



Blacklaw Primary School

Standards and Quality Report 2022/23

Context of the school:

Our School: Blacklaw Primary opened in 1969 and over the past 54 years we have gained a reputation for providing a quality education through a broad-based curriculum, delivered by a team of highly committed professional staff using the most appropriate of resources and teaching methodologies. We have a very happy, caring and friendly atmosphere in our school and everyone works hard to foster and maintain the school's warming, caring and welcoming ethos.

The current roll is 185 over 8 classes. The Head Teacher took up post in November 2020 and is supported by a Principal Teacher. This post is currently being shared by two Acting Principal Teachers to cover maternity leave.

Caring Believing Achieving

At Blacklaw Primary School we have a caring ethos where everyone is valued. We believe that, working together, we will provide opportunities for all members of our community to achieve their full potential and experience success.

Our school values put children at the HEART of all the work we do. We strive to be Honest, Encourage and nurture, Always friendly, Respectful and Resilient and work as a Team.

Our aim is to work together, as a school community, to achieve the best outcomes for all learners, providing an engaging environment where pupils are encouraged, supported, and challenged appropriately.

Our priority is to create a safe environment where better relationships lead to better learning and, in turn, better behaviour. We promote pupil leadership in classrooms and in the wider school life and are sensitive and responsive to the wellbeing of each child.

We have an active Parent Council who are play a vital role in the life of the school. This session they have been proactive in raising funds for our pupils to contribute to the enjoyment of life at Blacklaw.

We have strong community links, particularly with our local library and primary schools within the Calderglen Learning Community. Most of our pupils move on to Calderglen High School after P7. We have built solid partnerships with Calderglen to ensure successful transitions.



Overall Quality of Learners' Achievements 2022-2023

It has been a busy year at Blacklaw Primary School where everyone has contributed to the life of the school. We have developed our parental engagement and community links and have grown stronger as a team, building on the nurturing and innovative approaches brought about during remote learning. We have strived to maintain high standards of learning and teaching, through engaging lessons where pupil voice is evident. Our pupil groups have led change this session too.

Here are some of our highlights...

Caring

Parents were an integral part of our fundraising efforts this session. Working in partnership with staff and parents, we ran events including the Car Boot Sale and Coffee Morning at Claremont Church to create an outdoor reading space - watch this space! Parents led discos and children sold football cards for school sports' kits, and as a result of our Blacklaw Family Forum group running a Band Night, the funds raised helped us secure 3rd place in the Cash for Kids competition, where we were awarded £1500!

We have donated to our chosen local charity Loaves and Fishes and our parents have supported us in ensuring that our donations are generous, helping others in our community.



We set up our Nurture Base this session which has helped support our children in the infant department. Staff have been trained and are running sessions twice per week. This is something that has been successful and will continue next session to maintain our vision and values, tuning in to the needs of all of our children.

Believing



Pupil Engagement

Through a focus on active learning, outdoor learning and play this session, we have improved pupil engagement, which has been observed during class visits. We had visits from a STEM ambassador for P4 pupils, a Go Fresh Kids chef to cook with P5 and P6 pupils, a variety of school trips linked to learning and visits from Dogs Trust and the local church at assemblies. We also held a Skills Showcase event where parents and members of the local community met with all pupils and brought learning to life through a variety of workshops. Staff have been trained in Play Pedagogy, Nurture and Active Numeracy approaches and this has been rolled out in some stages across the school with the aim of increasing pupil engagement and attainment as well as focusing on pupil wellbeing.

Achieving

Play Awards

This year Blacklaw Primary School continued their work with 21st Century Families, a local charity who work with children and families with the aim of promoting a love of play. As part of our partnership with this charity, we launched Play Awards in Primary 1, 2, and 3. Families have shared their love of play and this has been celebrated during our assemblies by sharing photos sent in via our school website.



Parental Engagement took on many forms including supporting pupils through volunteers running our Gardening Club, our Football Club and our Badminton Club. Pupils also took part in community events and celebrated achievements through our wide variety of extra-curricular clubs.

