



Douglas Primary School & ELC



Standards and Quality Report 2022/23

Context of the school:

Douglas Primary School & ELC is a rural school in the Clydesdale area of South Lanarkshire. The current school roll is 119 over 5 primary classes and 41 children in the ELC. The local area is a mixture of social and privately-owned housing. Local amenities, transport links and employment within the area are limited however, there is an active community council and community-owned centre that organise classes and events throughout the year. This session we have seen a significant rise in the number of pupils identified as living within SIMD 1& 2 and/or receiving FME, currently this equates to 60% of our school role.

The school building provides a bright, modern campus for children to learn and achieve. We have a wonderful outdoor environment to enhance and extend learning including a trim trail, outdoor learning hut, forest camp, pond, walkways, river access and vast open spaces.

The management team comprises of the Head Teacher and Principal Teacher. We currently have 7 class teachers within the school, most of whom now work on a part time basis. The ELC team consists of a team leader and 6 Early Years practitioners.

Vision & Values

At Douglas Primary School and ELC our vision is for our school to be at the centre of the community, providing education, care and support to all. Within the school we will always strive to provide a happy, safe and friendly learning environment where everyone is respected and included.

Our school values are **positivity, friendship, trust, respect, determination.**

We work very hard at creating and maintaining positive partnerships to uphold our school vision and values and to provide the best educational experience possible for our pupils within a nurturing and safe environment.

Our Motto

Be Safe – Be Happy – Be All You Can Be!

Our Aims

- To provide a high quality of learning experiences
- To focus on raising attainment in literacy and numeracy for all
- To provide effective additional support to pupils in order for them to reach their full potential
- To promote skills for life, learning and work
- To provide an environment that nurtures and encourages our learners to be all that they can be

Review of progress for session Aug 2022- June 2023

School priority 1: Promoting positive Health & Wellbeing for all stakeholders	
<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School and ELC leadership School Improvement	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 1.3 Leadership of change 1.3 2.3 Learning, teaching and assessment
Strategy What did we set out to do? <ul style="list-style-type: none">Continuing to embed Nurture principles and practices throughout the school and ELC.Further developing the use of Emotion Works throughout the school and ELCProviding targeted support in relation to HWB through the use of Outdoor Learning sessionsPromoting a whole school ethos of resilience and growth MindsetContinuing to assess pupils in relation to HWB in order to be able to provide 1:1 and small group supports Progress – GOOD (important strengths with some areas for improvement) What difference did we see? <ul style="list-style-type: none">An additional class teacher has been trained in Nurture accredited course and all ELC staff completed a Nurture CLPL event during the May inset day. Nurture interventions were led by PT both whole class via CCC and targeted intervention groups.Emotion Works - Orange Cog was introduced in the ELC through a monthly emotion linked to the planning. All classes have fully embedded the use of Emotion Works in order to support the promotion of positive behaviourAll classes including the ELC have engaged in the use of Outdoor Learning in order to support HWB. A targeted support group have been identified in relation to Forest Schools input for next session.Monthly whole school assemblies with resilience & growth mindset as focus have been ongoing throughout the session. Whole school promotion through display, learner conversations and promoting positive behaviour.The Glasgow Motivation & Wellbeing Scale has been administered to all pupils within the school. Impact What did we achieve? <ul style="list-style-type: none">All staff within the ELC state that they are confident in identifying the Principles of Nurture and putting them into practice.Additional Nurture accredited member of staff means that Nurture provision within the school & ELC can be increased for next session.Almost all children are now able to use the principals of Emotion Works resulting in promotion of positive behaviours within the school and ELC.All children within the school & ELC had experienced Outdoor Learning sessions that have been planned to promote positive health and wellbeing. Almost all children would agree that it has positively impacted on their health & wellbeing.Most children are able to identify what resilience and growth mindset means and ways in which they can display these.All school children have complete the Glasgow Motivation & Wellbeing Scale which has enabled the identification of set target groups in relation to increased participation and engagement. Next Step(s) to inform SIP for 2023/2024: <ul style="list-style-type: none">Planned Nurture Intervention sessions led by newly trained member of staffIncreased Emotion Work display and use of language throughout the school and within the playground.Targeted termly Forest School groups in order to support pupil Health & Wellbeing.Continued focus on Resilience through whole school assemblies and classroom practice.Continue use of the Glasgow Motivation & Wellbeing Scale in order to identify pupils who may require additional support and to monitor the impact of interventions within the school.	

