



Carstairs Junction Primary School & ELC Standards and Qualities Report 2022-2023



Context of the school:

Carstairs Junction Primary is a non-denominational school set in the rural area of Clydesdale in South Lanarkshire. It has a current roll of 102 pupils, consisting of three mainstream classes, three additional support needs classes and Early Learning and Childcare provision. 48% of children attending the school live within areas classified as 1 and 2 within the Scottish Index of Multiple Deprivation and/or are entitled to Free School Meals (FSM).

The local area is mainly social housing with a minority of privately-owned housing. Access to transport and facilities is limited. There have been very recent local developments within the local area, with the expansion of the rail network, visibly altering the landscape, however the impact of this infrastructure to families is minimal. Work has commenced on the installation of a new bridge near Carstairs Junction which will improve the road network within the area.

The senior leadership team consists of Head Teacher, Depute Head Teacher and Principal Teacher. Jill Armour has been Head teacher since November 2020, having been Acting Head Teacher in the school since August 2020. Kimberley King was in post as Acting Depute Head Teacher since August 2020 and subsequently became permanent Depute Head Teacher in May 2021. The Principal Teacher post was made permanent in June 2023, with Hannah Wilson-Seaton due to commence the role in August 2023. Our ELC staff team is made up of an Early Years Team Leader, four Early Years Practitioners and a part-time Early Years Support Worker. The experienced support staff consists of several members, who support across the mainstream and additional supports needs classes. The school has well-established, close working partnership with third sector partners, such as Educational Psychologist and Speech and Language Therapists. Through PEF funding, a Youth Family and Community Learning Officer (YFCL) Officer works in partnership with the school supporting with family learning, attendance and our transition programme. We have a pro-active and engaged Parent Council who play an integral role in school life.

We have further strengthened links within the local community through our engagement with the Welcome All Hub, where our staff and pupils are engaged in supporting the development of the local area. This session, we have also worked in partnership with industries working on local project developments.

As part of the Lanark Learning Community, we continue our strong links with local schools in the Lanark and Clydesdale Learning Community.



Carstairs Junction Primary School & ELC



Improvement Priorities 2022/23

1. Raise attainment in Literacy & Numeracy through delivery of high-quality learning experiences for all.

School:

- Play based learning – Develop a shared vision of play centered learning, enabling quality experiences and interactions through social experiences and discovery (P1/2 & supported classes).
- Moderation activities focused on further developing a shared and deeper understanding of each element of the moderation cycle and the development of high-quality assessment.

ELC:

- Further develop child-initiated play, through providing experiences to develop natural curiosity and discovery.

2. Ensuring wellbeing and inclusion through a learning environment and support framework responsive to the need of all learners.

School:

- Further embed 8 Squared tracking & monitoring systems in ASN provision and use this to inform both daily planning for learning and teaching and longer-term targets and assessment of progress.
- Further develop sensory approaches to support learners with complex needs in school & ELC.
- Increase opportunity in school & ELC for outdoor learning with a focus on communication and teamwork.
- Further use Augmentative and Alternative Communication (AAC) methods to ensure every child has a voice in all areas of their learning and they are confident to share their voice using their preferred method.
- Develop practical coping skills to manage emotional wellbeing through Bounce Back programme.

3. Provide greater opportunity for developing skills for learning, life and work.

School:

- Develop skills and knowledge of sustainability and the role learners have to play in climate change through STEM in the primary & ELC.
- Introduce SLC Key Skills Framework: Supporting Skills development in P5-7, using this to enable learners to set and track individual skill development.
- Further develop life skills and communication through snack provision.



4. Ensuring equity for all through targeted support and partnership working.

School:

- Targeted supported through YFOL to support families with attendance.
- Review CoSD position statement to reflect current views of all stakeholders resulting in creation of CoSD policy.
- Focused intervention to support learners in order to raise attainment in Literacy & Numeracy.
- Engage identified cohort in Family Learning in Literacy to raise attainment in Literacy.
- Participatory Budget (PB) will continue to empower stakeholders to make decisions around budgeting for the benefit of all.

ELC:

- Engage families in family learning experiences to develop early literacy skills.

South Lanarkshire Council Improvement Priorities

Our priorities for 2022/23 and beyond

Improve health and wellbeing to enable children and families to flourish.

Ensure inclusion, equity and equality are at the heart of what we do.

Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy.

Support children and young people to develop their skills for learning, life and work.

Empower learners to shape and influence actions on climate change and sustainability.



