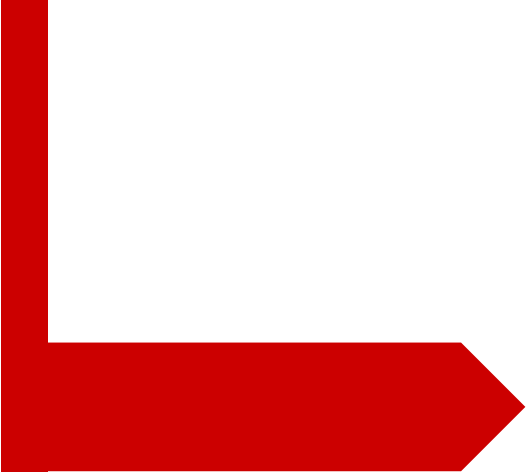




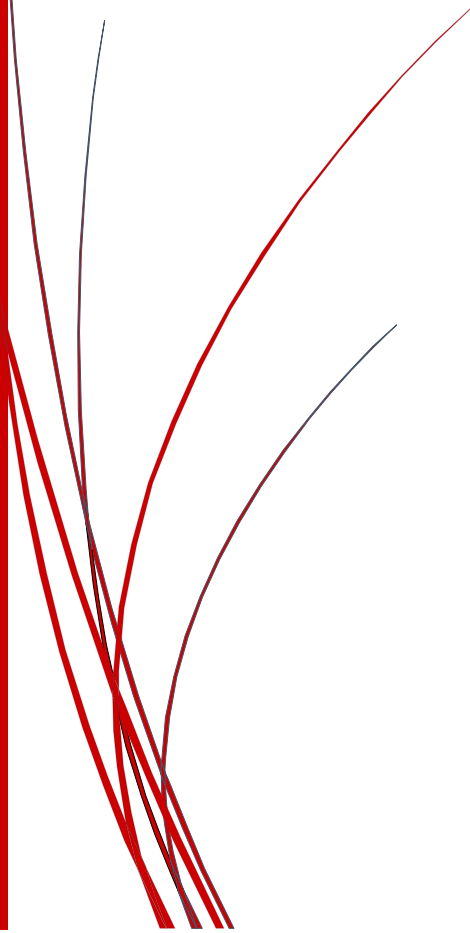
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East Dunbartonshire Council

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Gartconner Primary School
Standards and Quality Report
2022/23



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 22/23 the roll had grown to 235 pupils. There were 10 classes in 9 classrooms with a staffing complement of 13.3 fulltime equivalent teaching staff. The school's free school meals eligibility (FME) in session 22/23 was 11%, a decrease from 14% the previous session. Attendance was impacted to a lesser extent by covid but the return of common childhood illnesses such as chicken pox did impact on some younger classes. The average attendance across the school was 95%, an improvement of 1% on the previous year. Punctuality was excellent for almost all families with average latecoming below 1%. There were no exclusions recorded in session 22/23.

Table 1 SIMD Profile for the School in Deciles

1-2	3-4	5-6	7-8	9-10
>5%	34%	7%	>5%	59%

The Gartconner PTA and Parent Council work extremely hard with the school to enrich the pupils' experience and they were able to be fully involved with the resumption of the pre-pandemic activities such as school fayres, trips, parties, enterprise events and the like, that are key to ensuring a partnership within the school. The school looks forward to enriching this further next session. The Parent Council have regular meetings and play a key role in shaping the direction of the school and supporting the staff and pupils.

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, based on the UNCRC, 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, progress reports and celebration of achievements. .

