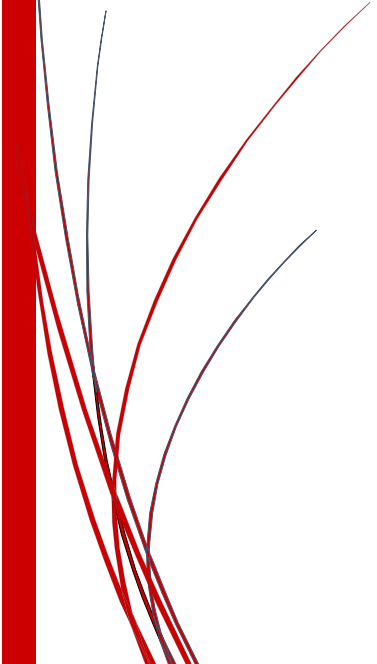
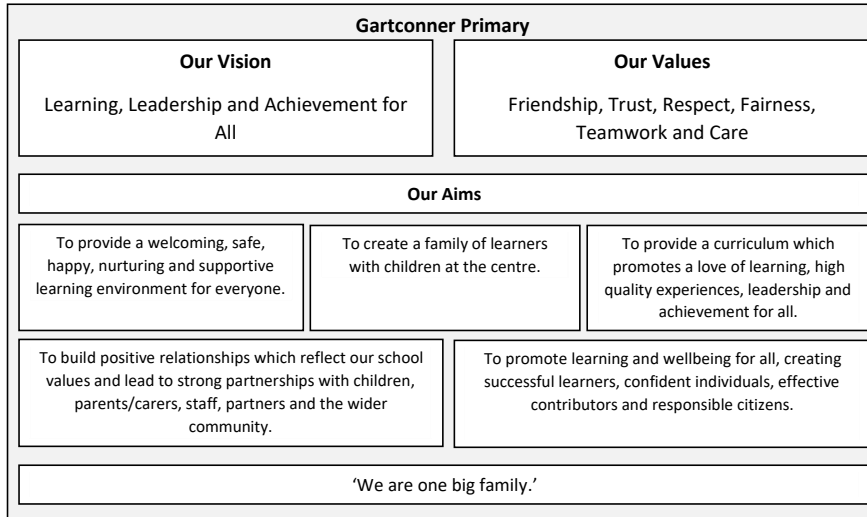


Gartconner Primary School
Standards and Quality Report
2021/22



Context of the School



The school serves a catchment area consisting of a mixture of social and private housing. The school is non-denominational and at the end of session 21/22 the roll had grown to 207 pupils. The school's free school meals eligibility (FME) in session 21/22 was 14%, a decrease from 18% the previous session. Although there were no periods of lockdown, attendance was still impacted by illness and isolation caused by Covid. The average across the school was 94% and we would hope that this would improve next year. Punctuality was excellent for almost all families with average late coming below 1%.

The Gartconner PTA and Parent Council work extremely hard with the school to enrich the pupils' experience, although the kind of support provided this year reflected the national picture of restrictions caused by Covid. We provided online alternatives for some of the activities that were not able to take place in school or the community and have a plan to resume the many varied activities that were in place pre-pandemic.

There is a strong ethos of teamwork in our school and EYC. Gartconner Primary aims to provide an excellent environment for learning in which pupils grow in confidence, gain self-esteem and develop their full potential. Our school ethos is fully inclusive, respecting all faiths, beliefs and levels of ability. Our clear vision, values and aims are at the core of our school philosophy and stakeholder surveys show that we are achieving our collective vision, values and aims within the school. We report on these vision, values and aims through parents' evenings and progress reports.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Maintenance and Recovery	
<p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap • Improvement in children and young people's health and wellbeing <p>NIF Driver</p> <ul style="list-style-type: none"> school improvement • teacher professionalism • assessment of children's progress performance information 	<p>HGIOS?4 QIs</p> <p>QI 2.3 Learning, Teaching & Assessment</p> <p>QI 3.2 Raising attainment and achievement</p>
<p>Progress and Impact:</p> <p>We welcomed With the high level of staff turnover from last session with five new teachers last session so it was vital to ensure that previous improvements in pedagogy were embedded for existing staff and introduced to new staff.</p>	

