



Canberra Primary
School & Nursery
Class Standards &
Qualities Report

2020-21

Our School

Canberra Primary School is situated in the town of East Kilbride. The current roll is 211 children in 7 classes and a nursery class. The local area is a mixture of social and privately owned houses. Access to transport is very good and there are a wide range of facilities available to the local community. The new school building was opened in 2011 and provides a very modern and effective learning environment.

Our school vision was developed by the whole school community and permeates Canberra life:

Nurturing, Inspiring, Striving and Working Together at Canberra and Beyond

Our aims were developed to achieve our vision:

To promote a culture of hard work, dedication and strength of character

To create an innovative and flexible learning environment that encourages achievement for all

To encourage a school community where everyone feels they belong and no-one is left out

To ensure that we all have the confidence and skills to maximise our potential

Our values underpin our vision and aims and are promoted through our relationships and within our curriculum.

Respect, Honesty, Belonging, Inclusion, Safety and Happiness.

Our Learning Community

We are part of Duncanrig Learning Community; a strong community who work closely at all levels to drive improvement. Our children benefit from our strong link with Duncanrig Secondary, through sporting events and P7 transition.

Key Successes

- Our nursery received 4 Very Good Gradings from the Care Inspectorate in December 2021
- We trained staff in Nurture and opened our Nurture Room
- Our reported P1, P4 & P7 attainment levels remain above the SLC average for all aspects of literacy and numeracy
- Further training in play based learning has enhanced our provision and had a positive impact on engagement

Main Challenges

- Covid negatively impacted on the mental and emotional wellbeing of a number of children
- Opportunities for our families to engage in person with school and nursery were limited by Covid
- Our poverty related attainment gap has widened in almost all classes

Opportunities

- Close the poverty related attainment gap using data and targeted interventions
- Further develop nurture to support children with mental and emotional wellbeing difficulties
- Extend play based approaches to P5
- Showcase our good practice in ELC and play based approaches

Review of progress for session Aug 2021- June 2022

School priority 1: Continuity of Learning	
<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> School leadership</p>	<p><u>HGIOS?4 QIs</u> 1.2 Leadership of learning 2.2 Curriculum 1.3 3.2 Raising attainment and achievement</p>
<p><u>Rationale</u></p> <p>World events caused us to reassess our curriculum in terms of how it addresses learners' entitlements to equality, diversity and social justice. This builds on our high quality pupil participation in school decision making through our House system, pupil improvement plan and committee programmes of development. The aim was to deepen engagement by ensuring that all children consider that the curriculum offered is relevant and inclusive of them.</p> <p>Analysis of the quality of work completed by children during remote learning revealed that it was lower for many children than would normally be expected. Conversations with children during Google Meet sessions and in the Hub revealed that the previous work on the learning attribute of having a Growth Mindset was not transferring to remote learning, particularly in the area of numeracy and mathematics. A need therefore to further strengthen children's conviction of themselves as learners has become evident.</p> <p>Very effective engagement tracking by staff and corresponding interventions was evident prior to Covid 19. A lack of pupil involvement was notable however and this may have influenced engagement levels during remote learning as children didn't have the appropriate language to describe their engagement. Analysis of the quality of engagement during Lockdown also revealed that whilst children logged on and completed tasks their engagement was often passive rather than active. There is an opportunity for the school therefore to design a system that children and staff understand and can use effectively to ensure that all children understand the importance of engagement and improvements in engagement for individuals can continue to be sustained.</p> <p>The National Lockdowns during March-June 2020 & January-March 2021 resulted in staff developing new IT skills and resources, which they used very effectively to motivate children and to deliver high quality learning experiences during remote learning. There is a need however to ensure that this good practice is harnessed to provide ongoing motivation and high quality learning and teaching within the classroom setting. The Digital Schools Award audit was completed by Canberra in 2019 and will provide a useful vehicle to drive forward ongoing training and implementation of IT skills for learning and teaching.</p> <p><i>SSERC – Learning Community</i> Primary Cluster Programme in STEM (started last session) Need to improve confidence and expertise in delivering STEM subjects Aspects of pedagogy identified in previous improvement plans were either not implemented or in the case of play, evaluated and appropriate changes made, due to Covid-19. These aspects will be a focus for next session.</p>	

Progress and Impact

Equality, diversity & social justice

Our plan to review the schools processes and resources for equality, diversity and social justice has been introduced to staff but remains at the early stages and as a result is not yet demonstrating impact. This remains an important focus for the school and will be taken forward in the new session.

