



Lanark Primary School & ELC

Standards and Quality Report 2021-2022



Context of the Lanark Primary School & ELC

Lanark Primary School is set in the Burgh of Lanark within the rural area of Clydesdale. It is a non-denominational school with 264 pupils and an Early Learning and Childcare service for 3-5 year olds with a capacity for 32 full time (1140 hours) learners. During Session 2019-20 we provided both 1140- and 600-hour placements. In Session 2020-21, we moved to an ELC that provides fully funded 1140- hours for 3-5 year olds. 31% 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).

Our school rebuild was completed in November 2013 and has a varied catchment area which draws from a mix of private and council housing. The school is set in beautiful grounds with its own forest and gardens which are used to deliver outdoor education and woodland play. The school currently has four Forest School trained teachers who work alongside staff to deliver a creative outdoor curriculum throughout the school. The school has one shared play area, outdoor covered areas and each class has its own outdoor learning space.

There are many extra facilities such as an outdoor stage, gardens and multi - purpose games arena.

The management team is made up of the Head Teacher, Depute Head Teacher and Principal Teacher. There are ten classes with a total of thirteen teachers, one of which provides additional support as part of our "Covid- Recovery" planning. Our ELC Staff Team is made up of an Early Years Team Leader, six Early Years Practitioners (four of whom are part-time) and a part-time Early Years Support Assistant. Over the session, our staffing has been stable although as with so many establishments, has been affected throughout the session with absences due to Covid-19.



Vision, Values & Aims

At Lanark Primary School and ELC, learning is at the heart of all we do. We strive to provide rich learning experiences that build confidence and self-belief. We foster a 'can do' attitude which enables everyone to reach their full potential. We work in strong partnership with our parents and the wider community to ensure that we feel safe, included and valued within our school community...and beyond.



Our Aims

These are:

- to have a clear focus on learning and teaching
- to provide high quality teaching of core skills (e.g. Literacy, Numeracy, HWB)
- to provide real contexts for learning, including outdoor learning, and link learning to support pupils' understanding of the world around them
- to develop the key personal qualities of resilience, perseverance, and a positive attitude to learning (being 'ready to learn')
- to encourage skills for life, learning and work

Our Motto

'Learning Together, Growing Together'

This reflects our continuous journey of improvement as well as our endeavour to support individual growth in ALL our learners.



Review of progress for session Aug 2021- June 2022

At Lanark Primary School and ELC, we will focus on three main areas to support our recovery and improvement planning in 2021-22- Continuity of Learning, Health & Wellbeing and Equity.



Lanark Primary School & ELC

Learning Together, Growing Together



3

Equity



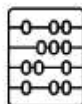
Effective strategies are in place which will improve attainment and achievement for children and young people facing challenges.

1

Continuity of Learning

Decisions are grounded in our commitment to securing children's rights, wellbeing and learning.

- ✓ Further develop skills for life, learning & work which includes experiences in Technology
- ✓ Outdoor Learning, Health & Wellbeing, Youth Learning and Growth Mindset will feature in order to further increase positive engagement.
- ✓ Professional learning will be undertaken by teachers to support the delivery of Writing
- ✓ ICT will be used to enhanced learning and teaching of writing.
- ✓ Our Phonics/Spelling Programme will be updated
- ✓ We will undertake Reading Schools Accreditation including implementing 'Everyone Reading for Enjoyment' ERIC time.
- ✓ Use of practical materials and active learning approaches will be used to support progress in Numeracy.
- ✓ A Fractions, Decimals & Percentages progression planner will be created to support progress in this area.



2

Health & Wellbeing

Our approach to ensuring the wellbeing of all children and young people and their families, will improve outcomes for children, young people and their families.

- ✓ Introduce a whole ELC/school approach to Emotional Wellbeing- using Emotion Works.
- ✓ Continue to use a range of 1:1 interventions to support learners e.g. Lego Nurture/ GUAB/ Counselling Services/ Talk & Draw /Psychological Services.
- ✓ Promote emotional and social wellbeing for staff, learners, parents/carers and the wider community.



- ✓ **Attendance-** identify, track and monitor those whose attendance falls below 90%, putting into place any appropriate strategies to increase attendance.
- ✓ **Exclusions-** continue to maintain 0% exclusions.
- ✓ **Attainment-** Identified learners requiring additional support alongside any reduction in their barriers to learning will be targeted in Literacy and Numeracy through 1:1 or small group interventions from additional teaching/support staff.
- ✓ Ensure learners can play, learn and access experiences that meet their physical, social, emotional and cultural needs.
- ✓ Take account of the Cost of the School Day and sensitively support families.