The professional learning on using data to track learners' progress has improved teacher confidence over the year with all staff feeling confident in using data to track their own learners. Almost all teachers are confident in interpreting data over time using a range of formative and summative data to compare pupils impacted by the poverty related attainment gap (PRAG). Teachers identified positive trends in improvements in attainment for most pupils in literacy and numeracy.

The focus on teacher [leadership efficacy](#) in professional development meant that most sessions were led by colleagues who shared their prior professional learning with new colleagues, leading the professional dialogue and modelling good practice for them in class. The staff updated policies for literacy: reading, spelling & phonics, presentation & correction and assessment. Across the school there was an overall positive trend in summative standardised assessments in spelling and reading and a narrowing of the PRAG following the implementation of the professional learning.

Professional dialogue around [mMaths](#) pedagogy, planning and assessment led to a change in the SIP for [mMaths](#) following the intervention of [the quality improvement officer \(QIO\)](#) [with responsibility for maths improvement](#). [Karen Opper](#). The introduction of the MaLT assessments to supplement Clackmannanshire Phase assessments and the SNSA has highlighted a need to focus on skills across maths. Learning conversations with pupils across the school highlighted a lack of metacognition, [that is, being able to talk about their thinking](#), and an over desire to focus on [written algorithms more traditional written calculations without fully understanding the maths behind these processes](#). Maths data over time continues to show recovery from the impact of Covid with most children achieving expected ACEL for maths. There is still capacity to raise attainment overall and further close the PRAG in maths.

Since January the recovery teacher has focused on supporting pupils impacted by Covid and almost all pupils within the targeted groups have made improvements.

Next Steps:

Further professional learning on the use of data to plan and measure the impact of interventions and improvements over time.

The PRAG in literacy and numeracy has closed over the last session but requires further attention and intervention.

Revision of maths pedagogy, assessment and planning approaches to reflect the skills.

Moderation of practice to include working with colleagues in other establishments.

School priority 2: Learning for Sustainability

NIF Priority
 • Improvement in attainment, particularly in literacy and numeracy
 • Closing the attainment gap
 • Improvement in children and young people's health and wellbeing

NIF Driver
 school improvement
 • parental engagement

HGIOS?4 QIs
 Q! 3.3 Increasing creativity and employability
 QI 3.1 Wellbeing, equality & inclusion

Progress and Impact:

The impact of Covid on the wellbeing of individuals, families and communities has changed our focus in Gartconner to putting learning for sustainability as a more central part of the curriculum. Staff, parent and pupil engagement all showed very high levels of interest in increasing the use of outdoor learning opportunities, improving pupil wellbeing and pupil creativity through play. Most stakeholders want more opportunities for outdoor learning and the majority of stakeholders want more opportunities for STEM. This year, a teacher has been trained as a STEM ambassador and will take on leadership of a STEM focus next session.

The Learning for Sustainability Group has been created and welcomes members from the local community, local authority, voluntary and charity sectors as well as our parents, school and nursery staff and pupils. They are overseeing the project work for the school and wider community and have already achieved

national success with the Fairtrade Learning for Sustainability Award at COP 26 in Glasgow. This is the umbrella group for the Fairtrade, Eco and Rights Respecting School committees. These key leadership groups within the school all link together to achieve our collective vision.

The Fairtrade committee achieved the Fair Active Award this session through their success in promoting the use of Fairtrade products within the school and community. They have made local and international links and also hosted community engagement sessions online.