Progress in School Improvement Plan (SIP) priorities

School priority 1: Maths	
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy. Choose an item.</p> <p>NIF Driver school improvement teacher professionalism</p>	<p>HGIOS?4 QIs QI 1.2 Leadership of Learning</p> <p>QI 2.3 Learning, Teaching & Assessment</p> <p>QI 3.2 Raising attainment and achievement</p>
<p>Progress and Impact:</p> <p>Professional learning sessions led by the QIO with responsibility for maths were supplemented by teacher led and independent professional dialogue and learning across the year. The programme was amended to take account of the feedback from teachers and to incorporate planning for next session to allow the adoption of a spiral curriculum in maths. Almost all staff felt more confident in exploring a greater variety of strategies in the classroom with pupils. Quality assurance processes highlighted improvement in the volume and variety of approaches to mental agility with most classes experiencing pacy and challenging daily mental agility routines. Sampling across the school showed evidence of the use of appropriate maths skills in lessons in the majority of classes. Almost all classes had opportunities to further increase the use of skills in lessons.</p> <p>Data from standardised Malt assessments taken in August 2022 and May 2023 showed an average of a 10 percent gain in standardised score across the year. Almost all children made improvements in attainment over this period. This is a significant improvement over the year but must be taken with some caution as the initial assessment was just following the summer break. To improve targeting of learning this session, a new assessment and planning regime will be introduced.</p> <p>Mathletics Homework Club was attended by 14 targeted pupils using MALT assessment with half of the participants from the PEF group. The 8 weekly sessions concentrated on a maths skill and pre and post</p>	

data highlighted that all children improved on 5 or more of the maths skills and most children improved on all skills.

Targeted groups from P1 classes participated in a Maths Recovery project 4 times per week over 16 week period. The average improvement was around 50% over the course of the programme. Learning walks showed very good mental agility in P1 for most pupils.

Parental workshops P1-4 involved parents in identifying areas that they would like support with and targeted to improve how they can support their child at home. All parents rated this as 4-5 stars and wanted more sessions next year. Parents were joined by their child for the sessions. All children enjoyed the sessions.

Next Steps:

Introduction of the spiral learning approach from Making Maths Memorable.

Increase in maths parental workshops.

Moderation of activities across the school to ensure progression in mental agility.

Embed skills in lessons to ensure all children across the school experience the widest range more frequently.

School priority 2: Health and Wellbeing

<p>NIF Priority</p> <p>Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing</p> <p>NIF Driver school leadership school improvement parent / carer involvement and engagement</p>	<p>HGIOS?4 QIs</p> <p>QI 2.4 Personalised Support</p> <p>QI 3.1 Wellbeing, equality & inclusion</p> <p>QI 3.2 Raising attainment and achievement</p>
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Progress and Impact:

The school were awarded Silver RRS Award in May 2023 following an accreditation visit and submission of evidence. Across the 12 indicators of UNCRC identified in the pupil questionnaire, most children were able to give a positive indication in August whereas, the majority of pupils in April 2023 were able to give a positive indication. Data collected on pupil feelings of safety, respect and kindness shown by others showed a 28% improvement over the course of the year. There was a 22% increase in children knowing who they can speak to if they need help and now most children feel they are confident to do so. Almost all children can talk about their learning about rights. The majority of children know that they can influence decisions made in the school and this has increased by 29% across the year.

A series of rights assemblies to promote the right of the month were planned and presented by the RRS Steering group. Rights are visible throughout the school through use of RRS mascots. RRS group linked the UNCRC articles to our existing Anti-Bullying Policy and have created a child friendly version that will be launched next session. Classes all have charters linked to the UNCRC and the rights have been integrated into the whole school curriculum overview.

OPAL pupil led group were given responsibility for managing and risk assessing materials in the playground and collecting pupil voice. OPAL whole school risk assessments were carried out to ensure that all children could safely access a wider range of play in the playground. Additional 45 minutes of play was introduced to extend opportunities for non-curricular play. All staff participated in this 3 times per week in the playground and observed children and used noted interests to impact in learning within the class. Pupil relationships were also assessed by class teachers and the information collected supported pupil wellbeing through changing topics covered in class. All children who were identified as having an additional need were targeted through outdoor learning groups and friendship terrace.

Assessments using Ferre Laevers wellbeing and involvement scales were used to track progress from September 2022 through to March 2023. There was a 61.4% increase in wellbeing and 89.1% increase in pupil involvement and participation in tasks. The majority of the 21 pupils will continue as role models for the programme and support new pupils joining in the next session. Pupils who have been involved in the program have been observed during break and lunch supporting their peers with loose parts play.

Next Steps:

Continuation of the OPAL programme with an extended P7 leadership role.
 Create a bespoke, targeted health and wellbeing programme based on assessment data.
 Begin the UNCRC Gold Accreditation journey.
 Developing maintenance and sustainability plan for the polytunnel.

