



Beckford Primary School

Standards and Quality Report 21/22

Context of the school:

Our School: Beckford Primary is situated in North Hamilton – a busy regeneration area of the town. The modern building we currently occupy was opened in November 1988 and replaced the original Victorian school (named Beckford Street Primary). A new extension was completed in July 2015, and this has allowed for greater flexibility and improved teaching facilities across the school. The school roll is currently 162 and the accommodation includes seven classrooms, a sensory room, an ICT suite and PE / dining hall. We also accommodate a nurture base, Rowan Cottage, which can be accessed by P.1-3 pupils from across the authority. This is a small supported group with a maximum of 8 children within it.



Beckford Primary is one of twelve Scottish Attainment Challenge (SAC) schools within South Lanarkshire Council and has been part of the programme over the last six years. We are in a period of transition as the SAC Initiative comes to an end and moves onto the Scotland Attainment Fund from March 2022. Currently, 70% of our pupils live within SIMD area 1 or 2, 16% live within decile 3. These children are within all classes across the school although there are a higher proportion within P.1, P.3, P.6 and P.7 classes. Within these SIMD areas 26% are in receipt of school meals.



Our school vision is to provide a nurturing, happy and inclusive environment where children are challenged and supported to help them develop skills for life, work and learning.

Our aim is to promote above and beyond behaviour through being Ready, Respectful and Safe to ensure our pupils can become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Through our values we aspire to be; Respectful, Responsible, Caring and Friendly. These aims are promoted through our weekly assembly and through the strong relationships throughout the school.

Although the Pandemic has presented restrictions and changes we have worked hard to ensure our school has a welcoming environment to all stakeholders ensuring that we uphold our commitment to the establishment of good relationships with parents and the wider community.

We are part of the Hamilton Learning Community and have developed strong links with colleagues from local schools to engage in moderation across the Learning Community with a focus on improving standards of learning, teaching and assessment in the approach

to Active Literacy in each of our schools. We work well with the range of feeder nurseries (12) and Hamilton Grammar, Calderside Academy, John Ogilvie High school and Holy Cross High School to ensure that smooth transitions are planned for.

Review of progress for session Aug 2021- 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> Curriculum and assessment Assessment of children's progress	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.2 Leadership of learning 2.3 Learning, teaching and assessment 1.3 2.2 Curriculum
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Strategy - What did we set out to do?

LITERACY

Learning, teaching and assessment of Writing was a main focus for improvement. Additional resources and staff training opportunities were to be sourced to support this. Staff were to work collaboratively to create progressive planning tools for pupils to use during the writing process between early, first and second level pathways or beyond as appropriate.

The allocation of an additional teacher from Equity Funding was to be used to target identified learners across all stages who were reading and spelling below their chronological age and writing below expected levels of attainment.

Primary 1 and 2 learners were to be identified for the targeted intervention - Talking, Listening and Questioning (TLQ) by being screened through the Renfrewshire Action Picture Test.

The teaching of phonics (with a particular focus on children who are below their chronological age for reading in Primary 2 – 5) and the impact this has on reading was to be a final focus.

NUMERACY

Staff were to continue to implement pathways developed previously, making appropriate adjustments to content following pilot.

The allocation of an additional teacher through Equity Funding and training for new members of support staff on specific interventions to be used to support the delivery of targeted intervention programmes. The Equity Funded teacher was to also support learners identified through tracking and monitoring meetings that required further input to accelerate their progress to meet the required attainment levels as noted in the Numeracy Benchmarks at the end of levels.

HWB

See information for Improvement Priority 2.

OTHER CURRICULAR AREAS:



Review curriculum rationale and how this should be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21 with a particular focus on Digital Learning and Social Subjects.

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

LITERACY

All members of teaching staff have participated in an improvement working party for writing. A lot of professional dialogue through self-evaluation, review of writing pathways from Primary 1 to 7, resources and planning tools have taken place. Staff have developed planning tools for learners to use for the three key genres of writing (Functional, Personnel, Creative/Imaginative), to ensure a structured progressive approach to writing is used for each area from Early Level onwards.



