



## Machanhill Primary School and Nursery Class

### Standards and Quality Report 2022/23

#### Context of the school:

**Our School:** *Machanhill Primary School* is a non-denominational school and is situated in the town of Larkhall in South Lanarkshire.

Our school vision is: **“BE THE BEST YOU CAN BE”**

Our school values are:

**HAPPINESS, ACHIEVEMENT, RESPECT, KNOWLEDGE**

These permeate our curriculum, ethos and relationships with learners, colleagues, parents, and partners.

We aim to:

“equip our children with the knowledge & skills to succeed throughout life. We aspire to create a happy & inclusive learning environment based on respect, ensuring our children are challenged and achievement is celebrated.”

The local area is a mixture of social, privately rented and owner occupied, housing. Access to transport and facilities is good. The new two, storey school building opened in 2015 and provides our learners with a bright and modern environment in which they can learn, achieve, and thrive. Machanhill Primary School has stood on the current site since 1927. The current school roll is 329 children over 12 classes, and an additional 48 children are enrolled in our nursery class.

Of our 330 pupils, 27% are in receipt of free school meals, a decrease of 1% from last session. In recent years the percentage of children in receipt of FME has grown by 8%. 43% live in SIMD 1&2 and /or are in receipt of FME. We know anecdotally and through our knowledge of the families in our community that there are other families, who are entitled to free school meals, but choose not to claim them.

In terms of the overall attainment across the school, we have always been in line with or above the National and Local Authority average in Reading, Listening & Talking and Numeracy. Based on teacher judgement made in May 2023, our data this session shows an increase in all areas across all stages for Literacy and an increase in almost all stages for Numeracy. Professional dialogues with staff analysing data revealed that whilst progress was made a few children remained below expected levels. We have identified our biggest poverty related gap in learning at P4 in Numeracy. We have identified strategies to support this for next session. There is no poverty related gap in learning at P3 or P5 across all areas of Literacy and Numeracy.

Our average attendance across the school this session has shown a decrease of 2.8%. Attendance is 92%. This is below the local authority (95%) and national (93.9%) levels for previous sessions. Analysis of data has shown a significantly higher number of children went on holiday during term time this session and an outbreak of Strep A in December 2022 also contributed to higher numbers of absence across the school and nursery. The average attendance for our pupils in receipt of FME and/ or living in SIMD 1 or 2 (140 pupils) is 87.79% an increase of 3.69% from last session.

Currently the school has a Head Teacher, two Depute Head Teachers, Principal Teacher and class teachers who make up an equivalent of 16.8 FTE. There are 11 school support assistants who have varying work patterns, a janitor, 5 catering and 5 cleaning staff. In our nursery class we have a team leader and 6 FTE Early years practitioners. We also encourage the pupil leadership groups to ensure we are hearing pupil voice.

The school received £83,600 Pupil Equity Funding (PEF) for session 2022-2023 which has paid for a PEF Teacher 0.5, a school support assistant 3 days per week and a family support worker from our 3<sup>rd</sup> sector partner Barnardo's. The focus for the PEF teacher was directed interventions in Literacy and Numeracy and to provide nurture groups and support for identified children.

9% of our PEF budget was identified as our Participatory Budget. Mrs Hamilton, Principal Teacher organised a pupil and parent focus group that helped to decide what the money should be spent on. Money was used to supplement school excursions, support P7 children to attend school residential trip and helped to supply Christmas gifts and food parcels to families who required support. Pupils also received school utensil packs to help with home learning tasks.

Our school is part of the Larkhall Learning Community, and we work hard to ensure smooth transitions for our pupils from nursery to Primary 1 and from P7 to secondary school. We also work together to take forward joint initiatives and priorities.

### Review of progress for session Aug 2022- June 2023

School priority 1:	
<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Teacher and practitioner professionalism School Improvement	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 1.3 3.2 Raising attainment and achievement
<b>Strategy</b> <b>What did we set out to do?</b> <ul style="list-style-type: none"> <li>• Introduce play based learning to support better concentration and learning in all children and support raising attainment in literacy and numeracy whilst supporting positive health and wellbeing and social development in P1 and P2.</li> <li>• Children will be engaged in their learning which will enable the current high level of attainment in primary 1 to continue and increase attainment in Literacy and Numeracy in primary 2 &amp; 3.</li> <li>• Develop a more focussed whole school approach to building and sustaining a whole school reading culture using The Reading Schools programme to offer a coherent structure for all our reading initiatives and activities.</li> <li>• Build vocabulary and impact the raising of attainment in reading and writing through reading for pleasure.</li> <li>• There will be a 10% decrease in the number of children whose reading age is &gt;1.5 years below their chronological age.</li> <li>• Attainment in <i>achievement of a level rates in reading</i> will increase by at least 5% across the school.</li> <li>• Classroom interventions by class teachers will continue to increase attainment in writing and reduce the poverty related gap especially in P3 and P6.</li> </ul>	

- By June 2023 an increased attainment of achievement of a level in writing at all stages by 5%.
- Through targeted intervention in P4 and P7 we will reduce the poverty related gap by 10%.
- A review of the nursery curriculum rationale will enable all stakeholders to have a clear understanding of the purpose and pedagogy involved in play.
- A consistent approach will be evident amongst all staff to learning in the nursery.