School priority 3: Literacy

<p style="text-align: center;">NIF Priority</p> <p style="text-align: center;">Improvement in attainment, particularly in literacy and numeracy.</p> <p style="text-align: center;">Closing the attainment gap between the most and least disadvantaged children</p> <p style="text-align: center;">NIF Driver school improvement</p> <p style="text-align: center;">teacher professionalism</p> <p style="text-align: center;">performance information</p>	<p style="text-align: center;">HGIOS?4 QIs</p> <p style="text-align: center;">QI 1.1 Self evaluation for self improvement</p> <p style="text-align: center;">QI 2.3 Learning, Teaching & Assessment</p>
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Progress and Impact:

Overall attainment in spelling rose on average by 7% across the year and in reading the increase was 5%, exceeding the target scores set in the SIP.

Writing moderation work with staff improved the accuracy with all staff agreeing on levels. More scrutiny of writing and a more forensic approach to grading had meant there was a more accurate score which was lower than in previous years. This will allow for a better baseline and enable more accurate targeting of learners.

Next Steps:

Moderation of writing pieces throughout the writing process, hot piece against hot piece or cold piece against cold piece to ensure consistency across the school.

Analysis of approaches to assessing talking and listening to enable better moderation of standards.

Progress in National Improvement Framework (NIF) priorities

Children’s rights are a fundamental part of school improvement in Gartconner. Within the last year UNCRC has become integrated into our whole school curriculum overview, approaches to positive behaviour strategies and anti-bullying approaches. Pupil voice is key to this and it drives forward improvements through the RRS Steering Group. Pupils help to keep the key messages child friendly and have made the rights visible throughout the school by the use of RRS mascots. All children attend the monthly rights assemblies that are planned and presented by the steering group.

With a greater focus on sustainability, outdoor learning and play, the health and wellbeing of most pupils has been improved over the year. Greater pupil voice has helped to drive changes with almost all children participating in leadership opportunities either in a committee or as part of their class assembly leadership groups. The introduction of OPAL has changed our outdoor space and created a link between the play activities in the playground and class with the involvement of staff and pupils working together outside. This has inspired children to create additional child led clubs and activity groups at lunchtimes and breaktimes. Active schools worked with the school community to support the development of extra-curricular clubs. Almost all pupils take part in the daily mile. Tracking of H&W has been increased and additional targeted support is put in for those children who identify any areas of concern. All P6 and P7 pupils took part in the SHINE survey and this allowed for targeted coverage of the curriculum in P6 and P7. This will be continued next session.

Across the school there has been an improvement in closing the poverty related attainment gap (PRAG) over the last three years. Maths, listening and talking and reading all show year on year improvement with the maths gap narrowing by 6% this year, L&T by 3% and reading by 3%. Analysis of key differences in the attainment data highlight talking and listening and writing as areas for additional support for boys, particularly those impacted by the PRAG. Within this group there is a disproportionate number of children with language and communication difficulties. These difficulties directly impact on oral and written communication. Targeted interventions in talking and listening with additional play and outdoor learning helped improve both health and wellbeing and communication and negotiation skills. In maths, small targeted groups, homework club and family learning sessions helped to close the PRAG for most children. Reading for enjoyment, art, ICT and outdoor play sessions were conducted by P7 children. Positive impacts were recorded for most of the leadership pupils and those within the target group.

Table 2 Poverty Related Attainment Gap 20/21 - 22/23

	Maths	Listening and Talking	Writing	Reading
PRAG June 21	25%	30%	30%	27%
PRAG June 22	21%	21%	23%	18%
PRAG June 23	15%	18%	25%	15%
Change PRAG from Session 21/22	-6%	-3%	+2%	-3%

Improvement in attainment, particularly in literacy and numeracy

In numeracy, the impact of the professional learning undertaken this year is evident in the pre and post assessment data from standardised Malt assessments taken in August 2022 and May 2023. There was an average 10% gain in standardised score across the year*. Almost all children made improvements in attainment in numeracy over this period. Whole school analysis of pupil tracking data shows that most pupils are on track or ahead of pace. *The timing and administration of the Malt assessments was not consistent across the school and there may be some variance in the reliability in comparison of the results; however, these results feed into the tracking data and the overall data shows improvement over time. Across the school most children are on track with learning in all areas. Overall attainment in spelling rose on average by 7% across the year and in reading the increase was 5%, exceeding the target scores set in the SIP. Attainment in writing dropped slightly although more thorough moderation processes may have helped improve the reliability of teachers' professional judgements and given a more accurate result.