**Improvement Priority 1
Continuity of Learning-
Curriculum**

NIF Priority

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

NIF Driver

Curriculum and assessment
School Improvement

HGIOS?4 QIs

2.2 Curriculum

1.2 Leadership of learning

3.3 Increasing creativity and employability

3.3 Developing creativity and skills for life and learning (HGIOELC)

Strategy

What did we set out to do?

- Further develop skills for life, learning and work by developing these across the four contexts of learning.
- Develop and implement a Skills for Work progression planner which includes identified Technology experiences and outcomes.
- Create a Skills for Work progression framework to be implemented for Early, First and Second Level

Progress and Impact

What difference did we see? What did we achieve?

School

4- Good - important strengths with some areas for improvement

Almost all learners further developed their skills for life, learning and work across the four contexts of learning. Key skills for Developing the Young Workforce have been identified and accessed by P7 pupils as part of a pilot programme with SLC and Lanark Grammar School (our associated secondary school). This has focussed on P7-S1 Transition and has allowed most learners to develop their understanding of the key skills needed when developing skills for work. All learners in the school have been part of a 'Pupil Leadership Team', supporting 'pupil voice' and learner engagement which allows them to make decisions which improve our school.



Most learners have increased their knowledge and understanding of Technology and how this area links to Developing the Young Workforce. Outdoor Learning continues to be linked to CfE Technology Experiences and Outcomes with the Skills for Work progression framework now in place across P1-7

The use of technology including ICT has been improved with the timetabling of the class Chromebook Trolley with enough devices for a full class. This has also been supported with the more regular use of iPads in the classroom. We have continued to provide homework via Google Classroom to ensure skills for teachers and learners developed during remote learning could continue and used during any periods of home learning.

ELC

5- Very good- major strengths



All learners have developed their skills for life, learning and work through the establishment of Daily Woodlands Play experiences. These daily quality learning experiences in our own woodlands has allowed our learners to connect with the outdoor world and have opportunities for personal and learning skills development in areas such as communication, problem solving, teamwork and resilience. Our good practice has been showcased across the authority and shared with establishments at various times across the session.

All ELC staff have completed Woodwork Training and we have established a woodworking shed with appropriate resources for learners to use.

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

School

- ✓ Further 'roll out' of SLC Key Skills across P1-7 as part of the new SLC Developing Young Workforce Framework
- ✓ Use of SLC Key Skills to help learners lead their own learning and set targets for improvement

ELC

- ✓ Introduce regular Woodworking sessions for all learners in the ELC- establishing a framework for progression of skills

**Improvement Priority 1
Continuity of Learning-
Learning, Teaching & Assessment**

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment
Performance information

HGIOS?4 QIs (select from drop down menus)

2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement
3.2 Securing Children's Progress (HGIOELC)

Strategy

What did we set out to do?

- Alter classroom environments and contexts to include a range of visuals.
- Alter outdoor environment in the ELC to increase engagement and opportunities for play.
- YFCL Officer will create an HWB/Growth Mindset Club to promote engagement at P7.
- Use of engagement/behaviour supports by staff or learners in class will increase.

- Provide further Professional Learning opportunities for staff to engage in to support the effective delivery of Writing
- Focus support from SSAs and teaching/ELC additionality will be used to quality input in writing and pre-writing skills
- Use ICT to enhance learning and teaching through use of Clicker and 'talk to write' programs



- Further use of practical materials e.g. Numicon, and resources, Outdoor Learning and the TeeJay Early Level Active Learning Resource will support a play approach.
- Create A Fractions, Decimals and Percentages (FD & P) progression planner for P3-7 to be fully implanted by June 2022
- Key staff to work together to collegiately plan and evaluate experiences.

Progress and Impact

What difference did we see? What did we achieve?

School

4- Good - important strengths with some areas for improvement

Through our tracking using the Leuven scale, almost all children across P5-P7 increased their level of engagement during outdoor learning sessions supported by the YFCL Officer. Targeted learners in P4 were provided with the opportunity to take part in 'off-site' Forest School sessions. All learners benefited from this with improvements in engagement observed over the session, both outdoors and when back in class.



Staff monitored Writing across the school and supported learners to formulate increasingly sophisticated sentences in Writing. Learners were identified throughout the session who required extra support and this was given through our additional teachers and Support for Learning Teacher. Attainment in P1 and P7 increased from the year before, with progress made at P4 for almost all learners identified. This has been shown through an increased range of vocabulary being used orally and through the analysis of jotters.