Reading Schools Working Towards Silver Accreditation



As a Reading School, this session all members of the school are dedicated to maintaining the reading for pleasure ethos by creating opportunities throughout the week for pupils to take part in reading activities in a fun, relaxed environment. This includes regular visits to the local library and using all available outdoor spaces, as well as using our wonderful school library to increase pupil engagement and enjoyment. We have all been involved in Book Week Scotland activities and World Book Day fun, with Blacklaw leading the way with reading for pleasure, as well as incorporating a range of learning, in activities centred around literacy. Reading for Pleasure is embedded in our Homework policy with a homework focus on reading for pleasure at each stage. The introduction of graphic novels has developed pupils' learning and utilised their ICT skills in the upper stages, whilst our younger learners have enjoyed making dens to explore stories and bring them to life through puppet shows and drama linked to their learning.



There is now a wide variety of achievements celebrated weekly in each class and through

We have refreshed our school vision and values in partnership with parents, staff and pupils, and pupils have led this change through our Pupil Council and House Official leadership groups. Changes have brought about positive outcomes. We have introduced Blacklaw Bucket Filler awards this session to promote our school values. Pupils nominate their peers and this has motivated pupils to be kind and



assembly, which contributes to our school vision. Wider achievements are celebrated in school and pupils have contributed to the life of our community this session by taking part in the Rotary Burns' Competition with confidence, as well as helping the Rotary Club to plant trees in the local area.

Our House Officials played a crucial part in driving many initiatives this session by believing in their own abilities. Their jobs included raising awareness of sustainability and whole-school House events to promote a sense of belonging within Blacklaw Primary. They were involved in recruiting the new House Officials this session too by confidently taking the lead in the interview process, followed by mentoring the current P6 pupils to prepare them for their jobs next session.

Review of progress for session Aug 2022- June 2023

School priority 1: Nurture	
<p><u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education <u>NIF Driver</u> School and ELC improvement School leadership</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 1.5 Management of resources to promote equity</p>
<p>Strategy What did we set out to do? Create an ethos where pupils feel nurtured, respected and resilient by promoting pupil led learning and pupil leadership. Create a strong nurture-based approach to school life where pupils feel confident and equipped to achieve their full potential through shared vision and values.</p> <p>What did we achieve? Activity: <u>Nurture Base</u> After a class teacher and a support assistant were trained, a Nurture Base was set up to support targeted pupils' health and wellbeing. These pupils were identified through tracking and monitoring meetings with teaching staff, and teachers completed Boxall profiles for the identified pupils. The HWB coordinator facilitated staff training for this to take place. This has been up and running since March 2023 and our Nurture Room is now resourced and set up for activities which take place twice per week for 1hr each session. Impact: Pupils involved have reported very positive experiences and attendance is high on days where nurture takes place. Staff leading this have reported to class teachers and parents on the impact. Class teachers see a positive impact, but this intervention has not been in place for a long enough period yet to see significant change out with the nurture setting. Feedback from parents highlighted that pupils would like to attend sessions more frequently, and that children are excited coming to school on 'Nurture' days. It has also broadened friendship groups in the playground due to the set up of the groups attending.</p> <p>Activity: <u>Whole-school refresh of current behaviour approach</u> We moved from a rewards and sanctions system to a relationship-based behaviour policy. All classes use recognition boards to agree class targets and success is celebrated together. Weekly achievements are now consistent across the school with all classes receiving a Literacy Legend award, a Maths Magician, a Sports Leader and a Healthy Hero award each week. In addition, pupils nominate a peer to receive a Bucketful of Kindness Award each week, and pupils can achieve a Head Teacher's Award regularly throughout each week, where pupils are recognised for going above and beyond. Pupils</p>	

also celebrate House achievements and all belong to one of the four houses. All staff are involved in rewarding pupils with house points.

Pupils are encouraged to reflect on their actions and how this impacts others. Staff engage in restorative conversations throughout the day to support children and focus on the ability of pupils to regulate their emotions by using the Incredible 5-Point scale. A focus group of P4-7 pupils, the House Officials, all members of the Pupil Council, Parent Council and staff agreed the current behaviour position statement.

