



Reach For the stars

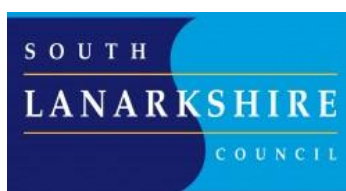
Safety

Respect

**James Aiton
Primary School**

**Standards and Quality Report
June 2023**

JAMES AITON
PRIMARY SCHOOL
Teamwork
Achievement



Context of Our School

James Aiton Primary School is a non-denominational school situated in the heart of Cambuslang. The school serves a small catchment area, comprising of private and local authority housing.

The school has a current roll of 158 pupils across 7 classes. 71.6% of our learners live in Deciles 1 and 2. Our means tested free school meal uptake is 45%. Average attendance for session 2022/2023 is 90%, which is slightly below the local authority average. Our data illustrates that there is a clear attendance gap between those children living in SIMD 1/2 + Free Meal Entitlement (FME) and those living in Deciles 3-10.

Our pupils live in the following deciles of the Scottish Index of Multiple Deprivation (SIMD).

	SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10	FME
No of pupils	77	34	13	1	14	1	1	11	2	1	69
%	49.7	21.9	8.4	0.6	9	0.6	0.6	7	1.3	0.6	45

Our staffing consists of a Head Teacher, one Principal Teacher, 7 FTE class teachers, 1 PEF-funded teacher, a 0.6 School Support Team Leader and 5 Support Assistants. All stakeholders; pupils, parents, staff and supporting agencies share the school's vision and feel empowered to play their part in ensuring pupils have the opportunity to reach their full potential.

The school has high standards and expectations and are resolute in its firm belief and uncompromising commitment to maintaining outcomes and ensuring progress and equity for all learners. The school is strongly focused on pupils receiving the very best education and have a solid foundation to begin a lifelong learning experience.

The school's aim is to nurture happy, confident pupils with enquiring minds who learn to succeed and contribute to the wider community. We have a very committed Parent Council and supportive Parent Forum who contribute to school life, in terms of fundraising, paired reading, cooking and co-ordinating clubs.

We have forged links with local businesses and agencies to enhance the learning experiences of our pupils. We are part of the Stonelaw Learning Community and have worked collaboratively with local schools to share good practice and engage in moderation activities. We have developed stronger links with our partnership nurseries and have improved our transition arrangements from nursery into Primary 1 and from P7 to S1.

This session, we were awarded £57,200 in Pupil Equity Funding. Through self-evaluation activities and analysis of data, we were able to identify our gaps and deliver appropriate interventions.

Our school's motto/vision and values are:



SAFETY, TEAMWORK, ACHIEVEMENT, RESPECT

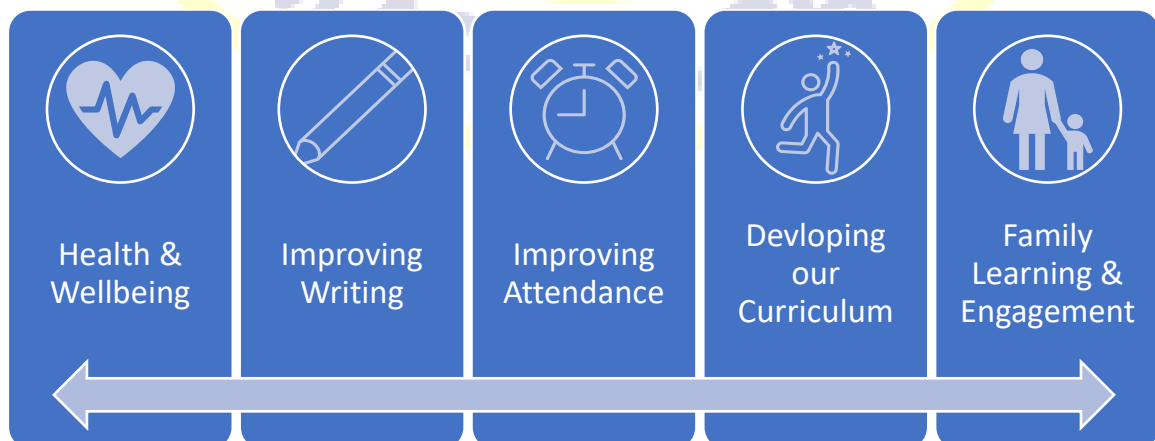
Our vision and values are an important part of the life and ethos of the school. Our desire is to break down any barriers for our young people in being able to access a curriculum that will equip our children with skills for learning, life and work in the 21st century. We strive to provide a safe, stimulating learning environment for all learners, where each and every individual will be encouraged to achieve their full potential.

