurture UK.

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- Following consultation on Cost of the School Day and the ever-growing financial demands on our families, we intend to raise awareness of how to reduce the cost of living through several sustainable actions:
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Equality and Diversity

Rationale

Following staff/children and parent/carer feedback and observations, the negative impact of social media was recognised and indicated a misinterpreted understanding and application of the UNCR, wellbeing indicators and ability to celebrate diversity.

Next Steps:

- Consult whole school community to measure awareness & understanding of diversity.
- Continue to work with Calderwood Primary Leaders of Learning to work collaboratively on establishing a diversity and equality group.
- Upskill whole school community through relevant training opportunities with our young leaders of learning which focus on equality and diversity.
- Celebrate equality and diversity through themed weeks and whole community events including partnership with Young Leaders of Learning.
- Equality and diversity, evident in planning, learning experiences and school ethos.

Young Leaders of Learning

What did we set out to do?

Our school is participating in the Young Leaders of Learning Programme (YLOL) in which a group of pupils from South Park have worked collaboratively with our partner school (Calderwood Primary School) to identify areas of strength and priorities for each other's school.

Pupils visited each other's school and participated in learning walks and discussion to identify what they admired about their school and areas of improvement.

It was then planned that Calderwood Primary would visit our school to help evaluate our school improvement plan and help our school to identify our priorities for the session 2023 – 24.

Progress and Impact

What difference did we see? What did we achieve?

Pupils have enjoyed having this leadership opportunity and feel that they have a voice in the development of their school. Pupils were able to work collaboratively to identify the important aspects of our curriculum and suggest where they could see this happening in our school.

The pupils thought of 9 key indicators:

- Pupil Leadership.
- Pupil Choice.
- Digital Learning.
- Play – Based Learning.
- Creative Learning.
- Challenge in learning.
- Outdoor Learning.
- Nurture/Health and Wellbeing.
- Sustainability.

Pupils also discussed the priorities of this session (Nurture, Curriculum, Early Years) and evaluated the effectiveness of the interventions implemented. Pupils stated the following:

Curriculum

- ✓ IDL is chosen by us which is more interesting and enjoyable.
- ✓ We have choice in our learning.
- ✓ We are given work which is challenging.
- ✓ Digital technology is used in our classes which helps to develop our Numeracy and Literacy skills.
- ✓ Play is now used upstairs which makes our learning enjoyable.
- ✓ There is cross curricular links.
- ✓ The Maths and STEM weeks were enjoyable, and we learnt lots in these weeks.
- ✓ Parent workshops allowed our families to see what we do in class and learn for themselves.

Nurture

- ✓ There is the Nest and the Jungle where pupils can go to discuss their emotions and learn new skills.
- ✓ Give us a break helps to allow pupils a safe place to discuss issues.
- ✓ We all have great relationships with staff.
- ✓ Parent workshops are beneficial for helping parents help their children.

After engaging in critical discussion, it was highlighted that the pupils of South Park and Calderwood believe that one of our priorities should be learning about how to be more sustainable. Calderwood had highlighted suggestions of strategies which they use to be sustainable and stated that they have a planting bed in which they grow vegetables to cook with. The pupils have decided that this is something they would be keen to have in our school as well.

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The discussion during our meetings also helped Calderwood identify that they are planning to prioritise Nurture next session after having the opportunity to see our school Nest.

Pupils highlighted that the Young Leaders of Learning was an engaging and interesting learning opportunity where pupils felt responsibility for developing aspects of their school.

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

- Continue to meet with partner school to identify areas of strength and development.
- To learn more from Calderwood about how they learn about sustainability.
- Create our own planting bed and have the Calderwood YLOL help us do so.
- Help Calderwood to develop strategies for promoting nurture in their school.

South Park Primary School Snapshots of Session 2022/2023



We love to play in the playground with loose parts and sustainable materials.



We explore a range of Sports during our annual Sports Week.



We love attending our nurture groups in The Nest, The Sanctuary & The Jungle.



We are a 'Reading School' and love reading in class, with our buddies and visiting our local library.



We have participated in a range of extra-curricular activities.

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South Park Nursery Class Snapshots of Session 2022/2023



Celebrating Children in Need.



We loved our Book Week activities.



Enjoying some Halloween activities.



Trying lots of new sports during Sports Week.



Our parents and guardians came to nursery for a Stay and Play session.

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