Review of progress for session Aug 2022 - June 2023

School Priority 1: Raise attainment in Literacy & Numeracy through delivery of high-quality learning experiences for all.

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

School and ELC leadership

Teacher professionalism

HGIOS?4 QIs (select from drop down menus)

1.2 Leadership of learning

1.3 Leadership of change

2.2 Curriculum

Strategy

What did we set out to do?

- Introduce a Play based learning pedagogy at Early level. Develop a shared vision of play centered learning, enabling quality experiences and interactions through social experiences and discovery (P1/2 & supported classes).
- Further develop child-initiated play, through providing experiences to develop natural curiosity and discovery.

Progress and Impact

What difference did we see? What did we achieve?

4- Good - important strengths with some areas for improvement

- All teachers engaged in play-based approach have a raised understanding of play-based pedagogy. Two teachers (ASN and Mainstream) engaged in South Lanarkshire Council's Play Based Pedagogy Professional Learning this session. All Support Staff working within the Early Years classes have engaged in Play-based pedagogy professional learning to develop their understanding of play theory.
- Teachers have looked at examples of good practice across the authority and beyond, including visits to well established play-based classes and ASN ELC's.
- Play audit commenced with a focus on resources and the environment. All classes have enhanced the resources available to pupils. All classes at Early level have adapted their environment with defined zones, particularly social and creative zones.
- Staff are reflective of play principles and adapt to suit the context of their own classroom.
- Through classroom observations, children are able to move freely between zones to lead their own learning.
- Teachers plan for a balance of adult led and adult initiated experiences in Literacy and Numeracy.

- Target tasks introduced in two classes, with the third class using approach to best meet more complex needs.
- Floor books introduced in all Early level classes to record experiences and children's response to learning.
- All teachers in Early level classes have had the opportunity to work collegiately throughout the year to develop play to discuss and reflect on progress made.
- Almost all pupils working at Early level/beginning First level in mainstream and ASN classes are engaged in adult led tasks in Literacy and Numeracy, with personalised support in place to address barriers to learners with identified pupils.

ELC

- Further developed staff capacity to lead outdoor learning by embarking on Forest School Accreditation. Two members of staff have been trained as Forest School leaders (ELC & Primary) to ensure continuity and development of skills and knowledge through the learner's journey. Staff also embarked in STEM, maths and small world professional learning
- ELC staff audited their current resources and purchased various resources to enhance outdoor experiences, STEM, Maths and small world.
- ELC staff invited parents/carers to Funky Forest Workshop to share with them the benefits of Forest Schools.
- Through playroom observation, evidence in learning journals and floor book planning, there is evidence of raised levels of engagement for almost all learners and development of creativity, skills development and the ability to assess risk.

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

- Further raise awareness of Play pedagogy across the school.
- Continue to use South Lanarkshire Council Play audit to drive strategic direction.
- Continue to develop zones to reflect pupil interest, in particular further develop the use of outdoor space and discovery.
- Further develop planning to align with play-based theory, CfE benchmarks and skills progression.
- Develop observation techniques at the start of learning, during learning and at the end to inform planning and next steps.
- Develop parent/carers understanding of a play-based approach.
- Ensure high quality learning, teaching & assessment experiences in Play through Quality Assurance approaches.
- Extend Funky Forest experiences across the school.
- Continue to lead strategic direction of the development of skills and experiences in ELC through SLT and Practitioner audit of zones (RAG).

School Priority 1: Raise attainment in Literacy & Numeracy through delivery of high-quality learning experiences for all.

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment

Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)

1.3 Leadership of change

2.2 Curriculum

2.3 Learning, teaching and assessment

Strategy

What did we set out to do?

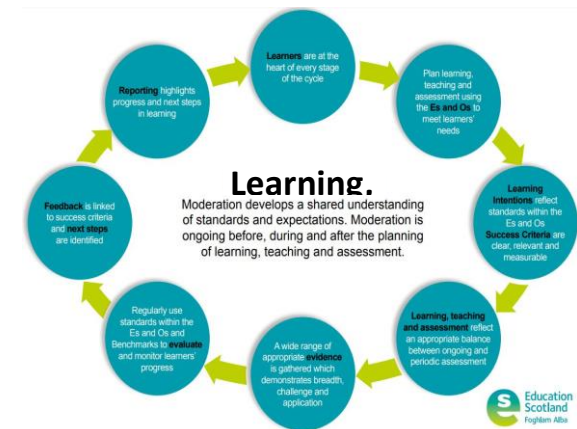
- Further develop a shared and deeper understanding of each element of the learning, teaching and assessment cycle and the development of high-quality assessment.