Stars can be seen across our school as a constant reminder of what we are aiming to achieve. Our values are embedded in the work that we do and are constantly reinforced by staff to help us achieve a caring and nurturing ethos at James Aiton Primary School.

We want our children to feel valued and listened to, and in turn, be able to listen to others and respect their ideas, views and differences. We seek to promote equality and diversity, whilst developing friendships and teamwork, recognising talents and abilities. Our children will learn about their rights alongside their roles and responsibilities.

We were previously inspected in May 2012.

Our Priorities for Session 2022/2023



Priority 1



What did we set out to do?

3.1 Ensuring wellbeing, equality and inclusion

Identify and take action to overcome structural and individual barriers to participation, learning, achievement and progression for learners.

By June 2023, improve the wellbeing of targeted pupils and reduce any barriers to learning.

By Sept 2022, pupils requiring support will be identified following wellbeing assessments and targeted using appropriate wellbeing interventions.

By June 2023, targeted children attending wellbeing interventions will have improved wellbeing and their barriers to learning will be significantly reduced.

By June 2023, all targeted children will remain in class for more sustained periods of time.

By June 2023, all staff will contribute to the development of a whole school mental health strategy/policy.

By June 2023, all staff will become inclusive practitioners and will understand their personal and professional responsibility to deliver inclusive and nurturing education across our school.



Priority 1



What progress did we make?

- Wellbeing Assessments were administered and analysed termly to help identify children requiring intervention.
- HWB Lead was deployed to respond to needs across the school by offering targeted support to individuals/groups of learners.
- All staff engaged in self-evaluation activity on the themes of Attachment/Nurture/Wellbeing – to help identify staff knowledge and understanding and plan further CPD opportunities.
- Following analysis of data, staff identified children requiring support and robustly tracked interventions.
- Attachment/Nurture Principles were shared with all partners to help promote knowledge and understanding across our School Learning Community.
- Classes focused on Wellbeing in Term 1 and Wellbeing displays were created throughout the school to reinforce the Wellbeing Indicators.
- Nurture provision/interventions were available to children requiring significant Nurture support.
- ASPs/BASPs/Wellbeing Plans were created and continuously reviewed termly to support the needs of individual pupils and help measure progress.
- In October 2022, our school participated in a Thematic Inspection with Education Scotland on the theme of Bullying and Equalities.
- In consultation with stakeholders, we reviewed our 'Respect Me' Anti-Bullying policy.
- All staff received training by Love Autism to help support learners with ASD.
- A one-page document was created and shared with all partners to help promote knowledge and understanding of our whole school approach to Nurture/Attachment.
- Pupil progress was offered through regular phone calls and termly meetings to share targets and our Nurture floor book. Parents feedback was encouraged through questionnaires, comments etc.
- All staff access weekly reports on pupil progress i.e., successes & concerns/next steps/pupil/parent/teacher/SMT dialogue in staff area and add observations.
- Daily dialogue between our Nurture teacher and all staff helped to support targeted pupils.
- Monthly Nurture 'Stay and Play' sessions were offered to help strengthen relationships and provide helpful tips and strategies to use at home.



What was the impact of our work?

In September 2022, all pupils were assessed using Wellbeing Assessments. 11% of pupils from P2-7 were identified as requiring intervention and were assessed using Boxall Profiles.