Growth Mindset

Growth Mindset was reintroduced to children through a focused assembly and the principles were communicated to parents. This was then rolled out to classes with classroom displays being referred to and the language of Growth Mindset being used consistently by staff. Further reinforcement is evident through corridor and Nurture Room displays and regular discussion at assembly. As a result there is evidence of very good resilience and a positive attitude to learning with almost all children (92%) tracking as engaging in their learning, leading to raised attainment in literacy and numeracy.

Engagement

Children and staff created their definition of good engagement and this was developed into a poster which is displayed in all classes and is referred to when engagement is discussed and tracked. Consistent approaches to the description and understanding of engagement has ensured that all staff have a clear understanding of what engagement looks like and can use the aspects to track and support children in the classroom with the result that almost all children (92%) engage in learning effectively.

IT/Technology

There is some evidence of skills learned during remote learning continuing to be used in classrooms and in the nursery. The majority of staff have incorporated elements of IT skills and apps into their day-to-day teaching. Google classroom is used by almost all teaching staff for planning, homework and sharing resources/tasks with pupils. As a result, some key skills have continued to be developed and utilised. However, the use of video lessons (already created) has not been utilised extensively to aid learning and teaching within the school or nursery due to the time required to repurpose these in a meaningful way. IT continues to be an area for development.

SSERC/STEM

There has been little evidence of impact across the school as the programme delivery was hampered by the inability of staff to get together to discuss their learning and the need to deliver training to the Learning Community through online rather than hands on methods. There is however strong evidence of impact on the science curriculum, children's engagement and the knowledge of some staff members in the nursery due to the member of staff trained by SSERC being based in the nursery. Regular opportunities to explore aspects of science both through planned learning experiences and continuous provision were evident thereby developing both interest and knowledge about science in the children. A widening of the curriculum to include science and STEM is necessary as we move into the next stage of recovery.

Pedagogy

Numeracy

An overview was given to staff this session and it allowed the staff to make the connections between Mathematical Mindsets, Growth Mindsets and the work that we are already doing with our children on Heinemann Active Maths. Staff were able to see the natural links between a Mathematical Mindsets approach and Heinemann Active Maths. Children are able through their work on Heinemann Active Maths and their co-constructed success criteria to make the natural links in maths which supports their new learning and their mindset.

Staff revisited the Numicon resources at a CAT session. Resources are used in the infant classes to compliment HAM. Staff do not feel confident in applying the resource and feel that HAM is fit for purpose. To implement Numicon fully would take a massive amount of planning and preparation across all stages but from our perspective priority should be given to HAM.

Questioning, Higher Order Thinking Skills, Effective Feedback

All staff engaged in exploring higher order thinking and effective feedback and reference materials based on this exploration were developed. There is some evidence of impact however a renewed focus is required to embed the planned use of questioning and feedback to ensure a consistently high impact on attainment.

Next Step(s) to inform SIP for 2022/2023:

- Racism knowledge and understanding rolled out to all stakeholders
- IDL topics have an element of social justice built in
- Equality audit of resources by Pupil Council
- Growth Mindset club for identified children
- Children P1-7 involved in tracking their engagement in learning
- Digital schools award to be carried forward
- Update of IT technologies programme
- Staff continue to develop IT skills
- Staff refresh of Google apps
- Science/STEM development across the school (curriculum/delivery/resourcing)
- Maths recovery training and rollout

School priority 2: Promote the positive health and wellbeing of children & young people, parents/carers and staff

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School Improvement

Teacher professionalism

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.2 Curriculum

Rationale

The effects of Covid on wellbeing and resilience became apparent as children returned to school, with a small number of children finding it particularly challenging to return. A three pronged plan was therefore required.

Attachment training and information sharing

The school undertook attachment training Part 1 in 2020 providing an opportunity for deeper understanding about attachment issues and how to identify them in children. Part 2 however hadn't been completed and we needed to ensure that parents/carers were informed about attachment theory and its implications for them at home.

Development of nurture

The school had identified children who would benefit from nurture support and trained staff to deliver a nurture experience. Due to Covid however, the nurture room hadn't been developed and staff didn't have the opportunity to put their learning into practice in order to support individual children.

