



Greenhills Primary School and ELC
Standard and Quality Report
June 2022





Greenhills Primary and ELC is a non-denominational, co-educational school situated within the Greenhills area of East Kilbride for pupils from 3-12 years of age. Our ELC operates within the 1140hrs and can cater for 54, 3–5 years. The current school role is 263 pupils and our ELC role is 48. The breakfast club operates 5 mornings per week under South Lanarkshire Council. At Greenhills 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 his or her full potential. We work in partnership with our parents/carers and the wider community to ensure we are ready, respectful and safe in all areas of our lives

In 2019-2020, the Pupil Council consulted pupils, parents/carers, and staff and updated our Vision, Values and Aims to the following:

Our Vision

In Greenhills Primary School, we support each other to learn, make friends as we strive to achieve our full potential.

Our Values

- Believe
- Happy
- Inclusive
- Respectful
- Safe

Our Aims:

All pupils are Ready for Learning, Respectful and Safe in Greenhills Primary and ELC.



Progress Report June 2022

School priority 1: Continuity of Learning																					
<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> School and ELC improvement Assessment of children's progress	<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																				
Strategy What did we set out to do? <ul style="list-style-type: none"> • Improve children's engagement • Increase our attainment levels in Literacy and Numeracy by 5% • Develop use of the outdoors learning • Re-engage (targeted) families through life skills workshops • Reduction in number of pupils requiring targeted support (5%) • Pupils target setting • Pupil Voice – Our committees were once again strong and another platform for children to share their views on the school. 																					
Progress and Impact What difference did we see? What did we achieve? Each year our whole school attainment published by the Scottish Government is heavily dependent on the number of children we have within our supported class provision and in our mainstream at the key stages (P 1, 4 and 7). The data which will be published by the Scottish Government for session 2021/2022 clearly identifies a dip in attainment in all areas, however if we look at our mainstream our data clearly shows the following attainment levels:																					
The data in green is above both overall data for Scotland and South Lanarkshire Council. An * mean they are equal to SLC average attainment data and higher than Scotland data. ◆ Attainment fallen from previous year	<table border="1"> <thead> <tr> <th>Curricular Area</th> <th>P1 Attainment</th> <th>P4 attainment</th> <th>P7 attainment</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>73%</td> <td>64%</td> <td>80%</td> </tr> <tr> <td>Writing</td> <td>77% *</td> <td>48%</td> <td>59% ◆</td> </tr> <tr> <td>Listening and Talking</td> <td>92%</td> <td>88%</td> <td>85%</td> </tr> <tr> <td>Numeracy</td> <td>77%</td> <td>56%</td> <td>78% *</td> </tr> </tbody> </table>	Curricular Area	P1 Attainment	P4 attainment	P7 attainment	Reading	73%	64%	80%	Writing	77% *	48%	59% ◆	Listening and Talking	92%	88%	85%	Numeracy	77%	56%	78% *
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Attainment has increased year on year outstripping the 5% increase in attainment levels which we set out to do in 2021-2022 with the exception of primary 4, where we have seen a dip and in primary 7 writing. These areas will be targeted for 2022-2023.																					

- The majority of pupils engaged in learning; however, we experienced a decrease in pupils completing homework. A survey of parents identified 77% of parents felt that we should focus on literacy, numeracy and personal research at the P4-7 stage
- Play pedagogy working party audited play pedagogy and identified resources. Resources purchased.
- Staff members attended CLPL training provided by SLC and cascaded learning to other staff.
- Primary 1 and 1/2 taught through play.
- Outdoor learning working party took forward outdoor strategic priority. Staff developed their understanding of outdoor learning and resources purchased to enable pupils to participate in outdoor learning.
- 2 teachers trained in Math's Recovery and cascaded the teaching to all teaching staff.
- 4 SSA's trained in Catch up Literacy and Catch up Numeracy. New SSA trained in 5 Minute Box Literacy and Numeracy, however, targeted additional support by SSA did not occur due to high absences/staff shortages. Number of children requiring support has decreased.
- Core Accreditation for Reading Schools has begun and reading recommendations to be highlighted around the school

Early Learning Centre

- Almost all pupils engaged in learning in the nursery and all children enjoy learning in the nursery (June '22).
- All parents engaged in Learning Journals. (ongoing)
- Some pupils and parents are involved in our Wider Achievement Proud Cloud with 50% pre-school children receiving a Proud Cloud Gold Award in June' 22.
- All children experience outdoor learning every day.