Interventions delivered by the Equity Teacher and Support Staff, e.g. Word Wasp, Word Hornet, Toe by Toe, IDL Literacy have not only helped reduce the gap for some learners but helped build confidence of learners. With regards the IDL programme, data shows an increase in reading ages for the targeted learners ranges from 9 months up to 6 years and 1 month. Increase in spelling ages for the targeted learners from 6 months up to 5 years and 5 months. 47 learners between Primary 1 to 7 engaged with literacy specific interventions including 5 Minute Box, Word Hornet and Toe by Toe. Five of the learners within this group who had been supported through the 5 Minute Box intervention have shown increased ability within their phonics and spelling programme and therefore by January 2022 no longer required this intervention.

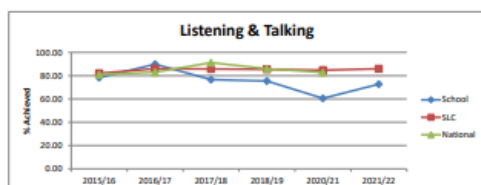
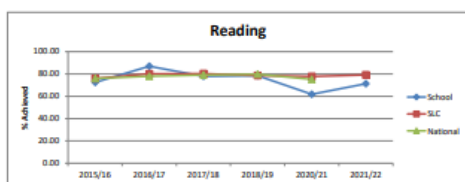
“The children over time have become very independent using IDL. They are focused on the task at hand and work well.” (Member of Support Staff).

The Systematic Synthetic Phonics Programme (SSP) was implemented with targeted learners in Primary 2, 4 and 5. Alongside SSP, decodable texts have been introduced to a pilot group of eight children in P2. Through benchmarking it has been noted that 55% of the group have made gains of at least 6 months between starting the decodable texts in January 2022 to June 2022.

“After using the texts for a few weeks, it has been clear to see the confidence of the group building. The joy on their faces because they can actually read the words in front of them as they are decodable and include all the letters and diagraphs they have been taught is wonderful. No guess work involved!” (Equity Funded Teacher).

“I enjoy reading the new books, I can read it on my own!” (Primary 2 Pupil).

With regards reading ages between Primary 3 and 7, 47% of learners have increased their reading age by at least 6 months, the increase ranging between 6 months and 3 years and 10 months for some learners. With regards spelling ages, between Primary 4 and 7 69% of learners have increased their spelling age by at least 6 months also. The graphs below illustrates our combined overall average for ACEL data for Primary 1, Primary 4 and Primary 7 for the 2021-22 session. It is recognised that although there has been improvement overall since the previous session, that this is an area we will continue to focus on next session.



Numeracy

Through professional dialogue at target setting meetings, pathways have been adapted and differentiated for learners across all stages.

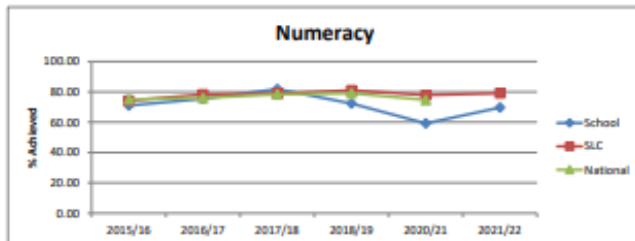
IDL Numeracy Intervention IT Programme - 20 learners between Primary 3 and 6 have engaged with the IDL programme this session and a further 7 in Primary 2 are just about to begin. These learners have received at least two sessions per week since the start of August. 31 learners between Primary 1 to 7 have engaged with numeracy specific interventions including 5 Minute Number Box, SEAL Maths, Plus 1, Power of 2, Perform with Times Tables: 1:1 coaching system and Perform Time intervention.

Qualitative data from staff who support learners and the feedback from learners themselves, suggests overall a positive response to the support provided through the programme.

“IDL gives the children a chance to practise their learning within the classroom in a different way. They can talk with me about how to solve different maths problems, which I think helps them more.” (Member of Support Staff).

“I like practising my maths on the computer. It is a fun way to learn and helps me remember how to do things.” (Primary 4 Pupil).

From standardised assessment data 55% of learners are sitting either above or within the average expectation of stanine in maths for their chronological age. The graph below illustrates our combined overall average for ACCEL data for Primary 1, Primary 4 and Primary 7 for the 2021-22 session. It is recognised that although there has been improvement overall since the previous session, that this is an area we will continue to focus on next session.



HWB

See information for Improvement Priority 2.