Emotional literacy and resilience

A whole school programme for teaching emotional literacy and resilience was required to ensure consistency of approach. Children needed to have the appropriate vocabulary and skills to identify and manage their emotions effectively. A comprehensive programme, which uses a shared language and progressive skills development, will promote this. The existing Sexual health and relationships programme has been replaced and the new RSHP should complement the work on emotional literacy. Staff required to familiarise themselves with this programme to ensure that it is effectively delivered.

Progress and Impact

Attachment training

All staff were trained in attachment during in-service in August which further enhanced the child-centred approach to supporting the needs of children in both the nursery and school. As a result all children in nursery and almost all children (92%) in the school demonstrated consistently high levels of engagement. The few (2%) of children who continue to demonstrate distress and to find attending school challenging have clear plans in place developed in conjunction with the Educational Psychologist, parents and child. Ongoing information requires to be provided for parents/carers, especially as new cohorts join the nursery/school to help them understand the importance of attachment and how they can foster this at home. The same can be said for staff to ensure that a strong understanding of the principles of attachment are at the forefront of their practice.

Development of Nurture provision

Our nurture provision is in its infancy with a small group of Primary 2 children participating in nurture experiences in the final term. There is strong evidence of impact with most (80%) of the group demonstrating enhanced resilience and the ability to interact positively with their peers. Whether these skills are retained over the summer break is still to be noted and a continuation of support will follow them into Primary 3. Staff confidence in delivering targeted nurture provision is growing however they require further support to evaluate children's progress using tools such as the Boxall profile and to widen their experience and knowledge of the day to day running of effective nurture groups.

Emotional literacy and resilience

A consistent approach to the delivery of emotional literacy is now evident and a shared language to discuss children's emotions and ways to manage them is showing some evidence of impact, with children referring to strategies and having a wider knowledge of their emotions. We are however at the early stages of implementing the PATHS approach and it will require review and continued reinforcement as children progress through the school to embed the shared language and approaches introduced. Many aspects of the RSHP programme can be integrated into the programme moving forward. It has become evident however that the RSHP programme at 2nd level explores aspects of sexual intercourse and sexuality that go further than that previously delivered and parents/carers have expressed concerns about this. It will be necessary therefore to consult with parents about the RSHP programme at 2nd level before delivery in 2022-23.

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Next Step(s) to inform SIP for 2022/2023:

- Annual attachment and nurture training for staff (specific and general)
- Further information sharing regarding attachment and nurture for parents/carers
- Further training for staff delivering focused nurture provision
- Further development of the nurture room
- Review of PATHS delivery by nursery staff
- RSHP 2nd level consultation

National priority: How we are ensuring Excellence and Equity?

Strategy and impact

Our strategy aims to raise attainment for all children, whilst ensuring that the gap between the least and most advantaged children is closed. This requires a focus on participation, engagement, exclusion, attendance and attainment. We recognise that Covid 19 has had an unprecedented negative impact on both the wellbeing of our children and their attainment.

Participation

As soon as practicable we re-introduced opportunities for children to engage in activities which widen the curriculum. Primary 6 children have been given the opportunity to lead clubs during the school day with school staff an Active Sports Leaders providing opportunities for children in all classes to participate in sport or creative activities. Most children participated in at least one activity and the intention is to further widen these opportunities to ensure that all children can participate in session 2022-23.

Engagement

We have a robust system in place for monitoring and supporting engagement in the school and nursery. This session children and staff created their definition of good engagement and this was developed into a poster which is displayed in all classes and is referred to when engagement is discussed and tracked. Consistent approaches to the description and understanding of engagement has ensured that all staff have a clear understanding of what engagement looks like and can use the aspects to track and support children in the classroom with the result that almost all children in P1-7 (92%) engage in learning effectively. Engagement is tracked 3 times a year and teaching staff engage in focused observations of pupil engagement with action plans created and supports put in place for those children not engaging effectively. Children will be more actively participants in tracking their own engagement in 2022-23. A few (11%) of children who displayed emotional distress on return to school which initially impacted in their ability to engage, including attending class, benefitted from mentoring support (from chaplaincy team), small group emotions support, Specialist Support Teacher intervention e.g. Lego nurture or 1-1 pastoral support from SMT which has ensured that all of these children are now engaging in learning in a positive manner. A few children (6%) attended nurture group to help them develop the emotional resilience they require to have strong friendships, relationships and the ability to engage even when things aren't going as well as they would like. Most (80%) now demonstrate enhanced resilience and the ability to interact positively with their peers. A few children (3%) display extreme ongoing emotional difficulties which result in them regularly disengaging from learning either in school or by refusing to attend school. These children are supported through specific plans, interventions e.g. Barnardo's, Educational Psychologist involvement, 1-1 support assistant and targeted pastoral support from SMT.