Almost all learners in ELC -P2 experience an increasingly play-based approach to Numeracy. Almost all learners in P3 – P7 engaged in learning and teaching that reflects the progression Fractions, Decimals & Percentages framework developed by staff. Through collaborative, professional discussions across the teaching staff team, P3-P7 also benefited from a play based approach to developing their understanding in this area.

ELC

4- Good - important strengths with some areas for improvement



All ELC learners will access an improved outdoor learning environment to support engagement and play. Children now have daily access to a dome climbing frame and mud kitchen. Through a professional learning opportunity, an area of our outdoors have been improved to support Literacy learning where there is now access an outdoor reading area.

All targeted learners' ability to regulate their own behaviour in identified situations will improve, through a reduced number of 'incidents' within and outwith class/playroom. Children can more readily communicate their needs appropriately and we have seen an increase in learners being able to identify and regulate their emotions, leading to a decrease in 'incidents'.

A broad range of opportunities were planned to develop learners' expressive language including storytelling, role play and linking this to real life experiences in the ELC. Children responded particularly well to the 'Bookbug' sessions and visit to the Library.

Most learners in the ELC engaged in planned and responsive 'Writing Across the Playroom' experiences to support emergent writing skills.

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

School

- ✓ Further develop play and enquiry-based pedagogies to support understanding across Numeracy and Maths.

ELC

- ✓ Develop early language and communication skills through purposeful play opportunities, using partnerships to support this.
- ✓ Engage parents/carers in early language and communication play with their children

Improvement Priority 1
Continuity of Learning-
Raising Attainment & Achievement / Securing Children's Progress

NIF Priority (select from drop down menus)
 Improvement in attainment, particularly in literacy and numeracy.
NIF Driver
 Curriculum and assessment
 Performance information

HGIOS?4 QIs (select from drop down menus)
 2.3 Learning, teaching and assessment
 3.2 Raising attainment and achievement
 3.2 Securing Children's Progress (HGIOELC)

Strategy

What did we set out to do?

- Adapt the P1-3 Phonics/Common Word programme
- Adapt the P3-7 Spelling programme
- Identify and deliver appropriate interventions/teaching input to support improvements in Writing e.g., Talk for Writing, The Big Write, NLC Active Literacy

- Undertake Reading Schools Accreditation – work towards Silver status
- Include Listening/Talking and Poetry texts in planned Reading tasks
- Whole ELC/School approach to allocating regular 'Everyone Reading for Enjoyment' time
- Pre and Post Reading for Enjoyment Surveys across ELC/school

Progress and Impact

What difference did we see? What did we achieve?

School

4- Good - important strengths with some areas for improvement

By June 2022, we aimed for most (75%) P4 learners to remain on track to attain CfE First Level in Writing. With the addition of a new pupil on individual milestones, as well as attendance impacted by Covid, we achieved 69% of all assessed learners achieving CfE First Level in Writing.

By June 2022, we aimed to increase attainment in Writing to 72% for P5 (from a baseline of 59%- 4 learners). We achieved 74.1% of learners 'on track' meaning 5 learners increased their attainment level.

By June 2022, we aimed to increase attainment in Writing to 67% for P6 (from a baseline of 59%- 3 learners). We achieved 65.8% of learners 'on track' meaning 2 learners increased their attainment level.

By June 2022, we aimed for most (75%) P7 learners to remain on track to attain CfE Second Level in Writing. We achieved 78.6%.

All teaching staff have an increased awareness of 'rich' Reading pedagogies through small scale practitioner enquiries including, involvement in Improving Our Classrooms (IOC), Reading School Accreditation, Open University Professional Learning and collaboration across the teaching staff team.

Across the school children's motivation for reading has increased from the Pre Reading for Enjoyment Survey. 63.4% of P1-4 learners now report that they love reading (an increase from 40%). 50% of P5-7 learners now report that they love reading (an increase from 34.6%).

Our approach to Reading for Enjoyment has met the criteria to achieve the Reading School- Silver status award:





"It was very inspiring to read about all your hard work as a school that has gone in to building and sustaining a reading culture.

Having looked through all of your excellent evidence, I am delighted to let you know that you have achieved your Reading School: Silver accreditation! Congratulations! The huge amount of work and dedication you have put into the programme really shone through your application – what an incredible reading environment for your learners."

Reading Schools- Scottish Book Trust

By June 2022, we aimed for attainment in Reading across P1, P4 and P7 (collectively) to be maintained from June 2021 (74.1%). Attainment for Reading across P1, P4 and P7 collectively in June 2022 increased to 77.4%

By June 2022, we aimed for attainment in Reading at P6 to increase to 72% (from a baseline of 59%- 5 learners). We achieved 65.8% meaning 3 learners increased their attainment to become 'on track'.

