

## Quarter Primary School and Nursery Class



## Standards and Quality Report 22/23



### Context of the school:

Quarter Primary School is situated in a semi-rural area of South Lanarkshire. The school currently has a roll of 68 children across P1/2/3, P3/4/5 and P6/7 configured classes. The nursery class offers 1140 hours early learning and childcare to 3–5-year-olds. The nursery has capacity for 22 children and have benefitted from provision from 9.00am until 3.00pm.

The local area is mostly privately-owned housing with a small number of social housing. A bus service links the village to Hamilton. Facilities in the village include Quarter Parish Church, Boolin' Club, Bully Inn, and play park. The new school building was opened in 2013 and provides an excellent, modern environment in which our children can learn and achieve.

We work together to provide a safe, nurturing, and inclusive environment where children actively engage in their learning journey. We encourage all our young people to develop as independent and cooperative learners by providing a breadth of learning experiences which offer appropriate support and challenge, allowing each child to develop to their full potential. Working in partnership with parents, our local and wider community we support our children in developing resilience and skills for learning, life, and work. We strive to ensure all children are offered a wide range of activities, both within the context of their learning experiences as well as a range of lunch and after school clubs, which are well attended. We are active participants in a range of activities and sports tournaments throughout the session.

We have an active and engaged Parent Council and PTA who support the school in many ways including fundraising. Our local community is interested in school involvement, and we have developed our links with Quarter Parish Church, the Boolin' Club as well as with Morrison's and Asda. We are part of the Hamilton Learning Community and we have developed links with local schools. We work with local nurseries and Hamilton Grammar School and Strathaven Academy to ensure that smooth transitions are planned for.

We have developed a Quarter Code of 'safe, kind, hardworking, inclusive and fun'. Our school values are embedded within our school community.

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

### School priority 1: Outdoor Learning

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

School and ELC improvement

Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)

2.3 Learning, teaching and assessment

2.2 Curriculum

1.3 2.4 Personalised support

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

- Teachers and EYWs to develop outdoor learning opportunities through all areas of the curriculum.
- Staff CLPL in outdoor learning/forest schools to take place (led by Acting PT Equity)
- Using the principles of play to engage learners across all stages in the school and ELC.
- CAT Nights and INSET to plan rich tasks for outdoor learning.
- To develop the playground with more opportunities for free play and loose parts during break times. To involve support staff with this planning.
- To invite parents into school for outdoor learning sessions with pupils.

### Progress and Impact

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

There are more opportunities now for outdoor learning through play. At breaktimes the support staff organise the loose parts and the play trolley so that children can access the resources during playtime and lunchtime. The children are more engaged during break times and almost all children are developing their social skills and communication. Loose parts are always accessible, and classes are timetabled to develop curiosity and imaginative play. Staff planned rich learning experiences for outdoor learning week and now look for more opportunities to learn outdoors. The P1/2/3 class use their Maths and Literacy shed to develop their skills in writing reading and maths. The new water and sand trays have given opportunity for our P1s to develop learning in volume and capacity in Maths. 83% of our P1 pupils have achieved in early level Maths and Numeracy. 60%-80% of our P2s are on track and 90% of our P3s are on track as predicted. The Nursery class have been using the wild garden and this has given many opportunities for STEM learning and developing their curiosity. The Nursery outdoor area has been developed to include more Maths and Literacy learning to develop early skills in mark making, writing, and reading. All pre-school children are on track within Early Level to achieve by the end of P1. Parents participated in Forest School sessions led by Acting Pt of Equity. This was a very positive experience for pupils and parents to learn together and explore the local forest and the learning opportunities it can offer including den building and cooking.

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

- To develop play pedagogy in P1/2 and planning with the Nursey Class to develop Early level outcomes and providing more challenge
- Continue to provide outdoor learning experiences for all stages
- Forest schools input to continue through PEF

**School priority 2: Talk for Writing**

NIF Priority (select from drop down menus)  
Improvement in attainment, particularly in literacy and numeracy.  
NIF Driver  
Curriculum and assessment  
Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)  
2.3 Learning, teaching and assessment  
3.2 Raising attainment and achievement  
2.2 Curriculum

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

- Talk for Writing training will take place next session for staff who have missed previous training. This will be for fiction and non-fiction.
- HT to monitor teaching and learning of writing across the year.
- Staff moderation of writing, practitioner enquiry.
- Plan for other genre of writing at least once a term. There will be planned blocks of writing across the session.
- Staff to engage in professional dialogue during planning/tracking meetings with HT to discuss pupil progress of specific identified children.
- Staff to engage in professional enquiry of writing.
- ELC staff to plan opportunities for daily writing and develop their own knowledge and understanding of foundations of writing and early emergent writing.
- Peer visits across the school for mentoring and coaching opportunities.
- Class display will have examples of pupil work and teaching aids for pupils.