In October 2022, 5 pupils from P3-P5 were targeted to attend Nurture. By April 2023, 60% (3 pupils) demonstrated significant improvements in their SEMH needs and Boxall analysis indicated no apparent difficulties and have been reintegrated into class full-time.

Following intervention, all of the learners targeted for Nurture have remained in class for more sustained periods of time and their scores within the Boxall Profile had improved by April 2023.

5 pupils in P2 were identified through individualised assessments and were offered an 8-week block of Theraplay. 100% of the pupils targeted have increased their ability to display positive behaviours whilst 60% (3 children) have shown a reduction in displaying negative behaviours.

8 pupils identified for GUAB (Bereavement and Loss Programme) through pupil, teacher, parent/carer questionnaires (Jan '23). Post intervention, 100% of participants reported that they found the sessions helpful and enjoyed them.

75% (6/8 pupils) of participants scores improved in pupil questionnaire, indicating that they are now able to manage the emotional consequence of their loss/change, recognise strengths and set goals.

1 pupil experienced further loss/change during the programme and further intervention such as counselling may be considered.

1 pupil still attends nurture group, displays high levels of difficulties in Boxall analysis, is a poor attender and latecomer.

Whole School

The number of children self-evaluating as having Health and Wellbeing concerns (flagging red Wellbeing Indicators) has reduced significantly from 13% in August '22 to 3% in April '23.

Staff

Feedback from self-evaluations, illustrate that all staff report improved confidence in their knowledge and understanding of Attachment-Informed Practice. Staff have reported that they can confidently deliver attachment-informed practice effectively at all stages.

- To review and improve wellbeing tracking system to better meet the needs of learners and families.
- Continue to focus on interventions for our most vulnerable learners; to ensure equity and help close the poverty-related attainment gap.
- Consider staff wellbeing to ensure staff feel equipped to manage their own wellbeing before supporting the wellbeing of others.
- As a Learning Community, engage with SAMH and partners to support in the development of a whole school Mental Health Strategy.
- Increase staff confidence when supporting pupils with mental health concerns.
- Increase parent/carer confidence when supporting pupils with mental health concerns.
- Signpost young people and their families to adults and services who can offer appropriate support.
- To provide opportunities to explore further attachment-based practice.
- To review and improve both the universal and targeted support to children and their families.
- Develop a Working Party to oversee the development of Health and Wellbeing and co-ordinate a Family Learning event – ‘A Wee Blether about Mental Health’.



2.3 Learning, teaching and assessment

By June 2023, targeted pupils in P4, P5 & P7 will be observed to have improved engagement during Taught Writing lessons.

By June 2023, teacher confidence in the delivery of Talk for Writing (Non-Fiction) will improve.

By June 2023, teacher confidence in the assessment of Talk for Writing will improve.



Priority 2



What progress did we make?

- All staff tracked and monitored pupil engagement during Taught Writing lessons using the Leuven Scale (pre/post intervention).
- All staff received training in Talk for Writing (Non-Fiction).
- Talk for Writing lessons were modelled by our Literacy Leads in all classes.
- Talk for Writing resources were distributed to all staff to support the delivery of the programme.
- Staff worked collaboratively to develop Talk for Writing Planners to incorporate non-fiction contexts (using indoor/outdoor environment).
- Targeted classes were supported by 2 teachers during writing lessons to allow for increased focus and engagement.
- Opportunities will be given to allow teaching staff to visit other establishments to share good practice and observe effective delivery of Talk for Writing lessons.
- Staff regularly engaged in opportunities to moderate writing at early, first and second level to help agree consistent standards and expectations.
- Staff created assessment grids to assist the assessment of writing, using national Benchmarks.



Priority 2



What was the impact of our work?

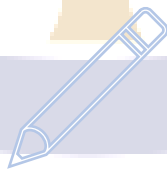
Almost all targeted pupils in P4, P5 & P7 were observed to have improved engagement during Taught Writing lessons.

The majority of targeted pupils have improved attainment in writing.

Teacher confidence in the delivery of Talk for Writing (Fiction/Non-Fiction) has improved.