ELC

4- Good - important strengths with some areas for improvement

The ELC implemented a range of approaches to increase the enjoyment of Reading and the access to a wide variety of texts. These included:

- Weekly Bookbug sessions (indoors and outdoors)
- Phonological Awareness Focus
- Library Visit
- Outdoor literacy rich area
- Establishment of a Cosy Reading Corner (indoors and outdoors)
- Sharing Reading in the Community

Through observations, staff reported that early learners increased engagement with texts using these approaches.

Astronaut **Bookbug** gave the children in the ELC a special mission today. They had to learn facts about the international space station then send some messages to the astronauts. They extended the mission further by drawing **Bookbug** in his spacesuit. #MissionZero #AstroPi



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

School

- ✓ Our approach to Reading for Enjoyment will meet the criteria to achieve the Reading School- Gold status
- ✓ Our approach to Writing for Enjoyment will build on the best practice in our Reading for Enjoyment work to help raise attainment.

ELC

- ✓ Our approach to Reading for Enjoyment will meet the criteria to achieve the Reading School- Gold status

Improvement Priority 2

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

NIF Priority (select from drop down menus)

Improvement in children and young people's health and wellbeing

NIF Driver

Curriculum and assessment
School Improvement

HGIOS?4 QIs (select from drop down menus)

2.2 Curriculum

2.3 Learning, teaching and assessment

3.1 Ensuring wellbeing, equality and inclusion

2.4 Personal Support



Strategy

What did we set out to do?

- Introduce a whole ELC/school Approach to Emotional Wellbeing- using Emotion Work
- Key staff to work together to collegiately plan and evaluate experiences.
- Continue to use a range of 1:1 interventions to support learners e.g. Lego Nurture/ GUAB/ Counselling Services/ Talk & Draw /Psychological Services

Progress and Impact

What difference did we see? What did we achieve?

School & ELC

5- Very good- major strengths

All ELC and teaching staff have engaged in professional learning this session to support the implementation of the Emotion Works programme. Information has also been shared with parents/carers to explain and update them on how this has been used in the ELC/school. All children have been engaged in learning and teaching activities that have supported the use of the programme across the stages.

Most teachers have used these identified emotions across the curriculum, including in Listening & Talking activities, personal writing and other organisers within Health & Wellbeing. Whole school assemblies have been utilised to share Emotion Works resources with other learners across the stages.

Our ELC learners developed their understanding of feelings and emotions through the creation of Emotion Monsters, individual home-link booklets and an Emotions Floor Book.

By June 2022, almost all learners increased their knowledge and skills in understanding their own emotions. This includes being able to identify vocabulary, behaviours, triggers and body sensations associated with a range of positive and negative emotions. Across the ELC and school, all stages recorded an increase in their awareness of these in June 2022, compared with October 2021.

Almost all targeted children supported with appropriate 1:1 interventions including Talk & Draw, Lego Nurture, Counselling Services, Forest School and Outdoor Learning, were able to engage more positively with their learning and peers. This was evidenced through



observations from key staff, tracking of engagement using the Leuven Scale and evaluations within Action Plans.

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

School & ELC

- ✓ Further develop use of Emotion Works throughout ELC/School.
- ✓ Further 1:1 and small group interventions to be implemented to support learners
- ✓ Creation and use of Sensory Room to support targeted learners
- ✓ Update Sexual Health & Relationship programme



**Improvement Priority 3
Planning for Equity**

NIF Priority (select from drop down menus)
Closing the attainment gap between the most and least disadvantaged children and young people
NIF Driver
Performance information
Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)
1.5 Management of resources to promote equity
2.4 Personalised support
3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment and achievement
3.2 Securing Children's Progress (HGIOELC)

Strategy

What did we set out to do?

Exclusions-continue to maintain 0% exclusions

Attendance- identify, track and monitor those whose attendance falls below 90%, putting into place any appropriate strategies to increase attendance

Attainment- Identified learners requiring additional support alongside any reduction in their barriers to learning will be targeted in Literacy and Numeracy through 1:1 or small group interventions from additional teaching/support staff.

Progress and Impact

What difference did we see? What did we achieve?

3- Satisfactory- strengths just outweigh weaknesses

Exclusions By June 2022, the number of learners excluded from school remained at 0%

Attendance- Due to a range of circumstances, including an increase in the number of 'targeted' learners this session (SIMD 1-2 and/or FME); Covid-related absence; self-isolation through choice; parent/carer concerns and access to home learning, our attendance across the year has been impacted. 28.9% of 'targeted' learners had an attendance of less than 90% (24 learners), compared to 6.6% of 'non-targeted' (SIMD 3-10 with no FME), learners (12 learners) a gap of 22.3%.