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

Almost all staff are trained in Talk for Writing approaches. Staff are planning fiction and non-fiction lessons across all stages. Staff continue to use the genre writing in each term to ensure the benchmarks in writing are being covered. In P1 83% of pupils have achieved Early Level, In P4 75% of pupils have achieved first level and in P7 67% of pupils have achieved second level. Most children with additional support needs are making good progress from prior levels of attainment. In second level most children write well across a wide range of contexts using the correct feature of each genre. In the Nursery class most pre school children use mark making to communicate meaning and can write their own name. A few children are ready to use their skills in writing throughout their play. Staff participated in writing moderation. Staff can identify if a child has achieved a level using various pieces of evidence including assessment data and benchmarks.

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

- Across the school children would benefit from an increasing range of real-life contexts for them to apply their writing skills.
- In P1 children will develop skills to write more than one sentence independently and use conjunctions in their writing.

### School priority 3: Maths Recovery

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

HGIOS?4 QIs (select from drop down menus)  
2.4 Personalised support  
2.3 Learning, teaching and assessment  
3.2 Raising attainment and achievement

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

- Staff to engage in Maths Recovery training delivered by SLC – starting with Maths champion and begin pedagogy development with P1 teacher for cohort 1.
- Teaching number in the classroom training will be pitched at pupils aged 4-8.
- Developing number knowledge with assessment, teaching and intervention will be aimed at pupils aged 7-11.
- At CAT/INSET Maths champion to deliver staff training for the pedagogy of Maths Recovery.
- Maths champion to develop planning for maths recovery across the school and ELC.
- Maths Champion to identify pupils across the school who will receive specific planned outcomes in their skills development.
- ELC Staff to be trained in 'Together we Count.'

#### Progress and Impact

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

Staff participated in Maths Recovery CLPL delivered by our Maths Recovery teacher. This was an introduction into how the approach is used to support children who have gaps in their learning and not on track in Maths and Numeracy. Most staff have now attended the Maths Recovery training provided by SLC. P4/5 pupils were targeted first by the class teacher and there has been an improvement in confidence and assessment data of targeted pupils. Within the P4 group 75% of pupils have achieved first level Maths which equates to 9 out of 12 pupils achieving. Within the P5 group 88% of pupils are on track within second level Maths and Numeracy. Maths Recovery intervention will be continued next session. Overall attainment in Maths is good, most children are making good progress in Maths and Numeracy. This planned intervention has led to improved outcomes for children who require support with their learning. Staff in Nursery have been trained in 'together we count' and use this to plan learning in maths and numeracy both indoors and out. Almost all children count to 10 and beyond confidently and the majority order numbers to 10 accurately.

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

- Maths Recovery principles and approaches to be embedded in classes by all staff to improve attainment in Maths and Numeracy
- More intervention required in Early level

#### School priority 4: Curriculum Rationale and Design

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment

School leadership

HGIOS?4 QIs (select from drop down menus)

1.3 Leadership of change

2.2 Curriculum

3.1 Ensuring wellbeing, equality and inclusion

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

- Create a position statement for a new curriculum rationale in our school and ELC.
- Include learners in the process using 'How Good is OUR School?' Pupils use this to audit.
- All stakeholders to be involved in self-evaluation of our curriculum design.
- Identify main drivers in our curriculum to enable each child to be successful learners, confident individuals, responsible citizens and effective contributors.
- Use the 7 principles of curriculum design to develop each learner's journey.
- Use Es and Os with benchmarks to make connections across learning.
- Provide learners with skills for lifelong learning and work through IDL contexts. Develop a pathway to introduce these skills from Early-Second Level.
- To develop the features of planning to deliver high quality learning and teaching. Use self-evaluation tasks to improve current planning.