The Eco committee worked to improve the school and local environment through the planting of trees in our own playground and distributing them to the community. This followed up on our success at COP 26 and linked with the Queen's Jubilee Legacy. They also distributed potatoes to our local families and are growing these in our own school garden. They achieved the Green Flag Award this session as a result of the developments taken forward this year.

The Rights Respecting School committee have achieved bronze accreditation as a rights committed school through placing the UNCR at the heart of our school ethos.

Play amongst different groups was encouraged through play leadership roles when pupils emerged from bubbles. Loose parts play was targeted at specific pupils and classes could access for [play and enquiry based learning](#) (PEBL) sessions, Covid permitting. Feedback from all stakeholders highlighted the positive impact on improvements in pupil wellbeing. Ferre Laevers assessments amongst the targeted groups showed that all children made significant improvement in communication, creativity and sustained engagement in imaginative play.

Next Steps:

Revisit the curriculum rationale and school's vision, values and aims ([VVA](#)) to ensure a focus on LfS, including a greater emphasis on incorporating the UNCR more visibly within the VVA.

Develop the physical environment for outdoor learning and sustainability through enquiry play, improving health and wellbeing, listening and talking, creativity and resilience.

To create family learning opportunities across all stages and encourage wider community engagement through play and sustainability projects.

School priority 3: Teaching for Effective Learning

NIF Priority particularily in literacy and numeracy	• Improvement in attainment, •Closing the attainment gap	HGIOS?4 QIs QI 2.3 Learning, Teaching & Assessment
NIF Driver	teacher professionalism school improvement	QI 3.2 Raising attainment and achievement

Progress and Impact:

Training sessions online were delivered by [Gartconner's QIO Anne Dalziel](#). All staff reported improvements in their classroom practice following the sessions: learning intentions and success criteria; differentiation; use of data; and metacognition.

Most staff reported an increase in their confidence in adapting lessons to meet the needs of all learners. Quality assurance processes highlighted that most staff were able to identify opportunities for developing practice further through varying approaches to teaching and learning.

All staff reported improved insight into interpreting data and could reference where improvements were made in classroom practice.

Next Steps:

Peer sessions with staff to develop and review progress in use of teaching for effective learning strategies to develop and embed improved practice.

Progress in National Improvement Framework (NIF) priorities

- Improvement in attainment, particularly in literacy and numeracy;

The range of assessment information that supports teachers' professional judgement of the achievement of a level show consistent improvements in attainment across the school. Standardised assessment data in spelling and reading show improvement over the year in almost all classes P2-P7 with an average gain of 4.5%. SNSA data show the P1, P4 and P7 classes ahead of the national average in literacy and numeracy assessments. Newly introduced MaLT assessments in maths highlighted some areas for development in the use of skills in maths. Some improvement was evident during the school year and this will feature in the school improvement plan for the next 3 years. Attainment of a level at P1, P4 and P7 increased by an average of 7% in talking and listening and was 8% above the national average. In reading the gain was 8%, scoring 14% above the national average. Writing increased slightly more at 10% and is now 15% above the national average. Maths increased by 9% which is 15% above the national average. This reflects the improvements in attendance and greater in-school learning as well as the improvements in pedagogy.

- Closing the attainment gap between the most and least disadvantaged children and young people;

