



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

**School priority 1: LITERACY** - To continue to review and adapt Active Literacy Policy for spelling, reading and writing to ensure attainment and achievement continues to increase in Literacy and English by creating a literacy rich learning environment, where all learners are increasingly engaged and motivated in their learning. The use of digital technology to enhance learning will also be a focus.

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment

Teacher professionalism

HGIOS?4 QIs (select from drop down menus)

1.3 Leadership of change

2.2 Curriculum

1.3 3.2 Raising attainment and achievement

### **Strategy**

#### **What did we set out to do?**

Work was to continue to build on existing improvement work from the 2021-22 session:

Learning, teaching and assessment of Writing was to be a main focus for improvement. Focus was on implementation of planning systems for learners produced during the previous session and implementation of revised assessment tool, linked to progression pathways.

Moderation of selection of writing pieces produced by a range of learners who had used new planning tools and focus on impact of attainment.

Equity Funded Teacher, as well as support staff were to target identified learners across all stages who are reading and spelling below their chronological age and writing below expected levels of attainment, through identified staged intervention programme.

A continued focus on the teaching of phonics across the school and a review of impact on reading for all children, with a particular focus on children who are below their chronological age for reading in Primary 2 – 5.

### **Progress and Impact**

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

The new learner planning tools for writing were introduced in August 2023 and reviewed tracking for assessment of writing pieces introduced in November 2023 at our snapshot termly assessment point. All teaching staff had opportunities to moderate pieces of writing and evidence from learning and teaching in reading, as well as take part in peer observations of the learning and teaching of writing and reading. Dialogue with staff at target setting meetings has shown that these tools and opportunities have been useful this session, as well as feedback following peer observations.

The Reading Improvement Working Party have written a new policy for learning, teaching and assessment of reading for Primary 1-3 and a separate policy for Primary 4 to 7, which will be introduced in August.

The Equity Funded Teacher and support staff have delivered interventions to learners from Primary 1 to Primary 7 including 5 Minute Box, IDL Literacy, Toe by Toe, Word Wasp/Hornet, as well as supporting them with their reading programme for learning also.

We have had three members of staff working alongside Psychological Services and Speech and Language to deliver the Language Meets Literacy programme as a targeted intervention for some Primary 1 learners. The programme supports the development of oral vocabulary focusing on range of vocabulary and use of age-appropriate grammar. 66% of the targeted group made marked improvements in both areas, a third of the group made improvements in one area only.

Two members of support staff and our Acting Principal Teacher have taken part in NELI (Nuffield Early Language Programme) training as part of the SEF funded Literacy workstream.

Our combined attainment in reading at P1, P4 and P7 has increased by 5% in comparison to last session's data. Our gap analysis shows that our reading attainment in P1, P4 and P7 for SIMD 1 and 2 + FME pupils has decreased by 8.5% and is now 5% lower than the SLC Gap.

72% of learners receiving targeted interventions have increased their standardised score from last session's assessments and 56% have reduced their reading age gap from their chronological gap. Feedback from learners:

- *'When I am doing hornet and do good, I get extra Miss Cook's Cash. I like it because it helps me with my reading and spelling.'* (Primary 6 learner)
- *'I like when I am doing Toe by Toe, it helps me for understanding the meaning of words as well as how to spell them.'* (Primary 6 learner)

Our combined attainment in writing at P1, P4 and P7 has increased by 15% in comparison to last session's data. Our gap analysis shows that our writing attainment in P1, P4 and P7 for SIMD 1 and 2 + FME pupils has decreased by 7.3% and is now 5.5% lower than the SLC Gap.

Our combined attainment in listening and talking at P1, P4 and P7 has increased by 10% in comparison to last session's data. Our gap analysis shows that our writing attainment in P1, P4 and P7 for SIMD 1 and 2 + FME pupils has decreased by 2% and is now 6.7% below the SLC Gap.

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

Moderation of evidence from the learning and teaching of reading will continue.

The introduction of Foundations of Literacy at Primary 1 (FLIP) and Systematic Synthetic Phonics and the use of decodable books for reading will be introduced to our Primary 1s.

To use the NELI intervention with targeted group in Primary 1 and Primary 2 (if required).