#### Progress and Impact

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

Our curriculum rationale has been updated to include our refreshed vision and values. The principles of curriculum design are included in our quality assurance process when planning for class visits and the HT provides feedback on strengths and identifies next steps in planning. Overall, the quality of teaching is good, and a majority of teachers use questioning very well to support children's critical thinking. Children are involved in evaluating their learning experiences. We gather views during lesson observations, informal discussions, assemblies and during learning walks. The Pupil Council used the HGIOURS themes for school improvement and shared their findings for improvement. Staff make effective use of our whole school rolling programme to support planning in our multi composite classes. Staff use the agreed progression pathways for Literacy, Maths and Health and Wellbeing. Staff create interdisciplinary learning plans bringing together experiences and outcomes from a range of curricular areas.

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

- Plan consistently across all curricular areas, particularly in Expressive Arts
- To ensure children experience breadth, depth and challenge in all areas of their learning
- Skills progression pathway to be used across all levels

**School priority 5: Play Pedagogy (ELC and P1)**NIF Priority (select from drop down menus)

Improvement in children and young people's health and wellbeing

NIF Driver

Teacher and practitioner professionalism

School Improvement

HGIOS?4 QIs (select from drop down menus)

2.3 Learning, teaching and assessment

2.2 Curriculum

3.1 Ensuring wellbeing, equality and inclusion

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

- In September 2022 a baseline assessment will be done using the Leuven scale for P1 and ELC.
- P1 teacher training taking place session 22-23 for the development of play pedagogy.
- Implement the play pedagogy in the P1/2/3 classroom.
- P1 teacher participating in practitioner enquiry.
- Dialogue between teacher and pupils to find out their opinions on learning experiences in P1.
- Plan organisation in classroom to develop daily programme to allow ownership and choice for children.
- Using play to offer rich tasks to deepen learning and develop thinking.
- Develop the environment in the classroom and open area to embed play into action: develop play experiences, play spaces and play interactions.
- Plan for teacher led play, child led play and adult initiated.

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

Staff are at the early stages of implementing play pedagogy in the P1/2/3 class only. P1 staff have engaged in training in developing Play across the early stages in school and have completed practitioner enquiry and shared with colleagues across SLC. The environment has been developed to offer play experiences in areas such as STEM, Literacy and Numeracy, and using the outdoor learning shed. Staff are beginning to engage with national and local guidance and research relating to play pedagogy. While this is impacting positively on children's social and emotional development, it is not yet leading to improved outcomes for all children.

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

- To continue to develop a deeper understanding of teacher led, child led and adult initiated play in P1/2
- To plan motivating and meaningful learning experiences that provide appropriate challenge for all learners in P1/2
- P1/2 staff to work with early years staff to plan for progression within Early Level

## 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

10 pupils – 14.7% of our pupils are FME with 3% (2) of those in SIMD 1/2. There is 1 pupil in P7 and 1 pupil in P5 from this group who don't receive any interventions and have attained expected levels. All of the other pupils have a barrier to learning in the areas of Literacy and Numeracy and 2 pupils with ASD and 1 pupil diagnosed with Dyslexia. 8 pupils receive interventions daily including Catch Up Literacy/Numeracy, code cracker, 5-minute box, individual spelling and handwriting programmes and support with engagement through nurture activities and game based learning. Forest School sessions have taken place this session for 2 targeted groups of learners in P1/2/3 and P6/7.

### Progress and Impact

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

Overall, most children are making good progress in Literacy and English and Maths and Numeracy relative to their age and stage and from prior levels of attainment. Attainment data over the last five years is above or in line with local authority and national comparisons. Data is used very well to plan interventions and identify resources to support individual needs. This has led to improved outcomes for children who require support with their learning.

A range of interventions are planned which support children with additional needs or those who need support to stay on track with their learning. Support staff provide effective targeted support for learners in Literacy and Numeracy as well as well-timed emotional support for identified children. As a result, almost all children receive good support to remain in class and access their learning with increasing confidence. Interventions are managed effectively, and this is impacting positively on children's progress and raising attainment across the school.

We make very effective use of data to identify poverty related attainment gaps. PEF is used well to support children with potential barriers to their learning and progress. Attainment gaps are beginning to narrow significantly because of these well-planned interventions.

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

- Build upon this positive approach to ensure this leads to improved outcomes for all children.