Impact: Pupil feedback has been positive. So far, nearly all pupils involved have enjoyed using the recognition boards and enjoyed celebrating a common goal in class. All pupils are able to talk about why they received an award and they can recognise their own successes. During the consultation process, the pupils in the focus group all agreed that they are responsible for their own actions and that talking to an adult helps them to reflect, instead of getting moved down the Gold Rush. The overwhelming majority of pupil feedback for the Gold Rush system was negative. Pupils now have a system they are invested in and contribute to daily. All staff are involved in issuing rewards (certificates and house points), contributing to maintaining positive relationships with pupils. Although the new behaviour system is still in the early stages, the leadership team have noticed that restorative conversations and rewarding positive behaviour have had a positive impact on overall atmosphere, whilst referring to the 5-point scale with pupils and parents, has supported families in their understanding of the benefits of self-regulation for pupils.

“Communication is great, ethos is great, welcoming & nurturing environment. Staff are approachable.”

Activity: HWB Tracking for all pupils

HWB coordinator has supported the use of GMWP survey (all pupils) so that staff are able to track pupil HWB. All staff were trained in Boxall assessment to support targeted pupils with in-depth HWB targets when appropriate.

Impact: Boxall profiles have provided HWB targets which feed into Additional Support Plans (ASPs) for some pupils (namely those attending Nurture sessions). GMWP results will be used at the start of next term for the teachers to identify particular pupil strengths and areas where support is required. In future sessions, this will be carried out earlier in the session so that current teachers can use the data to inform next steps.

Activity: HEALTHY framework introduced

All staff and pupils are following HEALTHY framework for HWB curriculum. This is promoted at assemblies and all pupils are able to talk about each monthly focus, relating it to the SHAMARRI indicators.

Impact: This has encouraged all involved to become familiar with GIRFEC and any concerns and issues to be raised and discussed with pupils using language which is familiar to all pupils. Parents and carers involved through home challenges which has increased pupil understanding.

Activity: Pupil led initiatives

This session there has been an improved focus on pupil led groups. These have included Pupil Council, House Officials, JRSO, Healthy Heroes, Buddies, Librarians and Tech Team. We have also had pupil led clubs this session which has contributed to pupil leadership skills. These include Sustainability Club for P3 pupils, run by P7 pupils, Lego Club which had Club leaders from P5 and Chess Club run by P7 pupils.

Impact: Engagement in all activities offered this session has been high. Clubs have been extended to include other pupils due to the demand. 76% of pupils have attended at least

one extra-curricular club. A survey carried out at the end of last session informed our decisions when forming clubs this session.

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

Nurture: In order to see sustained progress, the intervention will run for a longer period (minimum 12 weeks, where pupils attend at least twice per week).

Whole School Nurturing Approach: Our whole-school approach to promoting positive relationships will continue and all pupils, staff and parents will be invested through a continuation of this year's refreshed behaviour policy.

The use of Boxall Profiles linking in with HWB targets on ASPs will be expanded upon through pupil tracking and monitoring next session. Boxall profiles have also supported Nurture interventions and will be used as a benchmark/indicator of progress when pupils are part of nurture interventions.

Next session, we will focus on running more extra-curricular clubs for P1 and P2 pupils as our data highlighted that pupils at these stages did not have as many opportunities as those in P3-P7. We will continue with pupil led clubs as this increased confidence and instilled leadership in pupils.

School priority 2: NumeracyNIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment

School Improvement

HGIOS?4 QIs (select from drop down menus)

2.2 Curriculum

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

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

Raise attainment in all learners by providing an inclusive learning environment through the delivery of a high quality, engaging curriculum.

Improvement in active numeracy approaches to promote engagement and increase attainment, particularly in ACEL data at P4.

Although Blacklaw is sitting above the SLC and national average for numeracy, upon closer inspection of our data, we noticed a dip at P4 and P5 numeracy, therefore, the following strategies were put in place to address this.

What did we achieve?

Activity: Numeracy Planners updated in line with benchmarks and SLC progression pathways

In order to have a consistent approach to the planning and delivery of numeracy across all stages, teaching staff consulted and agreed on format of new planners to incorporate active numeracy and materials which were easy to adapt to promote appropriate challenge and support in each topic. A planning section was created on the system for staff to access teaching ideas, planners, and photos of good practice to support raising attainment in numeracy.