To continue to track and monitor attainment under all three organisers, identifying learners requiring targeted interventions in order to reduce attainment gap as noted from data above.

**School priority 2:** To continue to build on positive attainment and achievement in Maths and Numeracy, with a particular focus of identifying gaps within learning for cohorts that require additional time and interventions. A maths rich learning environment, where all learners are increasingly engaged and motivated in their learning will continue to be built on. The use of digital technology to enhance learning will also be a focus.

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment

Teacher professionalism

HGIOS?4 QIs (select from drop down menus)

1.3 Leadership of change

2.2 Curriculum

3.2 Raising attainment and achievement

### **Strategy**

#### **What did we set out to do?**

To introduce SLC pathways for Numeracy and Mathematics to enhance planning process in place for Active Numeracy and Maths.

To review and identify gaps in confidence within the pathways for cohorts (this has been a key issue identified through professional dialogue following the two periods of remote learning).

Equity Funded Teacher and support staff to deliver of targeted intervention programmes for identified learners, attaining between Stanines 1 to 3.

To promote a greater enthusiasm for maths as a vital life skill amongst children and young people through participating in whole school activities for maths week Scotland (26<sup>th</sup> Sept-2<sup>nd</sup> October 2022) and National Numeracy Day (May 2023).

### **Progress and Impact**

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

SLC pathways for Numeracy and Mathematics have been introduced to support planning from Primary 1 to 7, to ensure consistency of planning across all levels from Early Level to Second Level and beyond.

The Numeracy and Maths Improvement Working Party have produced yearly overviews of Numeracy and Maths concepts for each stage of the learning pathways, to support teachers when planning. Termly assessments have been created for most stages, which link to the yearly overviews. This is to help ensure that there is evidence for all areas of learning in Numeracy and Maths.

Our combined attainment in numeracy and mathematics at P1, P4 and P7 has increased by 1% in comparison to last session's data. Our gap analysis shows that our numeracy and mathematics attainment in P1, P4 and P7 for SIMD 1 and 2 + FME pupils has decreased by 10.5% and is now 14.9% below the SLC Gap.

From standardised assessment data 64% of learners are sitting either above or within the average expectation of stanine in maths for their chronological age, this is an improvement of 9% from last year's data.

53% of learners receiving targeted interventions for Numeracy and Mathematics have improved on their standardised score from last session. Feedback from learners included:

- *'I like IDL because it gives me extra help.'* (Primary 6 learner)
- *'I like Power of 2 and IDL because it helps me with my class work as it gives me extra strategies to use.'* (Primary 6)

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

Numeracy and Maths Improvement Working Party to complete improvement work from 2022-23 session on assessments.

To create and introduce Problem Solving Policy, to support a consistent use of mathematical language across all stages.

To continue to track and monitor attainment, identifying learners requiring targeted interventions in order to reduce attainment gap as noted from data above.

**School priority 3:** To continue to enhance and improve the health and wellbeing of our pupils and families through a social, emotional and mental health programme, the review of our Anti-Bullying policy and to review how rights-based education can impact on learning pathways.

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

HGIOS?4 QIs (select from drop down menus)  
1.3 Leadership of change  
2.4 Personalised support  
3.1 Ensuring wellbeing, equality and inclusion

**Strategy**

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

To review our Anti-Bullying Policy (in reference to SLC's Policy Treat Me Well).

To implement HWB questionnaires with all learners in September 2022 and review in January 2023.

To implement targeted interventions e.g. Forest Schools, activities in sensory room, nurture group sessions, talk and draw etc with identified learners.

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

To work alongside YFCL partners at Whitehill Community Centre to promote and support the wellbeing of our pupils and families through targeted programmes within the school and community.

To continue to implement the Healthy Schools Scot programme and review Physical Education Programme between Primary 1 and 7.

## Progress and Impact

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

All stakeholders were consulted and a reviewed Vision, Values and Aims developed through this work. The value of 'Kindness' was added to our current values and the motto: 'Be Brilliant, Be Bold, Be Beckford' introduced.

All stakeholders have been consulted and a reviewed Anti-Bullying Policy has been created this term to be launched in August 2023.