Progress and Impact

What difference did we see? What did we achieve?

4- Good - important strengths with some areas for improvement

- All teaching staff have an increased awareness of the learning, teaching and assessment cycle.
- RAG self-evaluation of learning, teaching and assessment cycle has enabled teaching staff to identify collective strengths and develop next steps.
- All teaching staff use a consistent approach to high quality standardised assessment and use these to triangulate evidence of achievement of levels and next steps in planning, teaching and assessment.



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

- Use RAG to identify next steps for School Improvement planning next session. Where appropriate, feed these into other SIP priorities.
- Use West Partnership approaches to high quality assessment to moderate teacher professional judgement and assess pupil assessment of skills across the curriculum.
- Increase pupil voice in range of learning & teaching experiences.

School Priority 2: Ensuring wellbeing and inclusion through a learning environment and support framework responsive to the need of all learners.

NIF Priority (select from drop down menus)
Improvement in children and young people's health and wellbeing
NIF Driver
School and ELC improvement
Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)
1.2 Leadership of learning
2.4 Personalised support
3.1 Ensuring wellbeing, equality and inclusion

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

- Further embed B Squared tracking & monitoring systems in ASN provision and use this to inform both daily planning for learning and teaching and longer-term targets and assessment of progress.
- Further develop sensory approaches to support learners with complex needs in school & ELC.
- Further use Augmentative and Alternative Communication (AAC) methods to ensure every child has a voice in all areas of their learning and they are confident to share their voice using their preferred method.

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

4- Good - important strengths with some areas for improvement

- All teaching staff within the ASN classes have a deeper understanding of the functions and benefits of B Squared tracking and monitoring.
- Pupil progress is now tracked periodically within our ASN classes through B Squared Milestones and/or Steps to Excellence.
- B Squared tracking and monitoring is used as a main focus as part of planning meetings.
- 'Class on a page' reflects progress made within supported classes.
- Audit of sensory resources and through pupil and staff consultation identified where additional funding would benefit most. A soft playroom has been created to give pupils sensory/self-regulation experiences as part of daily planning in some classes and for individuals as part of personalised planning. The impact has been a reduction in distressed behaviours in both mainstream and supported classes and has impacted positively in supporting transitions for a few pupils.
- Staff in both mainstream and ASN classes have used high- and low-tech devices to support pupils (including Big Mac, Go Talk board, Read & Write Tool). This has increased pupil voice for some pupils with limited language. Read & Write tool/typing has supported learning with Literacy difficulties. The impact is measured through Literacy Consultation Toolkit & staged intervention planning.

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

- Streamline planning, teaching and assessment to ensure planning reflects the B Squared benchmarks. This will be developed in collaboration with school with the Learning Community.
- Further raise awareness of AAC across the wider school.
- Further support staff development in meeting the complex needs of some learners through 'Attention Autism'

School Priority 2: Ensuring wellbeing and inclusion through a learning environment and support framework responsive to the need of all learners.

NIF Priority (select from drop down menus)
 Improvement in children and young people's health and wellbeing
NIF Driver
 Curriculum and assessment
 Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)
 1.3 Leadership of change
 2.2 Curriculum
 2.3 Learning, teaching and assessment

Strategy

What did we set out to do?

- Develop practical coping skills to manage emotional wellbeing through Bounce Back programme with Primary 4 & 5.



Progress and Impact

What difference did we see? What did we achieve?

3- Satisfactory strengths within this aspect of the service's work just outweigh the weaknesses

- All 16 pupils who took part in the programme reported an increase in their confidence, with 93% reporting an increased ability to cope better with difficult/stressful situations. 93% reported they would now when to ask for help, with 87% recognising who to ask for help. Feedback on what they gained included: "breathing techniques" and "meditation". Good practice and successful strategies from the Bounce Back project will now be incorporated into our school approaches through Emotion Works and Staged Intervention planning.

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

- Incorporate some strategies noted as having a positive impact into future Emotion Works & Nurture planning.

School Priority 3: Provide greater opportunity for developing skills for learning, life and work.

NIF Priority (select from drop down menus)

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

NIF Driver

School and ELC improvement

School Improvement

HGIOS?4 QIs (select from drop down menus)

1.3 Leadership of change

2.7 Partnerships

3.3 Increasing creativity and employability

Strategy

What did we set out to do?