The Scottish Government tracks pupil attainment and to monitor the impact of the gap between the most and least disadvantaged groups they use the Scottish Index of Multiple Deprivation (SIMD) and Free School Meal entitlement (FME) to identify children who may be living in poverty. To allow a comparison, we will use least disadvantaged (LD) and most disadvantaged (MD) to describe the difference in attainment between the two groups. ACEL data tends to have greater variation year on year due to different cohorts having increased additional support needs within a small group or a higher or lower number of children with greater or less disadvantage in the PEF cohort and this disproportionately skews results. A more consistent measure is with all children within these is group cohort tracked at all points throughout the school. Table 1 below shows the attainment of children with the greatest disadvantage in the PEF cohort across the school in sessions 20/21 and 21/22. Following lockdown periods there was a disproportionate impact on progress for most of these pupils. The majority of children (50%-74%) within this group in session 20/21 were on track to attain the appropriate level for their stage. In comparison, most children in the least deprived group (75%-89%) were on track to achieve the appropriate level for their stage in literacy and almost all (90+%) in numeracy. The attainment of averaged 60% in literacy and 67% in numeracy compared with an average of 89% in literacy and 92% for maths in SIMD 4-10. Those experiencing the greatest disadvantage in PEF cohort score has improved significantly this year, with the average increase in this group to 73% in literacy and 75% in numeracy. This has been due to improvements made in pedagogy driven by the SIP, better attendance, the impact of PEF interventions and the recovery teacher.

Table 1 Children in SIMD 1-3/Free School Meals 20/21 and 21/22

	Maths	Listening and Talking	Writing	Reading
SIMD1-3/FME 20/21	67%majority	64 majority%	majority56%	majority63%
SIMD1-3/FME 21/22	75%most	most77%	majority67%	most75%
Difference 20/21 to 21/22	+8%	+16%	+11%	+12%

In Table 2 below, the change from the previous session is shown in brackets. Overall attainment in both cohorts has increased and at the same time the poverty related attainment gap (PRAG) has narrowed in all areas. In literacy the average increase for the most disadvantaged PEF pupils is 12% and for all others non-PEF it is 4%. In maths the increase has been 6% for the most disadvantaged PEF and 2% for the least disadvantaged non-PEF pupils and this will be a focus for the greatest area of development in the school next session.

Table 2 Comparison of Children in SIMD 1-3/FME and SIMD 4-10 in Session 21/22

	Maths	Listening and Talking	Writing	Reading
PEF	73%majority (+6%)	majority74% (+13%)	majority67% (+11%)	majority74% (+11%)

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Non PEF	Almost all 94% (+2%)	Almost all 96% (+5%)	Almost all 90% (+4%)	Almost all 92% (+2%)
PRAG June 22	21%	21%	23%	18%
PRAG June 21	25%	30%	30%	27%
Change in the PRAG from Session 20/21	-4%	-9%	-7%	-11%

◆ **Improvement in children and young people's health and wellbeing:**

Improving pupil health and wellbeing has been central to our approach to recovery. Regular surveys of pupils and parents over the last 2 years as well as continuous professional dialogue has helped get a clear picture of pupil wellbeing and the support required. Before lockdown the average pupil rating of wellbeing was 86% and during lockdown periods this dropped to 72%. Pupils now report levels of wellbeing of 88% slightly higher than the pre-Covid score. The evolving strategy that adapted to the uncertainty caused by Covid has now been set out in an action plan for next session. This plan sets out the strategy to track, monitor and support H&W post pandemic.

Friendship surveys conducted twice per year highlight any children who are struggling with friendships or displaying negative behaviours. Wellbeing surveys and Ferre Laevers observations are conducted termly and these are tracked with any issues highlighted through professional dialogue with the senior management team. Staff then target children with a suite of interventions such as friendship groups, leadership opportunities, outdoor learning, and a variety of bespoke interventions based on individual needs such as paired reading buddies or small group reading with an adult.

◆ **Improvement in employability skills and sustained, positive school-leaver destinations for all young people (secondary schools).**

Meaningful opportunities for interaction with others inside and out with the school were seriously restricted by Covid; however, all classes across the school took on leadership groups. All pupils were part of a leadership group and participated in events, assemblies and enterprise activities. The committees continued to work with the community online and achieved the RRS Bronze Award, Fairtrade Fair Active Accreditation, Fairtrade Learning for Sustainability Award and the Green Flag Award this year.