A new Wellbeing and Forest Schools Group called 'Beckford Buds' was introduced in August 2022. The group has consisted of learners from Primary 1 to 5 and has provided the children with targeted wellbeing input and weekly forest schools activities, focusing on recognising emotions, building confidence, resilience, co-operation and problem solving skills. Feedback has included:

- ***'Beckford Buds has helped my child develop confidence away from the classroom.'*** (Parent feedback)
- ***'I have enjoyed the activities in Beckford Buds, particularly making fires. It has helped having some time in a smaller group.'*** (Primary 4 Learner)

Primary 4 and 5 learners took part in two Bouncing Back sessions and all staff took part in a wellbeing session at the May inset day with Action for Children. This work was part of the SLC SEF funded workstream. Feedback from learners included:

- ***'The booklet was very helpful. The jar suggestion to put things in that make you feel happy is great for something to use at home if you feel bored or sad.'*** (Primary 5 learner)
- ***'The strategies helped me when I was worried. I still use them.'*** (Primary 4 learner)

The Healthy Schools.Scot Programme has been implemented from Primary 1 to 7, however our P.E. Programme has not been revised this session and will be completed early in the new session.

With regards learner engagement and participation - 50% of the small, targeted group from P3, P4 and P7 have demonstrated improved engagement and participation, and 50 % have remained the same.

Learners have identified that through our Health and Wellbeing programme that, ***'classroom is like a family,'*** (Primary 2 learner), that the school, ***'nurtures us well',*** (Primary 4 learner), that ***'assemblies and Mrs Hogg's Hot Chocolate Award'*** (Primary 6 learner) makes us feel that we belong.

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

Anti-bullying Policy to be launched in August 2023.

Physical Education Programme to be revised.

Beckford Buds to continue with the opportunity being extended to Primary 6 and 7 where appropriate.

**School priority 4:** To ensure equity and equality are at the heart of our planning to meet the learning and wellbeing needs of our learners and families.

NIF Priority (select from drop down menus)

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

NIF Driver

School and ELC leadership

Teacher professionalism

HGIOS?4 QIs (select from drop down menus)

1.5 Management of resources to promote equity

2.4 Personalised support

3.1 Ensuring wellbeing, equality and inclusion

## **Strategy**

### **What did we set out to do?**

To provide an overview for each class with regards universal engagement of learning, groupings for differentiation, staged intervention information to ensure we are meeting the different learning abilities within each class and the requirement of targeted approaches for some individuals within each class.

To implement Family Learning Programme including the lending library approach to Home Learning Family Kits (literacy, numeracy and HWB activities).

To work in partnership with the Youth, Family Community Learning Team based at the Whitehill Community Centre to support projects that focus on the well-being of all stakeholders e.g. Primary 5-7 transition programme, adult classes (ICT, parenting programmes, parental employment, Zumba etc).

To implement Attendance Policy and inform all stakeholders of the attendance staged intervention process.

To conduct Participatory Budgeting Questionnaires with all stakeholders.

Cost of School Day policy to be reviewed and approaches to learning will be supported in/ by the school through equity funding, seeking grants, clothing swap shop.

## **Progress and Impact**

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

Family Learning events took place in Primary 1, Primary 2, Primary 3, Primary 6 and Primary 7 and all children have had access to the PB funded (2021-22 session) family learning bags which include resources to support the development of literacy and numeracy skills. Feedback has included:

- ***'Hot Chocolate Homework Club (with parents) made us feel excited and helped us learn!'*** (Primary 2 learner)
- ***'Positive impact I would say (visit to classroom) and great to understand classroom life.'*** (Parental feedback)
- ***'Good to see my daughter in the classroom with her teachers, good to see what they are learning and has given me insight into how to develop her skills and help with homework.'*** (Parental feedback)
- ***'We really enjoyed this as a family (home learning bags), particularly for Literacy. Thank you!'*** (Parental feedback)



- ***'My son loved this (home learning bags), great idea for homework!' (Parental Feedback).***

In partnership with the YFCL Whitehill Team our Primary 6s (September 2022 – December 2022) and 7s (January 2023 – June 2023) have participated in weekly sessions at the Youth Wing down at the Whitehill Community Centre. The weekly sessions for both classes has given them leadership opportunities and provided them with a sense of responsibility and independence from out with the school building, which without the partnership work with the YFCL team, they would not have had.