### **Progress and Impact**

#### **What difference did we see? What did we achieve?**

- All P1 children engaged in play-based learning everyday and P2 children engaged at least twice a week. Class teachers report children are more engaged in learning and motivated to complete activities.
- Malt and RWRT have shown almost all children developing together. A small few have attainment issues related to absence. Concentration is very good for age. In some cases, excellent. Class teachers report, children appear more settled and ready to learn.
- Positive transition from nursery to P1 reported in comments from parents. There also appears to be a reduction in reported playground issues.
- There is an increase in attainment in all areas for P2 and P3. In P1 there is an increase in attainment across all areas of Literacy but a small decrease in Numeracy with almost all children attaining Early level in all areas.
- The school has signed up for Reading Schools Award and are close to achieving Bronze. The Reading Schools action plan has been established and is being worked through by all classes. Class libraries and the school library have been overhauled and new texts added following extensive consultation with pupils.
- The school library is now used regularly by almost all classes.
- Playground book nook has been established and is used by pupils.
- All classes participate in independent reading time daily and audio books have been added to our library.
- New class novels were purchased and introduced to support literacy.
- Lunch time reading club led by library ambassadors was introduced.
- All staff and children participated in reading for pleasure events across 2022-2023.
- Assessment data was used to allocate support across the school. There has been an increase of at least 7% in the attainment of reading across all stages except P4. Analysis of attainment overtime demonstrates an increase for almost all stages by 3% or more. In some stages the rise is more than 10%.
- There has been an increase in the attainment of writing at all stages and this increase has been greater than the projected 5%.
- Data over time for writing shows an increase of at least 3% in one stage and more than 10% in all other stages based on comparison of figures from 2022.
- Evidence of consistent learning opportunities in floor books in nursery. Children have access to stories in every area of the nursery, including the outdoors and staff regularly read to children throughout the day. A change to the structure of the nursery day to enable more time with keyworkers has enabled a more focussed approach to enhancing the learning progress of each individual child. Numeracy has been embedded across the playroom and outdoor areas because of playroom observation visits.

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

- Continue to implement a consistent approach to play pedagogy across P2 and P3 and consolidate policy in P1.

- Continue to raise the profile of Reading Schools Award by compiling evidence and applying for the Reading Schools Silver / Gold Award.
- Extend reading for enjoyment activities to parents and local community as part of parental engagement.
- Raise attainment in Numeracy at P4 and close the poverty related gap.
- Increase wellbeing and motivation through increased opportunities for Outdoor Learning.

**School priority 2:**

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

HGIOS?4 QIs (select from drop down menus)  
 3.1 Ensuring wellbeing, equality and inclusion  
 2.3 Learning, teaching and assessment  
 2.2 Curriculum

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

- Increase pupil Health and Wellbeing through the medium of music, art, dance and drama engaging learners physically, socially and emotionally, nurturing their well-being, self-esteem and resilience.
- Increase staff confidence in teaching Exp Arts and their professional judgements of achievement of a level in Expressive Arts through engagement in professional learning, professional dialogue, sharing of practice and moderation activities.
- target children to improve wellbeing through nurture and ensure the improvements in resilience continue.
- Our nursery children will develop creativity and problem-solving skills.
- Introduce Sulp programme in Nursery - P3 to support pupils in further developing their social and communication skills through focusses on 5 key areas of communication.

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

- Pupil Health and Wellbeing was measured twice in the session using the GMWP in September and March. Results were analysed and dialogues with pupils took place and follow up interventions identified where necessary.
- Boxall profiles were completed for all pupils in P1-7 to identify diagnostic and developmental strands that were not within expected levels. Beyond the Boxall activities were used to support HWB lessons where required. Boxall profiles were also used to identify pupils who required Nurture.
- 39 children attended small group nurture sessions. Parent feedback demonstrates that 100% of parents noticed a positive change in their child and their relationship with others. Almost all children reported that nurture supported them with friendships and talking to people.
- One Classroom visit in session 2022-2023 focussed on Expressive Arts and the second visit was teacher choice.
- All teaching staff supported the production of new skills progression planners for the four areas of Expressive Arts.
- Class teacher organised CLPL for colleagues to support learning and confidence in progression of art skills.
- Nursery staff implemented creativity boxes in every area of the nursery for the children. Every box has a variety of resources that have open-ended purposes which the children explored in the final term of the school session. Curiosity was sparked and imaginations developed through the use of these resources by the children.

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

- Complete Lesson plans for Music, Dance and Art and link Drama lessons to social studies.
- Introduce Sulp programme in Nursery - P3 to support pupils in further developing their social and communication skills through focusses on 5 key areas of communication.

- Review RSHP curriculum and consult with parents on content to ensure consistency and progression.