Impact: Increased attainment has been observed in P5 with 79% of pupils on target, compared to 73% the previous year with the same cohort of pupils. The plans, assessments and active numeracy approach currently being trialled in P5 will be rolled out to the upper stages next session to maximise the likelihood of a further increase attainment in numeracy.

Planners are now ready to be used in all stages. P2, P4 and P5 have already been using these planners and have reported that differentiation, challenge and support is easily tracked. This format ties in with the tracking documents used to monitor pupil progress throughout each session, promoting early intervention when support is required.

Anticipated impact is increased attainment due to early intervention when required.

Activity: Active Numeracy Resources

Following an audit of current resources, new materials were purchased to develop active numeracy approaches across all stages. The Participatory Budget was spent on outdoor playground markings which facilitate numeracy lessons and engage learners. Teachers have observed peers to build capacity and knowledge of active numeracy strategies.

Impact: Through SLT and peer class visits, we have seen increased engagement during active numeracy lessons. This has been monitored using the Leuven Scale of engagement. Not all classes are using the resources yet due to a delay in the delivery of resources. This has now been finalised and each class will be given a resource box to promote active numeracy to be used from August 2023. These resources have been purchased with pupil-led learning in mind and we anticipate that this will further increase engagement, and increased attainment in numeracy.

Activity: Numeracy Assessment

P5 have trialled MALT assessments as part of the Improving Our Classroom training undertaken by one teacher. This was used as a benchmark and has informed planning for this group.

Impact:

MALT assessments have given teachers in P5 clear information on next steps in learning. This allows for targeted teaching of key areas for development. Alongside teacher professional judgement, this has informed the next steps for the targeted group.

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

Analysis of the current data highlights P4-P7 numeracy as a focus for next session. P4-P7 staff will develop active approaches and a consistent approach to active numeracy lessons through collegiate working and peer visits to support the development of staff knowledge and understanding across the upper stages.

The numeracy coordinator will promote the online staff resource bank, encouraging staff to add examples of good practice and ideas to support learning across all stages.

MALT Assessments- P4-7 pupils will take part in MALT assessments next session to support teachers planning. This will be undertaken once per year and reviewed after one year. The numeracy coordinator will support staff with the implementation of the MALT assessments.

School priority 3: PlayNIF Priority (select from drop down menus)

Improvement in children and young people's health and wellbeing

NIF Driver

Teacher and practitioner professionalism
Parental engagement

HGIOS?4 QIs (select from drop down menus)

3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning
2.5 Family learning

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

Incorporate relevant play and outdoor experiences into the curriculum to enhance the enjoyment, creativity and personalisation and choice for all learners.

Extend Play Pedagogy across all stages of the school to build meaningful indoor and outdoor learning experiences for all.

What did we achieve?

Following the success of the implementation of Play Pedagogy in P1, we planned to extend this across the school. After trialling this for the first term, it was decided that we would focus on Play in P1-P3, with the upper school focusing on enquiry-based approaches to learning.

Activity: P2 teacher took part in training and adapted learning styles within the P2 classroom. Plans were adapted to incorporate new approach. Assessment approaches include observations and 'spotlight' on target pupils to ensure needs are being met.

Impact: Pupils have benefitted from a play-based approach and pupil engagement in P2 is high. Next session the approach will be adjusted to suit the needs of all learners, based on evaluations from this session. Play based learning will progress to P3 pupils, with the P3 teacher embarking on the Play Pedagogy training programme.

Activity: Resources replenished in Rainbow Room (learning area shared by pupils from P1-P3) and in classrooms.

Impact: Engagement in learning is high and pupils can spread out between the class and open area so that targeted pupils can have a quieter area if needed. Classes have held 'free flow' afternoons where all P1 and P2 pupils have worked together in the Rainbow Room and this also allows teachers to plan collaboratively, utilising their skills to enhance learning opportunities.

Activity: Parental engagement in play-based learning through free-flow afternoons where parent helpers were welcomed. Blacklaw pupils in P1-3 also took part in the Play Awards where children are encouraged to play at home and resources and guidance is given to facilitate this.

Impact: Parents have reported that their children are happy and settled going to school.