The learners have the opportunity to explore different themes while at the Youth Wing, including community, environment, confidence, teamwork, resilience, transition etc. The Primary 6s have each earned accreditation for their work through the Hi-5 Award Scheme and Primary 7 have each received accreditation through the Pioneer Award Scheme from the work they have completed with the YFCL Team. Feedback from our Primary 7s included:

- ***'Gave us an opportunity to work towards something different e.g. (Pioneer Award).***
- ***'It encouraged us to work with different people and different classmates and use different skills.'***

Our Attendance Policy has continued to be implemented – 74% of targeted learners have improved their attendance percentage, with 43% showing an improvement of at least 5%. The importance of attendance continues to be highlighted at monthly assemblies. There has been an overall very small increase of 1% across the school overall, however we still fall below the SLC average and will continue to focus on attendance as an improvement priority next session.

All stakeholders had the opportunity to vote as part of the Participatory Budgeting Process. The majority voted to use PB funds to reduce the costs of school trips. All classes have had the opportunity to go on at least three school visits this year which has included a class visit specific to their learning, a whole school visit to the Pantomime in December and a whole school visit to Five Sisters Zoo (which was supported by our Parent Council). Feedback from learners has included:

- ***'Trips out of school are really fun and help us to learn new things that we wouldn't get the chance to learn in school. We have had lots this year.'* (Primary 5 learner)**
- ***'The trips have allowed us to learn new things we have never seen before.'* (Primary 6 learner)**

All parents/carers have been invited to a monthly Beckford Brew and a Blether, which has explored different themes from end of year parental/carers questionnaires last session, but also provided the opportunity to parents to come in and chat with SLT and visitors including the YFCL team. Qualitative feedback from the sessions included:

- ***'The Beckford Brew and a Blether has allowed parents the chance to meet other parents and speak to school staff in a more relaxed way. Makes you feel more comfortable in the school.'***

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

Attendance and Engagement will continue to be a focus through our maintenance plan next session.



**School priority 5: SCIENCE - To raise attainment and achievement in Primary Science and STEM, by reviewing and adapting learning pathways from Primary 1 to Primary 7.**

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Teacher and practitioner professionalism

Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)

1.3 Leadership of change

2.2 Curriculum

3.2 Raising attainment and achievement

### **Strategy**

#### **What did we set out to do?**

To review current programme and develop learning pathways from Primary 1 to 7 identifying links to Social Studies and STEM opportunities.

Promote the profile of Science within the school and the importance of Science through participating in British Science Week (10<sup>th</sup> – 19<sup>th</sup> March 2023).

Tracking system to be developed for Science for all learners.

### **Progress and Impact**

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

The Science Improvement Working Party have developed revised pathways from Early Level to Second Level for Science, making links with learning in Social Subjects and STEM. A Science Position Statement has also been developed to support a consistent approach to learning, teaching and assessment of Science. These revised pathways have been implemented at all stages this year.

All learners took part in British Science week, which involved taking part in a range of class STEM challenges during the week. The learning was showcased at the end of the week at our whole school assembly.

- *'I enjoyed explaining our learning during Science Week at the end of week assembly.'* (Primary 6 learner)
- *'Science is fun and interesting and fascinating!'* (Primary 4 learner)
- *'Loved doing different experiments and working as part of a team.'* (Primary 2 learner)

A tracking system has been developed for all classes for Science. Each learner has been assessed in reference to the benchmarks which has then been added to the tracking for this year. Our data tells us that 86% of learners from Primary 1 to 7 are on track for Science.

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

Science will now move onto the maintenance agenda for 2023/24.

## 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 until March 2022.

Currently, 66% of our pupils live within SIMD area 1 or 2, 18% live within decile 3. These children are within all classes across the school although there are a higher proportion within P.3, P.4 and 6 classes. Within these SIMD areas 28% are in receipt of school meals.

