



# **Greenhills Primary School and Nursery Class**



## **Standards and Quality Report 2022-2023**

### **Context of the school:**

**Greenhills Primary School and Nursery Class** is a non-denominational, co-educational school situated with the Greenhills area of the East Kilbride and serves pupils from 3-12 years of age

In our premises we have a nursery, 7 additional support classes and 7 mainstream classes. The school has a Head Teacher, 2 DHT, 2PT & 1 Acting PT.

The nursery operates within 1140 hours and can cater for 54, 3–5-year-olds. Currently our nursery role is 40. We have a Team Leader and 7 members of staff.

Our school role is 225 pupils. We have 20 teachers, 22.4 school support assistant including 3 office staff. Our breakfast club operate 5 mornings per week from 8.15am – 8.45am and provides a free breakfast for any pupil from primary 1-7.

At Greenhills Primary School and Nursery Class learning is at the heart of all we do. We strive to provide rich learning experiences that builds confidence and self-belief. We foster a “can do” attitude, which enables everyone to reach their 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 2022- 2023 our Pupil Council were the lead in updating our Vision, Values and Aims as follows:

#### **Vision**

In Greenhills Primary School and Nursery Class we are inclusive in how we support each other to learn, be happy, and strive to reach our full potential as we journey through life.

#### **Values**

- Achieve
- Believe
- Create

#### **Aims**

All pupils are ready for learning, respectful and safe within Greenhills Primary School and Nursery Class.

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

School priority 1:	
<p>NIF Priority (select from drop down menus) Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Parent/carer involvement and engagement Teacher professionalism</p>	<p>HGIOS?4 QIs (select from drop down menus) 2.7 Partnerships 2.5 Family learning 1.3 3.1 Ensuring wellbeing, equality and inclusion</p>
<p><b>Strategy</b> <b>What did we set out to do?</b></p> <ul style="list-style-type: none"> <li>We set out to improve the health and wellbeing of children, thus allowing children to flourish.</li> <li>Improving the levels of attendance by closing the gap by whole school attendance being above 90pp and closing the gap to below 4.7pp (stretch aim).</li> </ul> <p><b>Progress and Impact</b></p> <ul style="list-style-type: none"> <li>All staff trained in using Plicker and use of data, thus allowing daily monitoring of pupil's health and wellbeing. 50% of classes implemented Plicker twice daily moving forward to ensure Pupil Health and Wellbeing. Nurture has had a huge impact in reducing pupils' anxiety. See Plicker data.</li> <li>All pupils completed the What I Think Toolkit twice in the session (Sept &amp; April) Almost all pupils identified positively and where necessary, targeted interventions for identified pupils were implemented e.g., Wellbeing Scotland who offered support and joint strategies including parental support where needed.</li> <li>Jigsaw programme now implemented and being taught to support pupils' health and wellbeing.</li> <li>PPRUDB data started high and reduced See data.</li> <li>Links with both Barnardo's and Youth, Family and Community Learning to provide parent/carer and pupil workshops in producing budget friendly meals P4-P7, Majority of parents in attendance enjoyed time and learning with their child.</li> <li>Health &amp; Wellbeing Event October 2022, again the majority of parents enjoyed spending time with their child in simple, but relaxing activities, as well as the external services being on hand, e.g., Loaves and Fishes, Social Security, etc.</li> <li>Whole school attendance increased to 91.06% which is 1.06% above target of 90% and our closing the attainment gap reduced to 4.69% just below last year's 4.7%. Again, we are looking to reduce this gap further in session 2023/2024.</li> <li>Provided after school clubs of children and winning the SLC School Sports of the Year Award 2022-2023.</li> <li>Achieved 4<sup>th</sup> Eco Flag</li> </ul> <p>All intervention will have aided the health and wellbeing of pupils and consequently attainment and achievement levels within the school.</p>	

School priority 2:	
<p>NIF Priority (select from drop down menus)</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p><u>NIF Driver</u></p> <p>Curriculum and assessment</p> <p>School leadership</p>	<p>HGIOS?4 Qis (select from drop down menus)</p> <p>1.2 Leadership of learning</p> <p>2.4 Personalised support</p> <p>2.2 Curriculum</p>
<p><b>Strategy</b></p> <p><b>What did we set out to do?</b></p> <ul style="list-style-type: none"> <li>• Continue to raise attainment in literacy and numeracy.</li> <li>• Decrease the poverty related attainment gap in literacy and numeracy.</li> </ul> <p><b>Progress and Impact</b></p> <ul style="list-style-type: none"> <li>• Whole School Literacy attainment in P1, 4 and 7 has increased by 2%,( Listening and Talking +13%, Reading +17%, Writing + 15%) Literacy mainstream data for P1,4 &amp; 7 shows an increase in attainment of 12%.</li> <li>• Most staff feel their confidence in 4 levels of questioning has improved thus giving pupils appropriate levels of questioning to aid their understanding and engagement.</li> <li>• Reviewed homework policy through consultation with pupils, parents and staff, new policy to be implemented session 2023-2024.</li> <li>• Engagement in wider achievement increased.</li> <li>• Core Reading Schools Accreditation for Literacy</li> <li>• Resourced new literacy materials for teacher and pupils to help structure writing to aid pupils understanding.</li> <li>• Whole school numeracy increased by 9%. Numeracy mainstream data for P1,4 &amp; 7 increased by 4%.</li> <li>• A further 3 staff trained in Maths Recovery and subsequent inhouse training of staff will be implemented in 2023-2024 to aid pupils attainment in numeracy.</li> <li>• SSAs trained in 5 Minute Box and CUN. When staffing allowed targeted support, results identified improvement in pupils learning. This will continue in 2023-2024.</li> <li>• P4-7 pupils took part in My Money Bank Workshops to develop life skills in managing money.</li> </ul>	
<p><b>Next Step(s) to inform SIP for 2023/2024:</b></p> <ul style="list-style-type: none"> <li>• All pupils to have method off communication appropriate to their literacy levels (SCERTs).</li> <li>• Work collaboratively with SALT and OT to develop teachers/early years workers skills in developing pupils gross and fine motor skills leading onto review of teaching of handwriting.</li> <li>• Staff to develop enhanced understanding of spelling pedagogy.</li> <li>• Raise literacy attainment in P1, 4 &amp; 7 by 3%.</li> <li>• Raise attainment in writing in P1, 4 &amp; 7 by 2%</li> <li>• Maintain attainment in Listening and Talking across the school.</li> <li>• Raise attainment in Numeracy at P1,4 &amp; 7 by 2%</li> </ul>	