Teaching staff worked together to highlight children with attendance concerns and discussed a number of ways to support an increase in attendance throughout the school.

Attendance has therefore has an impact on all following attainment progress:

Attainment in Numeracy

By June 2022, 14.3% (4 learners) of the targeted not previously 'on track' learners progressed enough to achieve the appropriate levels of attainment related to their age and stage in Numeracy.

Attainment in Reading

By June 2022, 19% (4 learners) of the targeted not previously 'on track' learners progressed enough to achieve the appropriate levels of attainment related to their age and stage in Reading.

Attainment in Writing

By June 2022, 19% (5 learners) of targeted not previously 'on track' learners progressed enough to achieve the appropriate levels of attainment related to their age and stage in Writing.

Attainment in Listening & Talking

By June 2022, 35.7% (10 learners) of the targeted not previously 'on track' learners progressed enough to achieve the appropriate levels of attainment related to their age and stage in Listening & Talking.

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

- ✓ Further focus and targeted work with children and families to increase attendance

National priority: How we are ensuring Excellence and Equity?**Strategy****Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken**

Staff are aware of the context and the differing backgrounds and experiences of our learners and their families. They have used this knowledge to put effective strategies in place to remove potential barriers to learning and ensure that learners achieve and attain as highly as possible. Those learners who are identified as not being 'ready to learn' or require wellbeing support have been identified supported through these various strategies, including Talk & Draw, Lego Nurture, Counselling Services, Forest School and Outdoor Learning.

Although there was a recognition that the poverty-related attainment gap could increase due to interrupted learning experiences this session, the staff quickly recognised the need to focus on interventions that supported learners to be happy and engaged in the playroom, classrooms and wider school.

Staff provide appropriate support to ensure there is inclusion and equity for all. The attainment and achievement gap is carefully analysed to ensure support is allocated or targeted where required, and ensure that vulnerable children do not miss out. 1-1 support has now been fully re-established and where we have not seen the level of attainment increase in the way we would have hoped, we have robust evidence to show the progression made by these learners over the session.

There has been a significant increase in learners benefiting from regular, meaningful woodland experiences and staff have used the outdoors successfully to support targeted learners with their emotional wellbeing. This included a focus on teamworking, problem solving and communication with all P5-7 learners supported by our Youth, Family and Community Learning Officer.

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

Data and other intelligence shows the most disadvantaged pupils are identified and provided with opportunities to reduce or remove barriers to attainment and achievement.

A range of effective strategies are in place to ensure equity for our most vulnerable learners to be successful. This includes Cost of the School Day which is featured in the monthly

newsletter. Parents/Carers of targeted learners have been involved in identifying supports through the Participatory Budgeting (PEF) with an allocation of funds to support children's individual interests and extra-curricular events in the school.

Our most disadvantaged learners have been supported in school and at home in a number of planned ways, supply of good quality free clothing/uniform and footwear and the provision of snacks. Due to the increasing financial impact of families during this year, we took a zero cost approach to all day excursions and funded the P7 residential for a number of learners who would have missed out otherwise.

We also:

- Revisited our CoSD Position Statement to consider how we can best eliminate charges for families
- Considered how our actions could inadvertently alienate families in poverty
- Used knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts.
- Considered how we could sensitively support families by signposting them to financial supports or by supporting them as a school community.

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

Support identified learners to readily engage in their learning, regulating their behaviour with the support of staff.

Continue to develop learners' attitudes to reading and confidence in their reading skills.

Plan appropriate 1-1 interventions in order to reduce or remove the attainment and achievement gap.

Maintain the frequency of outdoor learning opportunities to support learners' knowledge and skills within communication and teamwork.

Continue to provide appropriate support and signpost access to partner agencies.

Spring Back into Clubs!

Monday 7 th , 14 th , 21 st and 28 th March	Wednesday 9 th , 16 th , 23 rd and 30 th March
P1: Games	P1-2: Loves Learning
P2: Sports	P3-4: Loves Learning
P2-3: Yoga	P5-6: Hula Hooping
P3: Fire	P5-7: Colouring Mindfulness
P3-4: Computer Coding	P6: BSL
P4: Painting	P5-7: Pottery
P5-6: Reading	P6-7: Computer Coding
P7: Transition	

The range of free extra-curricular clubs on offer during March 22.



Our free clothing stand. December's included Christmas party clothing.



Our collection for Clydesdale Foodbank ran by our P3 class.