Evidence of Promoting positive Health & Wellbeing for all stakeholders

Nurture in the ELC

<p>The Development of Wellbeing in the ELC Staff Response...</p> <ul style="list-style-type: none"> Fantastic prep: Praise and encouragement Stickers Posting work on the wall displays Sharing achievements Thorough learning / planning using SHANARRI indicators Sharing experiences from home and to home Approachable staff Good communication with outside agencies to support those who require more Children as leaders in their learning / play Warm friendly ethos when entering ELC Children contributing to choosing resources / stories / their opinions are valued 	<p>NURTURE; Whole School Approach – Douglas Primary School ELC Staff Evaluation / Feedback, May 2023</p> <p>The ELC offers a safe base Staff Response...</p> <ul style="list-style-type: none"> Positive trusting relationships with the children Staffs listen on safe words (the nursery), have the spoken with an adult (see and adult / know the risks) Children do risk assessment of their own play in terms of safe Free flow / choosing where / how long want to play Memory ride ADULT risk assessing Secure relationships / cuddle / sit on knee / can ask for help if hurt / tell an adult Communication with parents and each other 	<p>Transitions in the ELC Staff Response...</p> <ul style="list-style-type: none"> Routine Daily expectations of the day are out lined to the children in the morning Visual timetable for a child if a need was there Routine for children more vulnerable to changes Discussed with parents/careers staff Consistency in each day Being adaptable where required as staff and a whole ELC Staffing is consistent New children; home visits and settling in procedure PT transition for moving on or transition to another ELC; planned well People who help us topics 	<p>Behaviour as Communication in the ELC Staff Response...</p> <ul style="list-style-type: none"> Children understand the behaviours that classify as red / green choices Communication with the parents; bad morning at home or coming in Spending time with the child; giving time As a professional being able to spot when a behaviour is coming and adapting own approaches or removal of situation to defuse the behaviour before it fully occurs Gentle hands Understanding home life / previous ; children's feelings are acknowledged whether negative or positive Giving time / support / strategies to reinforce the secure safe environment Emotion Works / visuals to give the language to the child to be able to express how they are feeling Knowing the children well and being able to identify why / what the reason for the behaviour is rather than just giving a row, looking at what and why an incident has happened Calm when responding / tone of voice / body language
<p>Learning is understood Developmentally Staff Response...</p> <ul style="list-style-type: none"> Knowing our learners well and adapting experiences to suit all abilities Observations Tracking and monitoring Setting targets for children specifically Talking and listening to the children Interactions with parents Responsive to the children's needs, likes and interests Using different curriculums accordingly dependent of age / stage appropriateness Collaborating with outside agencies Whole staff meetings and staff communication - sharing Staged interventions Home visits Care plans 	<p>Language as Communication in the ELC Staff Response...</p> <ul style="list-style-type: none"> Parents / Carers spoken with on a daily basis Language barriers are addressed together at home and in ELC (makaton example) Emotion Works Red / Green choices Listening and Talking with children Talking to parents about the night previous or the morning before coming to ELC Stories used as a means of communication Understanding that some children need more adult 1:1 time to feel a bit more secure before they are ready to play more independently or with peers Giving children fitting time and time to answer/ think/respond Breaking down the language depending on the child Using picture cards / visuals where required with certain children is appropriate Visual timetables where required for certain children 	<p>Focus Group Audit Nurturing Approaches</p> <p>Anything else we could do to improve our ELC nurture approach?</p> <ul style="list-style-type: none"> Helping the parents understand WHY; eg settling in process, home visits etc. Have some sort of information hand out on WHY things are done a certain way with settling in etc. To help them understand attachment and nurture Helping the parents to understand that each child is different depending on their attachments and social experiences early on eg. Parents comparing siblings to the settling in processes, personalities etc. <p>NG1054: How are we doing? How do we know? What are we going to do now?</p> <p>Staff Response?</p> 	