### School priority 3:

#### NIF Priority (select from drop down menus)

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

#### NIF Driver

Parent/carer involvement and engagement  
Performance information

#### HGIOS?4 QIs (select from drop down menus)

3.2 Raising attainment and achievement  
2.3 Learning, teaching and assessment  
2.2 Curriculum

### Strategy

#### What did we set out to do?

- Facilitate greater opportunities for pupils and parents to have a voice in decisions beyond committees and school and house captains to ensure children are active participants in decisions.
- More pupils involved regularly in decision making through committees and consultation stations. Pupils voice is recorded on HGIOURS display wall.
- Attendance and lateness data from 21/22 highlighted the need for a more bespoke approach to monitoring to ensure any barriers to learning are identified, addressed and attendance encouraged.
- Improved outcomes for learners by developing stronger home school links and increasing parental involvement in school life by reducing barriers for parents and securing trusting relationships.
- Our Nursery children will be able to identify risks in the local environment and develop strategies to keep themselves safe. Increased awareness of risks in the local community and application of learning in the real-life contexts.

### Progress and Impact

#### What difference did we see? What did we achieve?

- HIGOURS was completed monthly with pupil council members and House Captains. Next steps identified and addressed through consultation stations for all children in classes.
- Library Ambassadors were identified and led the significant transformation of the school library.
- Mrs Hamilton established a Parent Focus group for PEF participatory budgeting.
- Parents were asked to complete Google forms about P7 residential trips, Participatory Budgeting, School Improvement Planning and HGIOS. Data collated from our annual parental questionnaire would suggest that almost all parents feel their child is treated fairly and with respect (94%). 86.3% of parents reported that they feel comfortable approaching the school with questions, suggestions and or problems. Further input on parent views when making changes is required based on questionnaire feedback as only 59% felt their views were considered. 28.4% were unsure.
- Attendance and lateness data demonstrates an increase in absence for children living in SIMD 3-10 of 2.8%. Records suggest this is an increase in family holidays. The poverty related gap would appear to be less for attendance this session than last with the gap at 0.9% but this is due to an increase in absence overall rather than a decrease in SIMD 1&2 & / or FME.
- Families with low attendance were identified and supported to improve attendance. Of the families identified to work with a 3<sup>rd</sup> sector worker, 72% showed an increase

in attainment from last session in either literacy or numeracy or both of one year or more in progress.

- Attendance letters were issued termly, and families asked to contact the school if attendance was below 80%. 27% of our families had attendance of less than 80%.
- Introduction of a 3<sup>rd</sup> sector worker has helped to foster stronger relations with vulnerable families
- LIAM project was delivered to a targeted group of senior pupils and almost all children recorded a positive improvement in levels of anxiety.
- Introduction of Chill, Chat Coffee monthly with a Family Support Worker from Barnardo's encouraged attendance from families across all stages of the school. 100% of the parents who attended felt welcomed, listened to and well supported. 11 families were supported and 14 children. Areas of support included housing, anxiety work to improve attendance, Five to Thrive, and emotional regulation support.
- Nursery children complete risk assessments daily while playing in different areas of the outdoor space in nursery. They confidently identify any risks and talk about how to reduce these risks while playing.

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

- Join the SLC PEF Attendance pilot to support improved attendance.
- Improve attendance of our families with 80% or less attendance by 5%.
- Use pupil and parent voice and decision making to impact the review and overhaul of school vision, values and curriculum rationale.
- Continue supports for targeted families with measured inputs from 3<sup>rd</sup> sector workers.

**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**

- Attendance and lateness data from 21/22 highlighted the need for a more bespoke approach to monitoring to ensure any barriers to learning are identified, addressed and attendance encouraged.
- Being a poverty-aware school and reducing/mitigating the Cost of the School Day
- Develop a policy on the Cost of the school day with all stakeholders.
- Less financial pressure on families to provide equipment and other additional resources.
- Identify barriers to learning and support targeted pupils through a variety of strategies.

**Progress and Impact**

**What difference did we see? What did we achieve?**

- Analysis of attendance has shown an overall decline of 2.8% (92%). However, the difference in attendance levels between our pupils living in SIMD 1&2 & / or

FME has decreased as the current gap is 0.9%. We know this is due to attendance in SIMD 3-10 dropping by 4%.

- Stationary packs were issued to pupils to support home learning activities.
- Parents were encouraged to Rake and Take from our lost property, Halloween costumes and Christmas jumpers as a means of being more sustainable.
- All school excursions were subsidised, including the P7 residential trip.
- There was no charge to children for any after school activities or clubs including rugby and basketball delivered by professional coaches.
- We supported our most vulnerable families with Christmas Vouchers to support the purchase of food and clothing.
- #MAC our homework club ran for the duration of Term 2 and supported the increase in attainment for our children. This allowed extra direct teaching to small groups for 2 hours per week.
- Daily reading groups were targeted to support increased attainment in reading at key stages in school.
- Family support worker was employed to develop relationships with vulnerable families and encourage increased attendance for key pupils at school.
- A Cost of The School Day calendar and policy was produced involving all stakeholders.

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

- Continue to subsidise school trips.
- Continue to provide pupils with materials to support core and home learning
- Continue to support families with financial support through Money Matters and the school voucher system.
- Continue to track and monitor attainment for all children with a focus on closing the poverty related gap. (Numeracy P4)