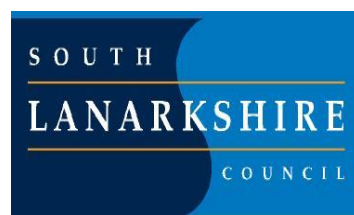
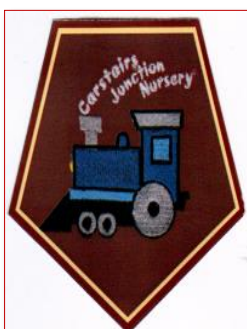


Carstairs Junction Primary School & ELC

Standards & Qualities Report 2023-24



Context of 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, Acting Depute Head Teacher and Acting Principal Teacher. Jill Armour has been Head teacher since November 2020, with Hannah Wilson-Seaton in post as Acting Depute Head Teacher and Sunita Nayyer, Acting Principal Teacher. The 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 has been working 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 and an interested Parent Forum who support the school in many ways including in fundraising.

We have further strengthened links within the local community through the Community Action Group, 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.

Review of SIP progress Session 2023-24

Priority 1

Further develop the school's rationale with a focus on on how well the school provides 'opportunities for personal achievement' and 'ethos and life of the school as a community'.

National Improvement Framework Key Priorities

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

SLC Priority

Improve Health and Wellbeing to enable children and families to flourish

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

National Improvement Framework Key Drivers

Parent/carer involvement and engagement
School and ELC improvement

SLC Stretch Aims

ACEL Primary – literacy – P1, P4 & P7 combined

HGIOS & HGIOELC 4 Quality Indicators

1.3 Leadership of change
1.5 Management of resources to promote equity
2.7 Partnerships

Next Steps:

Curriculum rationale will inform our curriculum planning. Further enable parents, carers and families to contribute to the life of the school. Further develop life skills.

Progress & Impact

Our reviewed school rationale reflects the views of all stakeholders, giving due consideration to the social, economic and cultural context of the local community. The rationale includes pupil and staff voice.

Teaching staff have developed a deeper understanding of supporting complex additional support needs through Attention Autism, resulting in improved concentration and interaction with all pupils in the initial phase, progressing from level one to level three.

There has been an increased focus on skills for life, learning & work through planned, real-life experiences in the local community and school grounds. For example, the Eco committee progressing with local orchard project priorities and senior pupils in mainstream and supported classes achieving John Muir Award accreditation. Opportunities to develop key life skills such as cookery and bike maintenance have also been achieved. These experiences have been led and planned in partnership with the YFCL team and Healthy Valleys. Skills related language is used through floor books as part of responsive planning and outdoor learning, with children having a raised awareness of some of the associated language.

Review of SIP progress Session 2023-24

Priority 2

Further develop learning intentions and success criteria across the school.

Raise attainment in writing with identified groups in P1-7.

In ELC, provide further opportunities for exposure to environmental print and a range of high-quality writing experiences in the playroom and outdoors.

National Improvement Framework Key Priorities

Improvement in attainment, particularly in literacy and numeracy.

SLC Priority

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

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

National Improvement Framework Key Drivers

Curriculum and assessment

SLC Stretch Aims

ACEL Primary – literacy – P1, P4 & P7 combined

HGIOS & HGIOELC 4 Quality Indicators

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress

Next Steps:

Whole school engagement in Improving our Schools.
High quality learning and teaching across the school will be progressive and consistent in Literacy and Numeracy. Policies will be updated to reflect current practice.

Progress & Impact

All teachers have an increased understanding of the learning, teaching and assessment cycle. There has been a strong focus on learning intentions and success criteria with the purpose of learning is clear in almost all writing lessons

Digital technology is used effectively in most classes to support teaching and learning in writing.

Within the identified cohort, all pupils either maintained or improved levels of engagement in writing. Digital technology is used proactively to reduce barriers to learning.

All classes are now exposed to a diverse range of vocabulary through 'Reading Schools' with all classes exposed to increased opportunities for reading for pleasure. All classes make greater use of different texts to motivate and engage learners.