"Fun and enjoyable learning for my children"

Staff had observed pupils who were in need of a little support to come into school at the beginning of the school year and these routines and experiences motivate these pupils to attend and help to settle them when they become anxious. Pupils can talk confidently about their learning through play and are keen to extend the learning beyond the classroom, often taking ideas into the playground and continuing it in the outdoor environment.

Activity: Playground markings renewed to encourage outdoor learning. Grass area of playground resourced to facilitate class activities. Playtime rota for children to play in the woods to extend learning and enjoyment during break times. Fundraising for outdoor reading area.

Impact: Staff have included outdoor learning in their plans and made good use of the resources and areas available. Outdoor learning is an integral part of the delivery of lessons. Behaviour during breaktimes as improved since the introduction of the wooded area being timetabled. Fundraising for the outdoor reading area has included a coffee morning, a carboot sale and sponsored reading and we are now in the position to carry this out. We intended impact is that pupils are more likely to read during breaktimes, with a comfortable place to do so.

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

- New play planners will be used in P1 -P3 to track learning and plan next steps as well as observation reflection sheets. These will be discussed during Forward Plan meetings to gauge suitability.
- P3 play-based learning will be monitored and P3 teacher will have opportunities to work with P1/2 colleagues to support the delivery.
- Free flow afternoons will be extended, and parents will have the opportunity to join their children by volunteering to help during these sessions.
- Outdoor Reading Area will be developed using the funds raised this session. This will provide pupils with the opportunity for personalisation and choice during break times.

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.

There has been a particular focus on increasing engagement at all stages this session, in order to increase attendance, and motivation, leading to better outcomes.

Nurture sessions have been made available to targeted pupils to support their health and wellbeing and help them to overcome barriers to learning.

Attendance is monitored and the leadership team are in regular contact with families to support high attendance.

Playground markings and areas to encourage free play have been introduced at break times to encourage more settled behaviour and engagement in learning.

Targeted support in the infant stages, and writing support from P4-7 have helped increase confidence in areas identified in order to ensure excellence and equity throughout.

After consultation with parents/carers, a Cost of the School Day position statement has been developed to ensure we are meeting the needs of our families most in need of support. A Cost of the School Day annual planner has been developed to ensure parents/carers are aware of the plans and associated costs.

Parents/carers have been encouraged to make use of the clothing swap shop at Halloween and Christmas, as well as having access to pre-used uniform to help keep costs down.

School trips have had a maximum cost of around £10 per child.

The Head Teacher is in regular contact with families to support them to overcome potential barriers to learning due to associated costs.

Progress and Impact:

Attendance has improved this session for our targeted pupils (up 1.04%) as well as our whole school (up 0.88%), and resources and active approaches are having a positive impact on these children. Children in attendance target group 1 improved their attendance by on average 12 days in comparison with the previous session.

Our school Summer Fayre and Christmas Fayre were very well attended and there were a variety of stalls, reasonably priced activities and free entertainment to cater for all families. Parent Consultations were also well attended with less than 5% of appointments not attended.

Communication has improved with regular updates on Twitter, the school app and general information on the new school website. Families know where to access information relating to their child's education.

"Communication is good on email and app. Twitter is great. Staff all very friendly."

Nurture sessions have had a positive impact on attendance and pupil engagement. Pupils have reported looking forward to each session and that they've made new friends there too.

"I love it. We chat about lots of things and play games. We take turns."

The clothing Swap Shop was used, but could be improved to make it more accessible to families. A survey to parents highlighted that 88% of families do not access it at the moment but 43% said they would consider accessing it in the future, with 43% wanting access during the school day and a further 27% accessing it after 3pm.

Parents reported that they were happy with the amount of events throughout the year that had a cost attached. Parents acknowledge the measures already taken throughout the year to minimise cost for families.

"We can see that Blacklaw already make an effort not to expose families to unreasonable costs (colourful clothes rather than character costume, etc)." (during themed days such as World Book day)

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

Clothing swap shop to be set up and accessible for families throughout the school day until 4pm.

Stay and Play workshops for parents to attend. A parent survey highlighted that digital workshops would also interest families.

Parents have indicated that they would like more technology, numeracy and literacy resources for pupils next session.

Nurture to continue for targeted pupils.

Pupil led clubs to increase engagement and maintain high levels of attendance.