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

- Re-engage pupils and parents in homework. Parent Survey (June '22) data analysis identified 26 families responded (13%)
- Re-engage parents in life skills workshops
Average attainment levels in literacy and numeracy to be increased by 3%
- Targeted literacy and numeracy support
- Focus on Science/STEM through questioning and writing. All teachers identified the need to enhance skills in this area. (In-service May 2022)
- Gain accreditation for Reading Schools

School priority 2: Promote the positive health and wellbeing of children and young people, parents/carers and staff.	
<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Parent/carer involvement and engagement Assessment of children's progress	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 1.3 Leadership of change 2.2 Curriculum
<p>Strategy What did we set out to do?</p> <ul style="list-style-type: none"> • All staff involved in either teaching or supporting of pupils including Regulation Stations to be introduced in all classes without a quiet room. • Monitoring and evaluating via PPRUDB distressed behaviour • A 20% decrease in the number of children expressing concern of one of the four areas which identified from the What I think questionnaire (Jan 2022). • Pupils/Parent/Carers will have a positive view of the school • Mrs Martin to engage with staff re staff charter reviewed (2020-2021) • Working Party to trial new Jigsaw Program. <p>We did not set out to look at pupils' social and emotional patterns, however we felt that this would be appropriate and trialled the use of Plicker cards to identify patterns. Data highlighted children were more unsettled Monday, Tuesday, calming Wednesday pm, Thursday and Friday and all strategies implemented had an impact, however, a class novel being read by the teacher after break and lunch had greatest impact.</p> <p>We organised our Active Schools co-ordinator to work with our P6 children and staff training them in playground games, etc. which they will develop even further in August 2022.</p> <p>Progress and Impact (What difference did we see? What did we achieve?) Health and wellbeing working party</p> <ul style="list-style-type: none"> • Health and Wellbeing working party reviewed policy and regulation stations in all classes enabled almost all children to be nurtured in the classroom environment, using de-escalation strategies taught by Mind Marvels, Creative Solutions (Barnardo's) or class teacher. • Following Mind Marvels interventions data was analysed and improvement was identified, however the parental results analysis was inconclusive as there was a decrease in parent participation in the pre and post questionnaires. • We did not see a decrease of 20% in the What I think questionnaire, this varied area to area. (Data analysis Jan '22) • Health & Wellbeing Surveys Ready, Respectful and Safe identified that almost all parents/carers believe their child is treated with respect and safe. Most parents identified that they were aware of both their child's achievement and attainment (April '22) 	

- Parents Charter was not produced; however, Parent Leaflet identifying program and supports which have been implemented throughout the year produced and shared.
- Jigsaw Program trialed in 3 classes.
- 2021-2022 was not the year we thought it would be and rather than look at the staff charter we felt it more appropriate to focus on staff wellbeing. Questionnaires identified almost all staff's social and emotional health has improved between first and second questionnaire.
- We shared our A-Z of attachment with families on a weekly basis to help support family concerns as well as provided advice for Parents and Carers on where they can access food, clothing, financial help, etc.

Nursery

- Tooth brushing completed daily, Pupil focus has been on washing hands, and following Covid regulation and developing their skills in dressing and changing clothing to make them more independent. Children skills have been developing in the lunch hall, carrying their own trays and using cutlery appropriately. Helping prepare snack including cutting of fruit. Children also having to learn to socialise in a larger group as Covid restrictions reduced and having to share with others. Staff complete daily check in with pupils.

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

- Plicker cards to be used to identify social and emotional patterns of children. Data will be analysed and relevant support provided.
- Jigsaw, health and wellbeing program to be implemented across the school.
- Barnardo's Worker and Wellbeing Scotland Worker to be engaging with individuals/ groups / families for targeted support.
- Produce a Health and Wellbeing Parent Charter in conjunction with parent/carers, pupils, staff and external agencies.
- Review Staff Charter

Nursery

Continue to develop pupils' health and wellbeing through play and continuing into real life scenarios. Children involved in preparation of snack and baking a minimum of twice per week

Re-initiate parent/carer involvement in parent group with a focus on health & wellbeing for children and parents.