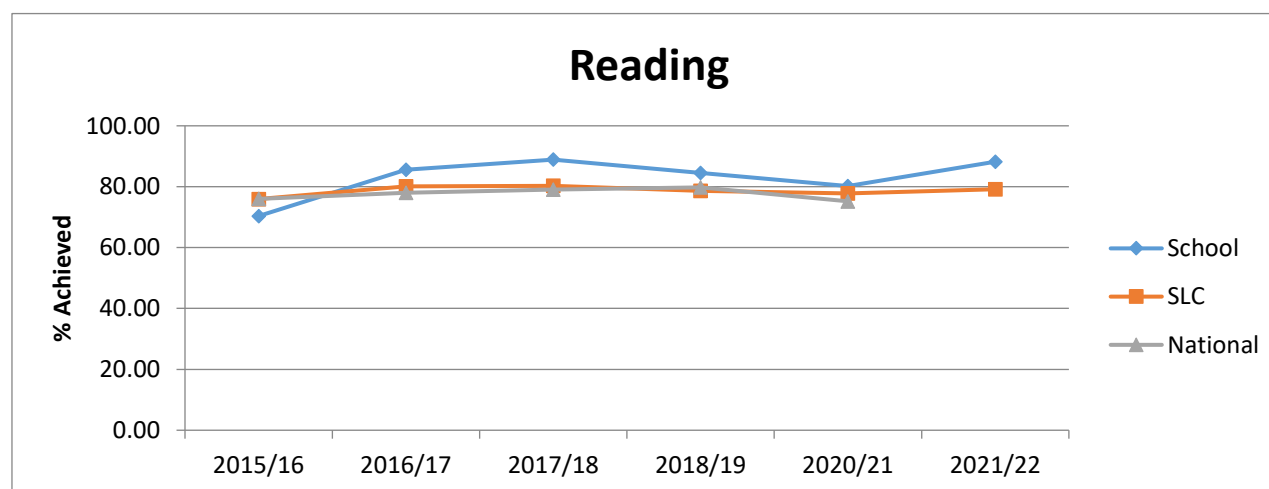
Attendance and Exclusion

Our total attendance remains significantly higher than the SLC average however the attendance of children in SIMD 1&2 + FSM is lower than the SLC average. We inform parent/carers of their child's attendance monthly and support them to ensure that their child is attending. There remains however a small group of children who either are in significant distress (as noted above) or whose parents/carers won't engage. Support for these children and families to improve attendance will be a priority in 2022-23. There has been no exclusions in 2021-22 and this is due to the strong focus on supporting the emotional needs of individual children and working closely with their families.

Attainment

Our attainment over time from 2015/16-2021/22 is illustrated below.

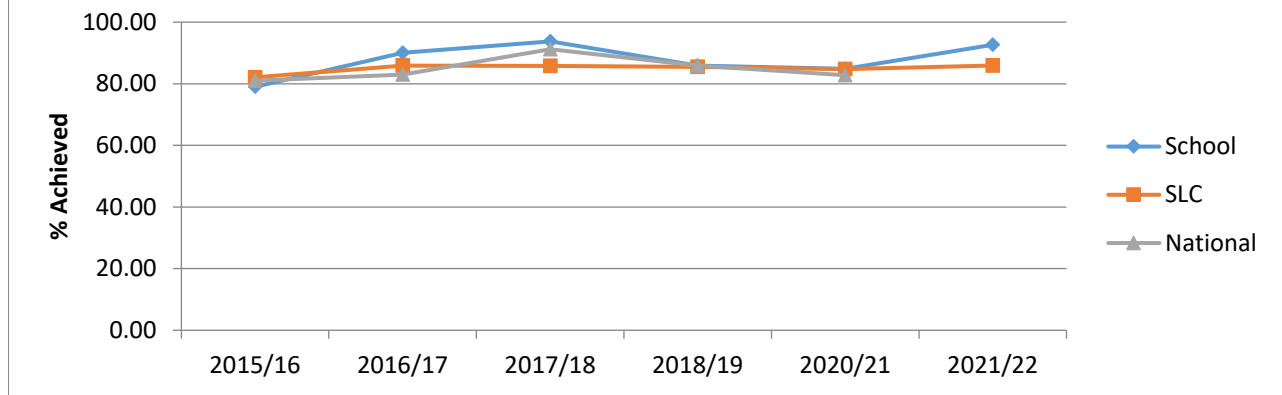
Attainment is consistently on par with and *frequently above* both SLC and National levels for all aspects of literacy and numeracy. It is striking to note the impact of Covid on attainment. Canberra's attainment fell to levels equivalent to both SLC and National data during this period but are now exceeding them again in 2021-22, demonstrating the added value that the teaching and learning experiences offered at Canberra make.