Attainment and Achievement Data

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	most	almost all
First level by end of P4	almost all	almost all	almost all	almost all
Second level by end of P7	most	most	almost all	most

Impact of Interventions for Equity and Pupil Equity Funding (PEF)

Pupil Equity Funding secured additional teaching and support staff with a clear focus on improving the health and wellbeing of learners and to raise attainment for all children impacted by poverty. Additional funds were spent on providing resources to improve attainment for PEF pupils.

In addition to the school's tracking system and quality assurance processes, there is a series of PEF review meetings involving the senior management team, class teachers, support staff and external agencies, where appropriate, based on the needs of learners. The performance of pupils is reviewed throughout each term by the PEF funded PT, SMT and the support staff who provide interventions. Data is added to a record of ongoing interventions and all are measured for impact on attainment or achievement through a series of pre and post measures. These are analysed and reported on termly, forming the next steps for pupils and guiding new interventions. All pupil progress is measured by a range of assessments, and professional dialogue provides an objective analysis of impact.

The PEF provided the following supports:

- An outdoor classroom was funded through PEF and materials for loose parts play provided. The PEF PT ran sessions and cascaded learning with all classes participating in the loose parts play as part of the curriculum. In the targeted group, there was a doubling of the level of engagement and involvement over the course of the

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year. There was an impact on friendships and confidence within the group and this has been shown in the friendship surveys and feedback from class teachers and support staff observing pupils in class and the playground. There has also been an impact on talking and listening within the target group with 13% improvement over the session.

- Talk4Writing intervention enabled whole school external training for staff funded by PEF and its impact reached beyond the target group. The impact on PEF pupils can be seen in the improvement in writing of 11% and the closing of the attainment gap by 7% over the session.
- Phonics and spelling intervention began in Sept 21 with 45 targeted pupils who were off track. By May 2022, [only 76% of those in the target group were back on track. 4 remain within the group.](#)
- Reading for enjoyment amongst the targeted group was low, particularly over lockdown, where there was limited access to books at home and libraries were closed. Mixed groups have been established and this will continue next session in the original format as Covid restrictions are now eased.

The school has continued to promote actions to mitigate the impact of poverty, including approaches to reducing the cost of the school day. Pupil Equity Funding was used to provide uniforms, school supplies and provide funding for children and young people to participate in community experiences, including local football and dance clubs, residential and school trips.

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation (2021/22)	Inspection/ Authority evaluation (2017/18)
1.3 Leadership of change	Good	Satisfactory
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very good	Good
3.2 Raising attainment and achievement	Very good	Satisfactory

Summary of School Improvement priorities for Session 2022/23

- 1. Maths – improving pedagogy and increasing the skills based focus
- 2. Literacy – pedagogy and improving practice
- 3. Health and Wellbeing – pupil and staff mental health & LfS

What is our capacity for continuous improvement?

Despite the additional [burden-challenge](#) of Covid, the school community has worked successfully to mitigate the impact of restrictions on pedagogy, isolation periods and social distancing. The school improvement plan was largely completed although most staff report that online staff training is less effective than being able to work face-to-face with colleagues. Looking forward, there may be benefit from revisiting the training now that restrictions have eased.

The great focus on pupil and staff wellbeing has supported progress through the SIP and the recovery from Covid and this will form part of the SIP for future sessions. Our changing focus to increase outdoor learning, play and creativity will require a review of the curriculum rationale and the school's vision, values and aims to ensure that all our stakeholders are fully consulted on the future direction of the school.

The changes to Covid-19 guidance have allowed us to reintroduce many of the cornerstones of our provision such as high levels of parental engagement and involvement that were moved online during the pandemic. Extra-curricular sports and clubs have restarted and they will continue to develop as stakeholder confidence grows. Parental feedback clearly shows a willingness and commitment of the parents to support engagement with the school.

The school has a clear vision for improvement over the next 3 years. With the great opportunities afforded by a return to normality, the school will work with all stakeholders to realise the highest ambitions of our pupils and their families.