Augmentative and Alternative communication strategies are used effectively to support learners in supported classes. As a result, learners with complex needs demonstrate increased levels of interaction and engagement.

Literacy/Writing opportunities in our ELC have been further progressed through our continuous provision, with an enhancement of Literacy materials in the playroom and outdoors. We are beginning to make greater use of data to further challenge learners through early Literacy skills.

Review of SIP progress Session 2023-24

Priority 3

Further raise awareness of Play pedagogy across the school and with families.

Develop creative and problem- solving skills through the use of outdoor space and discovery.

Pupil progress and skills progression to be tracked and monitored through play experiences.

National Improvement Framework Key Priorities

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

SLC Priority

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

National Improvement Framework Key Drivers

School and ELC leadership
Curriculum and assessment

SLC Stretch Aims

ACEL Primary – Numeracy – P1, P4 & P7 combined

ACEL Primary – literacy – P1, P4 & P7 combined

HGIOS & HGIOELC 4 Quality Indicators

- 1.3 Leadership of change
- 2.2 Curriculum
- 3.3 Increasing creativity and employability
- 3.3 Developing creativity and skills for life and

Next Steps:

Consistent approach to planning, with floor books evidencing the learning.

Develop a whole school approach to Learning for Sustainability.

Progress & Impact

Skilled practitioners take account of national and local guidance and wider research and literature to ensure effective play pedagogy is reflective of the context of each class. This is evident in Early/beginning of First level and in supported classes. Opportunities for multi-stage progression are developing through loose parts play with ELC, mainstream and supported Early years classes. Most support staff and teachers within these classes are beginning to develop their practice around observation and children's play.

All classes have developed creativity and problem- solving skills through the use of outdoor space and discovery.

Pupil skills have been developed through play experiences both indoors and outdoors. Skills are identified through floor book planning. Most learners have a raised awareness of skills related vocabulary. Implementation of play-based planners & observations is evident in supported classes and early years.

STEM audit has been completed with enhanced STEM resources across ELC and Primary. Staff are beginning to make use of STEM resources. RAISE planners are beginning to be used in all classes.

All classes have Forest Schools experiences and developed their understanding of their place in looking after nature and the environment.

Review of Interventions towards closing the poverty-related attainment gap 2023-24

Attendance

The Youth Family Community Learning (YFCL) officer works on Wednesdays and alternate Tuesdays at Carstairs Junction through Pupil Equity Funding to support with a number of improvement plan priorities, including improving attendance. Successful interventions included fortnightly tracking and monitoring of attendance and use of Attendance logs to track and monitor the impact of strategies and supports. The majority of the identified group improved their overall attendance in comparison to session 2022/23 with this group increasing in attendance between 3-7%. Our Youth Family Community Learning Officer will continue to support raising attendance in session 2024/25.

Family engagement

Early Literacy parent workshops supported families in supporting their children at home. Parents identified key skills learned which impacted positively on supporting with home learning.

Early Literacy

Primary 1 & Primary 2 learners have raised attainment in phonological awareness and oral literacy through the Nuffield Early Literacy Intervention programme. For most, improvements ranged from an increased percentile of between 35-57%.

Numeracy

Maths Recovery professional learning has been undertaken by all teaching staff and is impacting positively on teaching and learning in numeracy across the school. ELC are beginning to use Maths Recovery strategies to provide breadth and depth of learning.

Cost of the School Day

The 'Cost of the School Day' policy was created collegiately with all stakeholders and has been shared with the school community. It remains a key priority to ensure that children and our families are not presented with barriers to learning related to poverty. Staff know the families very well and sensitively support those requiring additional support such as through the Greggs Hardship Fund. The school actively seeks external funding throughout the session to reduce costs to parents and provide equitable learning experiences for all. Funding has been achieved through Western Recreation, Tesco Stronger Starts, Renewable Energy Funding resulting in purchasing bikes and outdoor learning supplies. The school has actively sought and secured free family engagement opportunities such as Fakeaway Cookery and Pedal Pals Bike Maintenance.