As a cohort, girls outperform boys in all aspects measured, with a significant PRAG for boys in talking and listening and writing.

Table 3 P1-P7 Children on Track or Ahead of Pace 22/23

	Maths	Listening & Talking	Reading	Writing
All Pupils	Most	Most	Most	Most
SIMD 1-3/FME	Most	Most	Most	Majority
SIMD 4-10	Almost all	Almost all	Almost all	Almost all
Male All	Most	Most	Most	Most
Female All	Almost all	Almost all	Almost all	Almost all
Male SIMD 1-3/FME	Most	Majority	Most	Majority
Female SIMD 1-3/FME	Most	Most	Most	Most

Achievement of Curriculum for Excellence (ACEL) data

ACEL data at the end of June 2023				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	almost all	most
First level by end of P4	most	most	almost all	most
Second level by end of P7	most	most	most	most

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

Pupil equity fund has been used through the identified priorities in the SIP and the impact has been detailed above. Any additional information not already covered is detailed below.

The reading for enjoyment groups were partially funded by the PEF and ran 4 times per week for 30 children. Impact was mixed for the different groups depending on the books used and when groups took place. Across the groups, most children have shown improvement in listening skills. Most are able to ask relevant questions about the text. Almost all of the targeted group benefited from the nurture element of the groups. This will continue next session with a reduction of days and single stories being used.

P4 participated in the alternative curriculum activities with 29 children participating in activities such as cooking, Lego, coding, games, friendship and regulation activities. Almost all children benefited from their involvement showing improvement in leadership skills, turn taking and being able to better risk assess their own activities.

The DCD groups both ran until Christmas and then one only until Easter due to staff absence. There were positive improvements in coordination, concentration and focus for almost all children. Sewing was particularly popular with the children and the majority of children have continued this at home. Initially, almost all children were frustrated with the fine motor skills needed to prepare for the sessions. Almost all showed improvement with the fine motor skills required to set up for the sewing activities but by the final sessions they were able to support peers and show independence, patience and awareness of others.

Outdoor targeted play interventions through OPAL greatly increased the variety of play opportunities with most children making new creations, using their imaginations and improving skills in teamwork, problem solving and creativity. Further development in play resources in other areas of the playground will help develop this further next session.

IDL is used daily at home and in school by targeted pupils. There are some difficulties accessing this in school with slow processing and bandwidth restrictions slowing activities when demand is

high. The main assessment will be in August 2023 but initial assessments have shown improvements above the chronological change for the majority of children using the programme.

Cost of the school day. PEF funds were used throughout the year to mitigate the impact of the cost of the school day. Uniforms, waterproofs, underwear, school trips, supporting the school foodbank and uniform bank all contributed to helping children be ready to learn.

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

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
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	Good	Satisfactory

Summary of School Improvement priorities for Session 2023/24

- 1. Maths – Spiral learning and contextualising maths throughout the school
- 2. Wellbeing – working towards Gold RRS, improving sustainability and staff and pupil wellbeing
- 3. Literacy maintenance programme, reading, spelling, writing and talking and listening.

What is our capacity for continuous improvement?

The school is well placed for continuous improvement with an additional class teacher reducing average classes at second level. Appointment of a fulltime PT and a PEF PT will significantly strengthen the leadership support across the school. This will support family and community engagement and enable additional extra-curricular clubs, homelearning support, family and community events, wider partnerships and the school's capacity for looking outwards.

A new rigorous self-evaluation framework which incorporates quality assurance activities; strategic plan for additional support and wellbeing; evaluation and engagement activities calendar; professional learning; and health and safety will support all aspects of continuous improvement next session.

Teachers will be at the heart of analysing and interpreting data to plan data driven programmes. They will anticipate what data will say, analyse what the data does say in terms of trends, patterns or changes in attainment and what are the children's next steps.