OTHER CURRICULAR AREAS:

Social Subjects pathways were reviewed in August 2022 and implemented during the session. Overall staff feedback is positive, staff were encouraged to provide enterprise opportunities for classes. Primary 2 took the lead for our Queen's Platinum Jubilee Celebrations and organised our Jubilee Commemorative Garden display, Primary 3 ran a 'Brain Freeze' business and sold ice poles during the hot days of June, Primary 4 ran a Yum Bird Feeders business, where they designed, made and sold bird feeders, Primary 5 ran a 'Seed Bomb' business, where again they designed, made and sold seed bombs and Primary 7 took part in the Clyde in the Classroom project, where they all took different roles to look after the 'alevins' until they grew strong enough to be released into the river. The impact overall from the learners was an increased understanding of business, motivation to learn from others and individuals developing leadership skills.



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

Moderation of writing will be a next step for staff following the implementation of new writing guidance and planners from August 2022. This will ensure a consistent approach to meeting the benchmarks at the end of each level as we will have a collective view of expectations for attainment at each stage.

Provide further opportunities for staff development of SSP.

From reviewing our data (CFE levels, Standardised Testing information) it does appear that the overall percentage of children who are meeting Literacy, (particularly in reference to reading and writing) milestones are not as would be expected in previous years. Reading and Writing will require to be a targeted focus for identified learners in Primary 2, 3, 4, 5 and 6. There also continues to be a significant gap between learners in Decile 1 & 2 and Deciles 3+ with regards Listening and Talking.

NUMERACY

Numeracy and Maths Improvement Working Party to review Numeracy and Mathematics pathways (using SLC guidance to support) and assessment strategies across P2-7.

Acting PT and Primary 6 teacher to take part in Maths Recovery Programme.

From reviewing our data (CFE levels, Standardised Testing information) it does appear that the overall percentage of children who are meeting Numeracy milestones are not as would be expected in previous years. Numeracy will require to be a targeted focus for identified learners in Primary 2, 3, 4, 5 and 6.

HWB

See information for Improvement Priority 2.

OTHER CURRICULAR AREAS

Through self-evaluation it is recognised that pathways in other areas of the curriculum require to be reviewed and developed. Therefore, science will be a focus for improvement next session.

School priority 2: Promote the positive health and wellbeing of children, young people, parents/carers and staff

NIF Priority (select from drop down menus)
Improvement in children and young people's health and wellbeing
NIF Driver
School and ELC improvement
Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)
3.1 Ensuring wellbeing, equality and inclusion
2.7 Partnerships
2.6 Transitions

Strategy - What did we set out to do?

To continue to work towards reducing the health and wellbeing poverty related gap by building on our universal and targeted approaches with the support of relevant partners, which included:

Working in partnership with third sector partners, Place2Be. Range of support included: one to one weekly support sessions for targeted learners (some learners will be continuing from the 2020-21 session), 'time to talk' self-referral sessions for all learners, blocks of support for groups of learners within identified classes and one to one support for identified parents/carers.

The introduction of a Youth Family and Community Learning Worker (0.6 – Monday, Tuesday and Friday) based at Beckford to support projects that focus on the well-being of all stakeholders.

To consider and review the universal rights of the child and consider how rights-based education can impact on learning pathways.

To track ACEL data for HWB levels.

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

Our school ethos is built on the message that we are a family at Beckford and there to support each other. Our Ready, Respectful, Safe programme supports this and is the focus for encouraging learners to go above and beyond across all areas of the school. It is evident from qualitative data that most children recognise this and that it helps them to feel that they belong within the school community and will receive support when needed:

'I feel encouraged and people make me feel like we are family.' (Primary 3 learner)

'Teachers look out for us and ask how we are.' (Primary 5 learner)

'Mrs Hogg knows everyone in this school, inside and out.' (Primary 6 learner)

With regards targeted support, information received from the midterm report from Place 2 Be (March 2022) included:

From August 2021, 67 targeted learners had received support through self-referral for the Place 2 Talk Service with 75 sessions taking place. 11 targeted learners had received input through one-to-one counselling, which is a minimum of 10 weekly sessions for the child and can be extended if required. 10 sessions of Place 2 Think had taken place, which is support for staff and 14 sessions of parent work also. Families of children receiving one-to-one counselling have also had regular support via phone conversations with the School Project Manager from Place 2 Be.