School priority 3: Planning for Equity	
<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Parent/carer involvement and engagement School leadership	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support 1.5 Management of resources to promote equity
<p>Strategy What did we set out to do?</p> <ul style="list-style-type: none"> • Increase pupil engagement • Participatory Budget to be used for Cookery with parent/carer and ICT resources. • Provide targeted support for pupils. • Parent/carer working party to increase the number of families with ICT devices. • <p>Progress and Impact What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> • Mind Marvels used to give pupil strategies for dealing with anxiety. Data shared collated is not specific enough to enable targeted support. Pupil engagement varied throughout the year and due to high absences around Covid it is difficult to give clear data. There was a decrease in the number of children completing homework and parents asking if their child could be excused from completing homework. Homework questionnaire sent out June '22 • Participatory Budget for Cookery with parents/carers was not used due to Covid, however this will be carried forward into 2022-2023 session. • Mrs Walker worked with families to ascertain ICT and Wi-Fi capacity in homes and we provided ICT resources to families. Purchased of ICT resources for targeted individuals. Homework resource pack for use at home including pens, pencils, etc. This process has already begun for 2022-2023. <p>Next Step(s) to inform SIP for 2022/2023:</p> <ul style="list-style-type: none"> • Homework and presentation will be reviewed. • Review attendance working in partnership with families to support children back into schooling resulting in an aggregate of 3% increase in attendance levels 	

- Cost of the school day: Family Meal Budgeting and Preparation. Pupils and parents will be offered the opportunity to cook with their child and learn how to budget.
- Families will be increasingly meeting hardship, and this is likely to continue so we will work with parents to advise them where possible including sharing advice for parents/carers.



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

Greenhills Primary School and ELU continue to focus on our whole school community and the needs of our families. We are aware of the deprivation and impact it has on families. We have worked tirelessly providing ICT, support via A-Z of attachment, Barnardo's family support, advice for parents and carers as to where they can obtain food, clothing financial support, etc. all to try and alleviate some of the pressures on our families. We operate a nurturing school with regulation stations in every class which in a year of staff shortages was an area that did not waver due to the high number of children requiring nurturing support. (January – March 2022 saw 10-15 absences daily and April- June 5 - 10 absences daily). Targeted support for literacy and numeracy did not happen. Higher levels of pupil absences had an impact on learning within the school and some families disengaged with homework. Staff ran after school clubs to try and meet the needs of targeted children. Emotionally people have struggled, mixed with parents not being allowed into the school added to us not always being able to provide the support we would have wish to do, although we were just a phone call away. Again due to the shortage of staffing we were unable to carry out our cookery even in the final term.

Progress and Impact

What difference did we see? What did we achieve?

Our attainment gap has been closing over the last six years. 2021-2022 saw a change in this. The mainstream attainment levels can be clearly seen against both South Lanarkshire Council and Scottish data and we will continue to close the gap in relation to literacy and numeracy with an aggregate of 2% moving forward. Pupil wellbeing has varied throughout the year, and we have seen greater needs within the school though PPRUDB, although this reduced as they year progressed. Use of Plicker cards and tracking pupils' emotional wellbeing has enabled staff to ensure a nurturing school with the use of regulation stations in each class. Attainment has improved and we have identified the children who need targeted support for 2022-2023.

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

- Use of PEF money for Barnardo's and Wellbeing Glasgow workers to support individuals/groups/families and work with parents to create a wealth of support and go to advice

- We will continue to review our provision of uniform support where needed, recycled school uniforms, winter jackets (SLC drive) and cost of the school day ensuring minimum outlay for families. As well as encouraging families to take up the free school breakfast and lunches on offer. Families were also supported with the winter school clothing allowances and Christmas vouchers/ gifts . Parents and staff members support our local Food Bank.
- With the reduction of Covid levels we look forward to inviting parents into the school to share in their pupils learning and school life.
- Continue to reduce the attainment gap ensuring all children reach their full potential