Emotion Works – Pupils Feedback

I know what to do when I am feeling sad.
(Primary 1 pupil)

Emotion works helps me to regulate how I am feeling and find a way to make myself feel better. (P7 Pupils)

It has helped me to see why I get angry and then what I can do to calm down.
(P6 Pupils)

Outdoor Learning



School priority 2: To provide a curriculum that raises attainment and achievement in Literacy & Numeracy	
<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment School Improvement	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum
<p>Strategy</p> <p>What did we set out to do?</p> <ul style="list-style-type: none"> Continuing to embed a play-based pedagogy within the infant department Fully embedding the use of Talk for Writing from ELC to P7 in order to raise attainment in writing Gaining accreditation from 'Reading Schools' in order to further promote a reading culture within the school, ELC and community, resulting in raised attainment in reading To focus on talking & listening across the curriculum with early interventions within the ELC & P1 using Language Land The introduction of a 'Problem Solving' approach within numeracy and linking number and beyond number topics to develop understanding and the transfer of skills To develop early numeracy skills through the use of home link activities within the ELC To increase parental engagement and family learning opportunities through the school and ELC <p>Progress – GOOD (important strengths with some areas for improvement)</p> <p>What difference did we see?</p> <ul style="list-style-type: none"> Play Resources purchased for P2/3 Play Pedagogy Planning and T&M further developed to ensure breadth, depth and coverage Further CLPL in relation to observations of play and extending play Talk for Writing Leadership CLPL undertaken by HT and Classroom Teacher, Excellence in Equity lead within ELC focused on Talk for Writing within Early Years. Core Reading Level achieved for Reading Schools Language Land intervention with all children in the ELC & NELI with identified P1 group. Problem Solving approach introduced in some classes Story sack lending library reintroduced within ELC with a focus on numeracy All classes within the school have organised at least one in class learning event for parents/carers and the ELC has held monthly Play and Stay sessions with focused curricular areas since January 2023. <p>Impact</p> <p>What did we achieve?</p> <ul style="list-style-type: none"> Play based learning has been fully embedded within P1/2 and P2/3, it has led to levels of increased engagement, skills development and improved health and wellbeing. P1/2 has attended SLC organised CLPL and is now confident in observations and the extension of play. Talk for Writing has been implemented within the ELC through the Excellence and Equity Lead Practitioner. All staff state that they feel more confident in embedding the approach within the ELC next session. Parents were also invited along to an information session and all that attended felt that it was beneficial towards them supporting the development of writing in the home setting. A 'Reading for Enjoyment' ethos has been created in the school through completion of the Core Level Reading School Award. All children within the ELC have taken part in Language Land intervention and an identified group of P1 children have further developed their early literacy skills through participation in the NELI programme. A Problem-Solving Approach in the middle school has led to an increased engagement within numeracy. Early numeracy skills have been targeted through the reintroduction of Rhyme Sacks within the ELC. All parents have reported that their children engaged well with the activities, and it provided insight into how they can support their child at home. 90.8% of school parents and 92.9% of ELC parents agree that the school and ELC organised activities where they can learn with their child. 	