Since January 2022 a targeted group of 6 learners in Primary 7 who have previously had one-to-one input from P2B have come together to take part in the 'Journey of Hope' Programme, aimed to support them with transition worries as they move towards secondary education.



A range of wellbeing matters have been addressed with these children through the service including: bereavement, low self-esteem, confidence, transition, friendships. For parents, support with children's mental health, impact of covid, behaviour, parenting skills, own mental health issues. For staff, supporting learners within their classroom who are receiving one-to-one counselling, or who have raised issues through the Place 2 Talk sessions.

Our YFCL Officer has supported a range of targeted learners and parents across the school community. A range of wellbeing themes have been covered including friendship work, communication, team skills, leadership skills, inclusion, regulating emotions etc. 25 learners in Primary 3 have worked towards gaining accreditation through the Hi-Five Awards with the support of our YFCL Officer.

We have also built a partnership with the YFCL Team based at Whitehill Community Wing. Our Primary 6s and 7s have benefitted from this partnership. Primary 6 focused on community issues, team building and resilience. Our Primary 7s focused on transition to secondary and spent weekly sessions at the Youth Wing with the YFCL team and have also gained Hi-Five accreditation from this work. Working in partnership with the YFCL team based in the community wing has given both staff in school and the YFCL team a holistic picture of our learners and how we can support them further.

Qualitative data from parents and carers suggest that the wellbeing support given to learners has been positive, with 86% of respondents noted that they agreed that staff know the children as an individual and support them well.

***'The school has built a vibrant, caring community that is welcoming to all children. This ensures all children feel safe.'* (Parent Feedback)**

***'After the pandemic the school have been very good at meeting the children's individual needs. They have been sensitive to how the children may be feeling and support them when needed.'* (Parent Feedback)**

ACEL data has been tracked this session for HWB and most learners are working within the correct pathway.

Rights based learning has taken place through IDL themes in Primary 2, 4, 6 and 7. This is an area that requires further development.

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

To review learning pathways for rights-based education – due to other areas of improvement work taking longer than anticipated this has not been addressed fully and therefore this will continue into the 2022-23 session as part of our general school improvement agenda.

Without funding for Place 2 Be and the YFCL Officer based at Beckford, the services will no longer be sustainable and we will not be able to have support from the service from August. Other programmes of support will be developed for continued universal and targeted support as required within the school, e.g. emotion works programme to be introduced, forest schools, continued work with the YFCL team based at Whitehill Community Centre.

The outdoor areas of the school has been noted as an area of improvement required from information gathered from all stakeholders to promote improved wellbeing for our learners.

School priority 3: Planning for EquityNIF Priority (select from drop down menus)

Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

Performance information

Parental engagement

HGIOS?4 QIs (select from drop down menus)

1.5 Management of resources to promote equity

2.7 Partnerships

3.2 Raising attainment and achievement

Strategy - What did we set out to do?

Staff to have a profile of engagement and wellbeing information of their new classes and which has to be used along with observations and initial assessments of engagement to identify next steps for learners. This will provide insight into each child's readiness to engage in learning and level of attainment.

An overview for each class will be developed with regards universal engagement of learning, groupings for differentiation to ensure we are meeting the different learning abilities within each class and the requirement of targeted approaches for some individuals within each class.

Improved engagement and participation in class for targeted learners (18) between Primary 2 and Primary 7 and revise plans as required following target setting meetings to address the current needs of learners to reduce any possible barriers to learning.

To increase attendance levels for 74 targeted learners between Primary 2 and 7 (with attendance noted between 80% and 95% or below during 2020-21 session) improved by at least 5%.

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

In August, all members of staff received a pack of information for the classes they work directly, detailing spelling and reading ages, standardised scores for maths, an overview for class, staged intervention paperwork and clear guidance for those not at chronological ages for reading and spelling detailing clearly the gaps within their learning and where support was required (this information came from standardised assessment reports).

With regards engagement and participation - 72% of the targeted group have demonstrated improved engagement and participation, 11% have moved on to another school, 11% have declined and 6 % have remained the same.