Reading attainment over time

Reading attainment dipped during Covid as many of the interventions used to support individual and group learning in reading were unable to be put into place. The difficulties of home learning also had a negative impact despite the efforts of families and staff. The 2021-22 figures show an improving picture and are sitting at pre-Covid % of 88.24%.

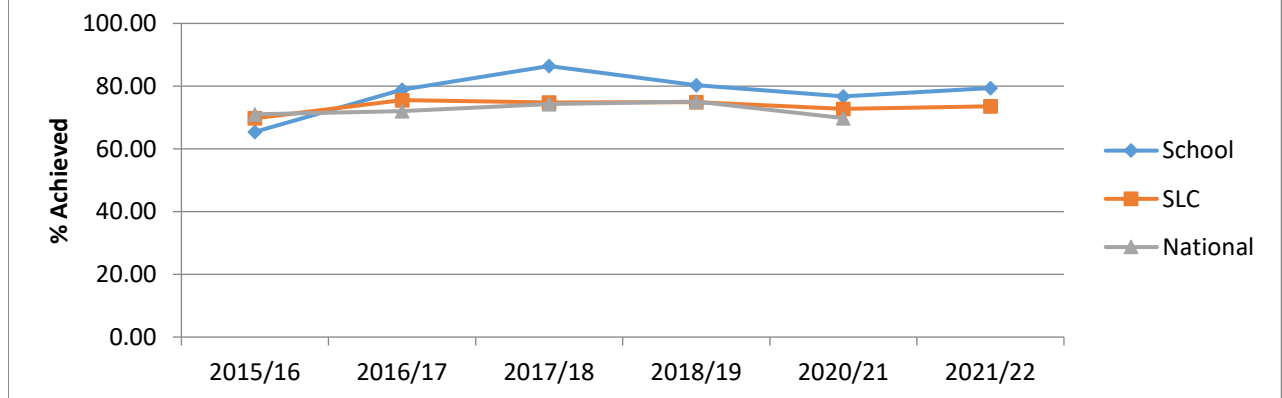
Listening & Talking



Listening & Talking attainment over time

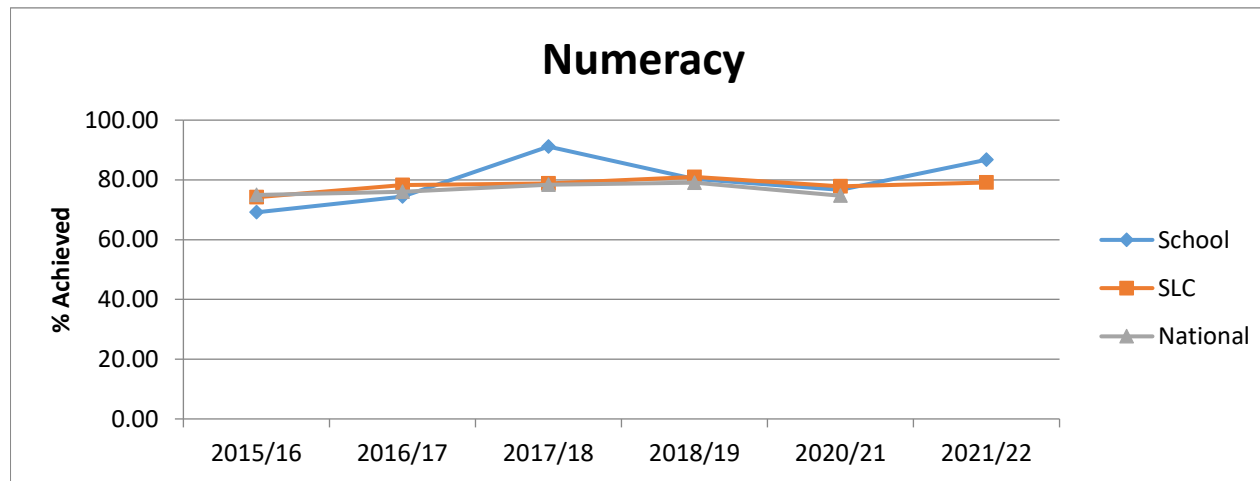
Listening & Talking attainment dipped prior to and during Covid. This was in part as a result of improved confidence in making professional judgements (2018-19) and the impact of Covid on the volume and frequency of high quality L&T experiences. The 2021-22 figures show an improving picture and are now above pre-Covid % at 92.65%.