- Develop skills and knowledge of sustainability and the role learners have to play in climate change through STEM in the primary & ELC.

- Introduce SLC Key Skills Framework: Supporting Skills development (launched in February 2023) in P5-7, using this to enable learners to set and track individual skill development.
- Further develop life skills and communication through snack provision.

Progress and Impact

What difference did we see? What did we achieve?

4- Good - important strengths with some areas for improvement

- Partnership working has been further developed, with WOW focus weeks, Siemens Mobility and The Clyde Bridge Project leading STEM focus days across the school. This has resulted in pupils having a greater awareness of local developments and employment.
- Senior teacher and ELC practitioner embarked on STEM professional learning as STEM ambassador. Principles of STEM have been cascaded to teachers.
- New resources have been purchased to provide further STEM opportunities resulting in pupils in mainstream experiencing further STEM learning opportunities.
- Almost all learners within the three identified classes are beginning to develop their understanding of the key skills needed when developing skills for work through SLC Skills Framework. Teachers within these classes make meaningful links to the sub-skills through different curricular areas. Pupils are at the beginning stages of using the associated vocabulary.
- Successful funding application has enabled all pupils to experience daily nutritious snack. As part of this, pupils are developing skills for life and becoming more responsible citizens.



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

- Further develop whole school approach to Play based learning in Early, First & Second level.
- Eco Plan to incorporate climate change priorities.
- SLC Skills framework to be rolled out across all classes, with links made to Play-based learning in the Early Years.
- Continue with free provision of snack for all pupils, build on food preparation skills. Continue to review and reflect on food choices in consultation with pupils – as part of maintenance agenda.

National priority: How we are ensuring Excellence and Equity?

NIF Priority (select from drop down menus)

Placing the human rights and needs of every child and young person at the centre of education

NIF Driver

School and ELC leadership

Parental engagement

HGIOS?4 QIs (select from drop down menus)

1.5 Management of resources to promote equity

2.5 Family learning

2.7 Partnerships

Strategy

What did we set out to do?

- By June 2023, all stakeholders will have the opportunity to review the school's position on the cost of the school day. The school Position Statement will be reviewed with CoSD policy created.
- By June 2023, there will be further raised awareness of current supports as YFCL and Welcome All Hub will share signposts to financial, adult learning, health and wellbeing support through creation of new community newsletter
- By June 2023, at least 10 identified learners across P2-7 will have an attendance of 90% (current baseline for these pupils is 83.9%)
- By June 2023, all pupils targeted for individual/small group support will have improved wellbeing; their barriers to learning will have reduced.
- By June 2023, at least 3 identified learners will be achieving within their expected age-range for Numeracy and Mathematics, with the gap improving for the remaining learners.
- By June 2023, 6/8 families within the identified group will attend the family learning opportunities and will know how to support their children in early level Literacy skills.
- Participatory Budget (PB) will continue to empower stakeholders to make decisions around budgeting for the benefit of all.

Progress and Impact

What difference did we see? What did we achieve?

4- Good - important strengths with some areas for improvement

- CoSD consultation with pupils, parents and staff with CoSD policy created.
- Launch of 'community' newsletter with four issues throughout the session, signposting families to local supports.
- There has been a strong focus whole school approach to attendance, in addition, with a focus on an identified cohort. Within this group, 42% have improved their attendance from June 2022 to June 2023 with a further 17% remaining the same. 33% of the cohort attendance is now >90%. Improvements in attendance for the group ranged from a 3% to 26% increase.
- Head Teacher attended national and local professional learning to keep abreast of legislation and current practice, for example, West Partnership 'Spotlight on Attendance'. This has impacted positively as there is a tighter focus on 'attendance' and raised awareness of expectations with families.
- Pupil attendance <90% is now tracked and monitored bi-weekly by Head Teacher.
- Introduction of November and March attendance focus months. 76% of cohort issued with attendance letters in November 2022, saw an improvement from November 2022 to March 2023. 46% made an improvement of 5-10%.
- Between March to June, improvements in attendance declined following reissue of attendance letters stating value added. 29% of cohort continued to make improvements. 58% of those whose attendance declined were impacted by holidays taken during term time.
- YFCL has supported families with barriers to learning, distressed behaviour in the home, managing routines with positive effect as parents have noted the individual support is beneficial.
- Senior leadership team and teachers make time to meet with parents/carers to discuss any difficulties with coming to school e.g. peer relationships/social media impacting on school.
- Head Teacher and YFCL work in partnership with school nurse to support health related barriers to learning.
- GIRFEC principles and UNCRC are at the heart of multi-agency planning to ensure that any barriers to good attendance are removed.
- Support sought out with authority to support non-attendance/extremely low-level attendance.
- Refer to counselling where appropriate to support individuals to reduce absences as a result of emotional wellbeing.
- Holidays within term time impact significantly attendance data.
- Boxall profiling, ASPs (including BASPs) & staged intervention planning has highlighted reduction in distressed behaviour for identified group.
- 80% of identified group of learners are now on track in Numeracy and Maths.
- Strong focus on early literacy parent workshops in term 1, led to all families engaging in home learning (story sacks).
- All stakeholders continue to be consulted on PB spend. There was zero cost to families to school excursions this session.