With regards attendance - new attendance policy has been implemented with different levels of staged intervention being followed. 42% of targeted learners have shown an improvement of at least 5% - this is an area for improvement next session again. The importance of attendance has been highlighted monthly at assemblies. There has been mixed response from learners, for example it has been commented on that sometimes people are ill and need to be absent, however many positive responses overall:

'Good attendance (should be recognised) as it makes you want to come in more and learn more!' (Primary 3 Learner)

'I am so proud of my attendance this year. It has helped me improve my learning this year.'
(Primary 7 learner)

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

As noted in Priority 1 next steps from reviewing our data (CFE levels, Standardised Testing information) it does appear that the overall percentage of children who are meeting Literacy and Numeracy milestones are not as would be expected in previous years. Both areas will require to be a targeted focus for all learners, but particularly identified learners in Primary 2, 3, 4, 5 and 6.

From qualitative data from parents and carers, it is evident – particularly at Primary 1, 2 and 3 the need to provide opportunities for families within the school building. It is recognised the part that covid has played, but as the restrictions have eased it is our intention to provide opportunities for parental groups to come together (The Beckford Brew and a Blether sessions), as well as opportunities to be in the classroom with their children for family learning opportunities.

Home Learning kits developed during 2021-22 session to be issued to support family learning opportunities for all families.

Increasing attendance for learners across all stages will be a focus for improvement.

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**

Beckford Primary has been one of twelve Scottish Attainment Challenge (SAC) schools within South Lanarkshire Council and has been part of the programme over the last six years. We are in a period of transition as the SAC Initiative comes to an end and moves onto the Scotland Attainment Fund from March 2022.

Currently, 70% of our pupils live within SIMD area 1 or 2, 16% live within decile 3. These children are within all classes across the school although there are a higher proportion within P.1, P.3, P.6 and P7 classes. Within these SIMD areas 26% are in receipt of school meals.

We track all pupils progress regularly and have a clear understanding of what the current “gap” is. The period of home learning has had a major impact on our school gap and this continues to be our focus.

All teaching staff have a clear idea of attainment data. As noted above, in August, all members of staff received a pack of information for the classes they work directly, detailing spelling and reading ages, standardised scores for maths, an overview for class, staged intervention paperwork and clear guidance for those not at chronological ages for reading and spelling detailing clearly the gaps within their learning and where support was required (this information came from standardised assessment reports).

A range of interventions as noted above have been delivered by our Equity Funded Teachers and our Support staff for Literacy and Numeracy. Our YFCL Officer and Place 2 Be staff have provided additional support for identified learners with regards Health and Wellbeing.

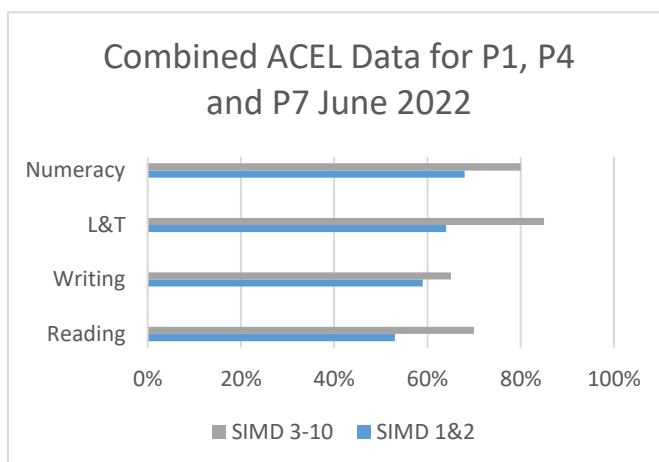
With regards attendance - new attendance policy has been implemented with different levels of staged intervention being followed.

Progress and Impact

What difference did we see? What did we achieve?

Although we have evidence as noted above of individual gains in Literacy and Numeracy of the learners being targeted, overall from the data shown in the graph we can see that there are still significant gaps between learners attaining end of level milestones who live in Deciles 1 and 2 compared to living in Deciles 3+.

What can be observed from the data is that Numeracy attainment has the smallest gap between the group of learners and Listening and Talking continues to have the largest gap.



With regards attendance - 42% of targeted learners have shown an improvement of at least 5% - this is an area for improvement next session again.

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

As noted in Priority 1 next steps from reviewing our data (CFE levels, Standardised Testing information) it does appear that the overall percentage of children who are meeting Literacy and Numeracy milestones are not as would be expected in previous years. Both areas will require to be a targeted focus for all learners, but particularly identified learners in Primary 2, 3, 4, 5 and 6.

Increasing attendance for learners across all stages will be a focus for improvement.