<b>School priority 3:</b>	
<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Driver</u> School and ELC leadership Assessment of children's progress</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p>
<p><b>Strategy</b> <b>What did we set out to do?</b></p> <ul style="list-style-type: none"> <li>• Close the attainment gap by reviewing our current assessment approaches.</li> <li>• Assessment coverage of the curriculum</li> <li>• Tracking of children's learning through AAC and SCERTS</li> </ul> <p><b>Progress and Impact</b> What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> <li>• Reviewed assessment approaches within school to ensure that assessment is appropriate to the needs of the pupils. Moderation of levels twice within the year at both September and May also further enhanced staff moderation of pupils learning.</li> <li>• Increases in mainstream for Listening and Talking 8%, Reading 13%, and Writing 12%.</li> <li>• All identified pupils to have method of communication appropriate to their literacy levels and pupils traced through AAC. SCERT programme in place for identified children. StickKids being implemented.</li> <li>• Health &amp; Wellbeing Event brought families together for fun and relaxation.</li> <li>• New resources bought and used appropriate to needs of pupils</li> </ul>	
<p><b>Next Step(s) to inform SIP for 2023/2024:</b></p> <ul style="list-style-type: none"> <li>• Using PEF to develop partnership with Barnardos, Heathery Knowe and Castlefield to increase attendance of 16 identified pupils.</li> <li>• Targeted writing interventions for 12 pupils.</li> <li>• Targeted numeracy interventions for 2 pupils</li> <li>• Reviewing diversity within literacy following consultation with community.</li> </ul>	

## National priority: How we are ensuring Excellence and Equity?

### Strategy

Over the last 6 years, Greenhills Primary School and Nursery Class has focused on our values moving from Believe, Happy, Inclusive, Respectful and Safe to our newly agreed values in 2022-2023 of Achieve, Believe and Create. We have gone about these huge changes by becoming a nurturing nursery and school, where we work hard to ensure that all children are at the centre of our practise. All classrooms and our playground have an emotion station which children can utilise should they require to. We have worked continuously to ensure all pupils remain where possible on task and learning. Our values have allowed us to identify barriers to learning such as: impacts of Covid19, neuro diversity, poverty, social anxiety, etc. We have implemented twice daily check ins within some classes and in 2023-2024 this will increase to all classes alongside our twice annually What I think Toolkit for all pupils. Analysing the data can result in targeted interventions for pupils. Staff use nurturing approaches with pupils. As we have become a nurturing school our behaviour and engagement within the school have impacted on all of our children and their attainment. We have worked with external organisations for those children and families who require support. We operate playtime and lunchtime clubs for identified children and this aids their ability to stay on track with relationships with others and their learning. Our health and wellbeing event was successful and provided both child and parent activities as well as parental links with organisations such as Social Security, Loaves and Fishes, etc. We are an inclusive school and inclusion when relevant works both ways.

The training of support staff and PEF teachers over the years has helped with our targeted interventions which have impacted pupils learning and attainment.

We have engaged all our families in the spending of our Participatory Budget each year through our online surveys and this year focused on Food and Resources for Cookery to help families with Cooking Together classes which ran for P4-7. Subsidizing of school trips to ensure equity for all and iPad for targeted children who require them to support learning.

We have worked hard to reduce the cost of the school day providing pupils with numeracy homework kits, winter clothing allowance, and to provide targeted children with iPad, etc. As a school focusing on sustainability, we follow *Reduce, Reuse, Recycle*.

#### P1,4 & 7 Whole School Attainment gap over time

	2016-2017	2022-2023
Listening and Talking	58.9%	75%
Reading	54.3%	68%
Writing	50.9%	56%
Numeracy	46.4%	58%

All data is based on 225 children including 64 ASN children. Data is available for Whole School, ASN and Mainstream.

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

- Continue to promote Cost of the School Day
- Ongoing review of Excellence and Equity through HGOELC, HIGIOS4 and NIF Drivers