We track all pupils progress regularly and have a clear understanding of what the current “gap” is. This information is shared with staff at the beginning of each academic session.

All teaching staff have a clear idea of attainment data. In August, all members of staff receive a pack of information for the classes they work with, detailing spelling and reading ages, standardised scores and stanines for maths, ACEL data for Reading, Writing, Listening and Talking, Combined Literacy, Numeracy and Mathematics, HWB and Science, an asn 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 Teacher and our Support Staff for Literacy and Numeracy. A wellbeing and forest schools (Beckford Buds) group has operated each term, led by our Equity Funded Teacher and a member of Support Staff trained in Forest Schools.

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

Although we are no longer in receipt of SAC funding, with the school demographic as identified above, the cost of the school day is something we consider when planning opportunities to ensure equity for our learners.

### Progress and Impact

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

Our combined attainment in reading at P1, P4 and P7 has increased by 5% in comparison to last session’s data. Our gap analysis shows a close in our gap and that our reading attainment in P1, P4 and P7 for SIMD 1 and 2 + FME pupils has decreased by 8.5% and is now 5% lower than the SLC Gap.

72% of learners receiving targeted interventions have increased their standardised score from last session’s assessments and 56% have reduced their reading age gap from their chronological gap.

Our combined attainment in writing at P1, P4 and P7 has increased by 15% in comparison to last session’s data. Our gap analysis shows a close in our gap and that our writing attainment in P1, P4 and P7 for SIMD 1 and 2 + FME pupils has decreased by 7.3% and is now 5.5% lower than the SLC Gap.

Our combined attainment in listening and talking at P1, P4 and P7 has increased by 10% in comparison to last session’s data. Our gap analysis shows a small close in our gap and that our

writing attainment in P1, P 4 and P7 for SIMD 1 and 2 + FME pupils has decreased by 2% and is now 6.7% below the SLC Gap.

Our combined attainment in numeracy and mathematics at P1, P4 and P7 has increased by 1% in comparison to last session's data. Our gap analysis shows a close in our gap and that our numeracy and mathematics attainment in P1,P 4 and P7 for SIMD 1 and 2 + FME pupils has decreased by 10.5% and is now 14.9% below the SLC Gap.

Our Attendance Policy has continued to be implemented – 74% of targeted learners have improved their attendance percentage, with 43% showing an improvement of at least 5%. The importance of attendance continues to be highlighted at monthly assemblies. There has been an overall very small increase of 1% across the school overall, however we still fall below the SLC average and will continue to focus on attendance as an improvement priority next session.

All stakeholders were encouraged to vote on three options for Participatory Budgeting with the most votes going to reduced costs for school trips. This funding along with some support from our Parent Council gave opportunities for each class to go on at least three educational excursions out with the school building. Primary 5 had their 12 week swimming sessions paid for through the PEF funding also. Feedback from Primary 7 learners who had the opportunity to take part in learning experiences at Sky Academy, Scottish Parliament, Wiston Lodge etc included:

- ***'Wiston Lodge helped me to learn to have trust in myself.'***
- ***'The visit to Sky Academy allowed us to practise skills we have learned in the classroom in a different way, e.g. we had to write scripts for our production.'***

To ensure the majority of our Primary 7s could participate in an outward bounds experience, we made the decision to do two days at Wiston Lodge, returning home each day to ensure learners were rested well for the next day and that the cost was greatly reduced. We supported several families to apply for Regen X funding which paid for the cost of the trip for 53% of our families.

We have also worked with the YFCL Team at Whitehill and Hamilton Grammar to prepare a smooth transition for all of our learners. One opportunity that was well received was a three week block of family learning at the Hamilton Grammar Home Economics department. Feedback from the Primary 7s included:

- ***'This helped us from being 'thrown in the deep end' when we start High School in August.'***
- ***'It was good for family members to see what High School is like.'***

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

To continue to raise attainment in Literacy and Numeracy and Mathematics, but particularly identified learners in Primary 2, 3, 4, 5 and 6.

To continue to reduce the poverty related attainment gap identified above.

To continue to reduce the cost of the school day for families, particularly those within deciles 1&2+FME.

To continue to provide learners with wider opportunities to build skills for learning, life and work.

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