Writing



Writing attainment over time

Writing attainment dipped during Covid due to the difficulty in teaching writing remotely and inconsistent application of the new writing programme which began rollout in 2018. The 2021-22 figures show an improving picture and are now at pre-Covid %, however remain lower than the other literacy organisers sitting at 79.41%. Writing is an SLC, LC & school focus in 2022-23.



Numeracy attainment over time

Numeracy attainment dipped during Covid due to the challenges caused by the difficulties that children experienced in engaging in numeracy teaching through pre-recorded videos and then applying this to follow up learning experiences. The 2021-22 figures show an improving picture and are now at pre-Covid % at 86.76%.

Closing the poverty related attainment gap

The gap between the least and most advantaged children has widened significantly in all aspects of literacy and numeracy (2020-21 data). Prior to Covid 19 the gap in reading, writing and numeracy had closed and the gap in listening and talking was greatly reduced. There is some impact from the needs of the cohorts used in the data gathering being different however this is far from the full picture. P2-4 children were disproportionately affected by the impact of Lockdown on the development of early skills. 59% of the children in receipt of FME are within this group with 27% of them being on staged intervention. All 3% of children (as noted above) who exhibit extremely distressed behaviour are in receipt of FSM and make up 14% of the children on FSM in P5-7.

A continued and targeted focus on identifying and addressing gaps in knowledge and understanding is therefore required to ensure a return to the previous trend of the poverty related attainment gap closing/being closed. Given the challenges of the past 2 years and the needs of the children, this will be a steady process which is likely to take some time for some children.

Interventions in place through PEF funding

- Teacher additionality
- Barnardo's
- Nurture development
- Play pedagogy development

Participatory budgeting

The community agreed that a wellbeing garden would be the priority for the participatory budgeting allocation. This would encourage all children into nature and provide a calming environment which would be of benefit to children's wellbeing. Unfortunately the challenge of iproc resulted in the garden not being developed. This will carry forward into session 2022-23.

Next Step(s) to inform SIP for 2022/2023:

- Annual attachment and nurture training for staff (specific and general)
- Further information sharing regarding attachment and nurture for parents/carers
- Further training for staff delivering focused nurture provision
- Further development of the nurture room
- Children P1-7 involved in tracking their engagement in learning and developing an action plan to support them
- Focus on attendance – good practice sought from SLC and beyond
- Wellbeing garden development (Participatory budgeting)

The National Context for Education

The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

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

Improvement in children and young people's health and wellbeing

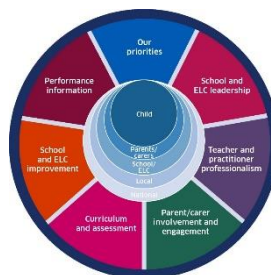
Closing the attainment gap between the most and least disadvantaged children and young people

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

Improvement in attainment, particularly in literacy and numeracy.

Key drivers of improvement have also been identified, these are:

- School and ELC leadership.
- Teacher and practitioner professionalism.
- Parent/carer involvement and engagement.
- Curriculum and assessment
- School and ELC improvement.
- Performance information.



South Lanarkshire Council's overall vision is to "improve the quality of life of everyone in South Lanarkshire Council."

Education Resources' key purpose is to:

"Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities"

The priorities relating to this are:

- Deliver high-quality early learning and childcare to give our children the best educational start
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP.)