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

- YFCL and Head Teacher to meet fortnightly to discuss attendance data and discuss next steps on an individual basis with identified group for session 23/24.

- Further development of sharing of good practice with other schools of similar context regarding attendance.
- West Partnership toolkit to be used to provide further strategic direction with attendance.
- Individual attendance plans to be created in partnership with YFCL, school and family to drill down into barriers.
- Boxall profiles for identified pupils in session 23/24 will continue to support target setting and measure progress over time.
- Literacy & Numeracy interventions will measure progress of identified groups.

Carstairs Junction Primary School Attainment Over Time

- In our support classes, planning, tracking and monitoring systems have developed over the past two years with the introduction of B Squared to highlight and celebrate incremental steps and achieving developmental milestones.
- Attainment in Mainstream shows a varied picture over the past 4 years partly owing to Covid-19 pandemic. During this time, levels of engagement and our achievement of a level (Mainstream) were variable.
- There has been an upward trend in most cohorts on track in Literacy & Numeracy post pandemic.
- Attendance continues to impact on attainment for some families.
- Identification where interventions are required to support individual needs and small groups not on track is achieved through forward planning meetings, staged intervention and planned Literacy Consultation review. The introduction of Literacy Consultation in 2021/22 further strengthened target setting and review with positive impact of interventions evidenced within individual Literacy profiles.
- Focused interventions include, 5 Minute Literacy Box, Catch Up Reading, a bespoke Early Intervention Programme to meet individual/group needs, as well as Speech and Language focused intervention with targeted individuals. Interventions are led by teachers, support staff and support for learning teacher.
- Assisted technology is used at various stages to support learners in reading and writing across the curriculum.

Overall Quality of our Learners' Achievements Highlights of Session 2022/23

Further development of our ELC to Primary Transition Programme

Our Transition programme has been further extended and includes:

- Mini movers' sessions
- Paired reading training and implementation
- Side Kicks training and implementation
- Introduction of Stay & Play with Buddies in supported class



Mini Movers in action. Led by EY Team & YFCL



Side Kicks training led by our Active School Club Coordinator & YFCL



Our Paired Reading in action. Pupils were supported by our Support for Learning teacher & YFCL



Family Learning

It was heartening to add back into the calendar some of the well-established sessions (pre Covid) as well as introduce sessions as part of our School Improvement Plan. Sessions were well supported and included:

- Class showcases
- ELC Stay & Play
- ELC Outdoor Learning Family workshop

- Book bug sessions in ELC and Primary
- Early Literacy sessions in Primary

School & Community Fundraising Events

- Christmas show
- Daffodil Tea fundraising event
- Christmas raffle fundraising event
- Monteith Park Development Committee evening



Christmas nativity was a mix of live & digital performance ensuring an inclusive approach



Book bug session with our ELC learners and parents/carers

Community Links

As part of our skills for life, learning & work. We have made further use of our local area and community partnerships to develop essential life skills. Developments have included:

- STEM focus days with SIEMENS mobility
- World of Work Week utilising local businesses
- Clyde Bridge project visits, talks and STEM plans for session 23/24
- Creation of Community Orchard in partnership with South Lanarkshire Council



STEM focus day in full swing, creating a model village with vehicles.



Some of our pupils getting the orchard underway.



Partnership working with Clyde Bridge project, learning about bridges, the roles within the team and keeping safe near a site.

Real Life Experiences

In our ELC & Primary, we try to make best use of the area, local businesses and through visiting specialist to give our learners first hand experiences. Here is just a small sample below to highlight these:



Our Funky Forest is a great resource on our doorstep.



Getting curious in the Nursery



Barn Buddies helped us learn about looking after animal wellbeing & reflect on our own



Visiting specialist enhanced our learning