- ACEL Writing attainment has increased to 66.6%
- ACEL Numeracy attainment has increased to 68.6%
- ACEL Talking & Listening attainment has increased to 74.5%

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

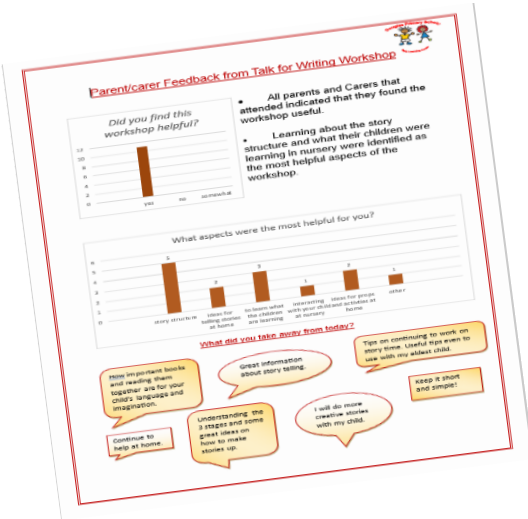
- Play Pedagogy will continue to be developed throughout the establishment.
- Focus on high quality learning, teaching and assessment within literacy and numeracy order to raise attainment and achievement.
- Gain Silver Reading Schools Accreditation
- Continued intervention of early literacy & numeracy skills development within the ELC
- Increased Family Learning and parental engagement opportunities through the school and ELC

Evidence of Providing a Curriculum that Raises Attainment and Achievement in Literacy & Numeracy

Play Based Pedagogy



Talk for Writing



Reading Schools



Parental Engagement

 Douglas Primary School and ELC
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What a wonderful afternoon! Thank you to all the family members who came into P345 today to help us with our STEM challenge of building our own versions of the Titan Crane. [#douglasprimary](#) [#itsSLC](#) [#STEM](#) [#skillsforlifework](#) [#parentsaspartnersinlearning](#)



 Douglas Primary School and ELC
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Our second stay and play was a great success. The children enjoyed showing their parents around the ELC playing with all our resources. [#stayandplay](#)



School priority 3: Supporting our learners to develop their skills for learning, work and life

NIF Priority (select from drop down menus)

Improvement in skills and sustained, positive school-leaver destinations for all young people

NIF Driver

Curriculum and assessment

School Improvement

HGIOS?4 QIs (select from drop down menus)

3.2 Raising attainment and achievement

3.3 Increasing creativity and employability

3.1 Ensuring wellbeing, equality and inclusion

Strategy

What did we set out to do?

- Staff CLPL in relation to the Key Skills Framework
- Introduction of the Key Skills Framework throughout the establishment
- Use of Outdoor Learning, STEM and Play Based pedagogy to provide opportunities for the skills to be highlighted and developed
- Regular celebration of skills mastered through classroom and whole school recognition schemes

Progress – SATISFACTORY (Early stages on a journey – strengths just outweigh weaknesses)

What difference did we see?

- All teaching staff participate in training on framework for all staff in school & ELC during inset day.
- All classes have a key focus within classroom/playroom on skills through the use of Recognition Boards
- Working party have started to create a skills-based planner linked to Outdoor Learning.
- Weekly whole school celebration of skills mastered through 'House Hero' awards at assembly

Impact

What did we achieve?

- All staff state that they can link skills vocabulary to daily practice within classroom.
- Some children are beginning to develop an awareness of Key Skills Framework and how this can link to the development of Skills for Learning, Work and Life.
- Outdoor Learning progression planners are at the early stages of development and will be implemented next session.
- Most children are able to identify the 4 capacities of Curriculum for Excellence and how these are linked to skills within the classroom.

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

- Embed the use of 'Skills Vocabulary' within daily classroom practice
- Outdoor Learning Skill based progression planners to be completed and implemented across all stages.
- Continue celebrations of skill mastered through whole school assemblies

Evidence of Supporting our learners to develop their skills for learning, work and life

Staff CLPL Feedback

STEM & ODL provide many opportunities to highlight the key skills framework.

It will work well with our Recognition Boards.

Skills based learning is at the centre of play based pedagogy.

Key Skills Framework Introduction



Skills Development



National priority: How we are ensuring Excellence and Equity?

Overview:

Douglas Primary School is set within a rural area of SLC, with almost all of our pupils (98%) living within Decile 4 or below in line with Scottish Index of Multiple Deprivation (SIMD) statistics. This session the number of pupils identified as living within SIMD 1 & 2 doubled compared to the previous session to 53.8%. At the start of session 2022/2023, 30% of our learners were entitled to an FME. Overall, this equates to 60% of our pupils as either being in receipt of FME or living within SIMD 1&2. This is a significant rise in comparison to previous years and therefore makes our comparable data difficult to analysis.

Attainment:

Of the 60% of pupils identified as being in receipt of FME or living within SIMD 1&2, 52.8% of pupils are identified as not being on track within at least one area of literacy or numeracy. This has risen significantly over the last few years and would therefore suggest that we are now seeing a clearer correlation between our attainment and children in receipt of FME or living within SIMD 1 & 2.

Attendance:

Session 2021-2022 and this session has seen a significant increase in the percentage of absences across the establishment with a clear correlation to those identified as SIMD 1&2 and FME. Attendance of below 85% for the whole school was 8% of all learners, however of that percentage 90% were identified as SIMD 1&2 or in receipt of FME.

Exclusions:

We currently have no exclusions recorded for this session in relation to FME & SIMD 1&2.

Participation and Engagement:

Assessment of Health & Wellbeing in relation to school participation and engagement has highlighted 30 pupils as requiring additional support. Of those 30, 63.3% are identified as being in receipt of FME or living within SIMD 1 & 2.

Extra-Curricular Provisions – This session we have endeavoured to run a range of extra-curricular activities for all stages. From the figures collated 63.9% of children identified as receiving FME or residing in SIMD 1 & 2 attended at least 1 club throughout the session.

Key Interventions undertaken:

- Continued additional SSA to allow targeted interventions to take place in small group and 1:1 sessions
- Ensure that we use evidence-based approaches and interventions to support an increase in attainment
- To fully implement a Play based pedagogy into Primary 2/3.
- Increased Nurture CLPL across the establishment and continue provision for identified learners
- Further increase the use of IT approaches to support attainment in literacy and numeracy
- Continued use of whole school learning journals to further increase parental engagement.
- Targeted parental and pupil engagement sessions and resources to support family learning
- Continued use of IT to share a range of supports available to all families in relation to both attainment and achievement
- Regular monitoring and targeted intervention in relation to pupil attendance rates

Progress – GOOD

What difference did we see?

- SSA worked with target individuals or groups in order to raise attainment and achievement within literacy & numeracy
- Play based pedagogy has been fully implemented within the P2/3.
- Additional class teacher has been trained in Nurture and all ELC staff have received Nurture CLPL through inset training.
- All classes including the ELC now have access to a set of i-pads within their room thus ensuring that all children are able to access identified online support materials/resources
- Learning Journals have continued to be used from the ELC to P7 in order to increase parental engagement.

- All classes have planned 'learning sessions' within their classrooms and the ELC have held monthly 'Stay & Play' sessions. In addition to this there has been class parental sessions held within the Living Library throughout term 3.
- School App has provided a platform to share supports available to families.
- HT has monitored attendance on a monthly basis and planned interventions where required.

Impact

What did we achieve?

- Almost all children made progress in targeted interventions according to standardised assessment results.
- Engagement of learning was high with P2/3 classroom.
- All ELC staff state they are confident in identifying the Nurture Principles and in promoting these within their daily practice.
- All identified target groups were able to access purchased online resources in order to support literacy and numeracy attainment.
- 95.4% of parents commented that they strongly agree or agree that receive regular feedback on how their child is learning.
- 90.8% of parents agree that the school organised activities where they can learn with their child and 96.5% agree that the school gives advice on how they can support their child at home.
- School App data shows over 450 downloads have taken place.
- Close monitoring of attendance has decreased the gap from attendance of below 85% for the whole school from 13.8% to 8%.

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

- Continue funding for additional SSA in order to support targeted groups or selected individuals.
- Continued use of identified targeted interventions/resources.
- Further development of Play Pedagogy across the establishment.
- Further implementation of Nurture provision throughout the school & ELC.
- Continued use of Learning Journals and School App to promote parental engagement.
- Further development of family learning opportunities and parental engagement sessions.
- Continued monitoring and intervention when required of attendance rates.