Teacher confidence in the assessment of Talk for Writing has improved.

Priority 2



What are our next steps for 2023/2024?

- Working Party established to help fully embed Talk for Writing at all stages.
- Primary 1 staff to attend CLPL in the delivery of FLIPP (Foundations of Literacy in Primary 1 Pack): a 6-week literacy curriculum for the start of Primary 1, to support the initial stages of reading and writing and the ongoing development of listening and talking.
- Work in collaboration with schools across our Learning Community on the Moderation of Writing.
- Share best practice by visiting schools within South Lanarkshire and outwith to observe Talk for Writing in other establishments.
- Provide opportunities for Family Learning, linked to Writing.

Priority 3

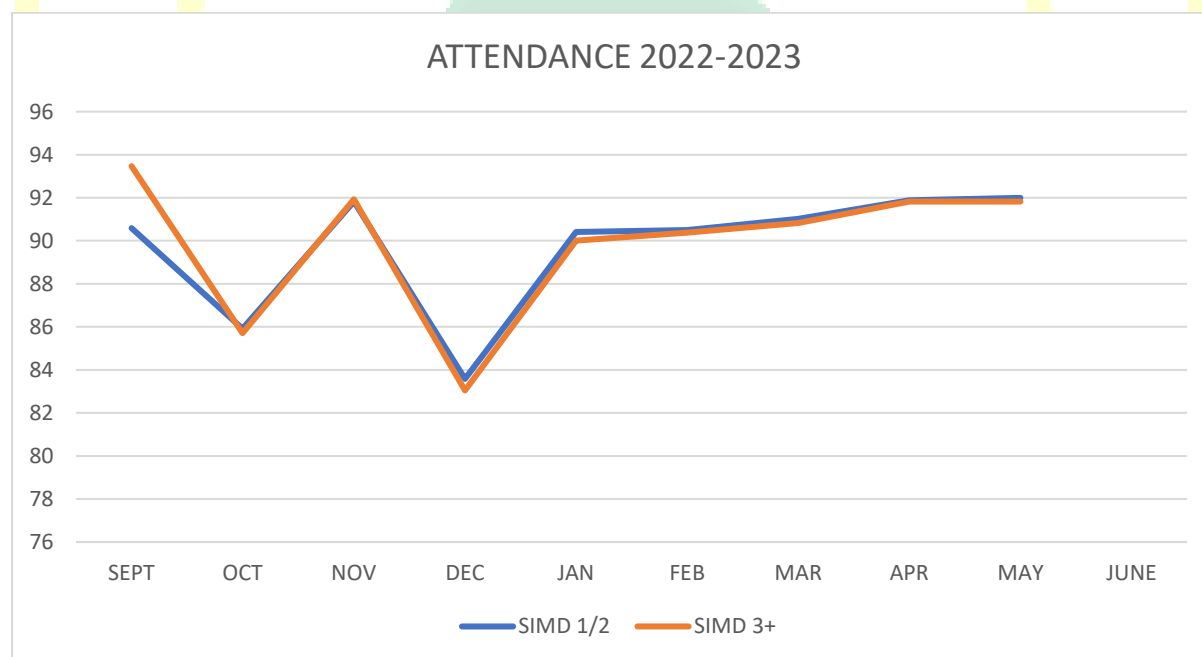


What did we set out to do?

3.2 Raising attainment and achievement

Develop a clear strategy to help narrow the attendance gap between our most/least disadvantaged pupils.

By June 2023, narrow the attendance gap between pupils living in SIMD 1/2 and pupils living in SIMD 3-10 by at least 2%.



What was the impact of our work?

Analysis of data illustrates that the attendance of both groups have improved over time. Our attendance gap has narrowed this year and we have seen significant improvements in attendance as the year has progressed.

Priority 3



What progress did we make?

- Staff analysed attendance data to consider potential barriers/solutions to pupils attending school.
- Attendance/punctuality data tracked and monitored weekly/termly to help identify concerns/patterns/trends.
- SMT communicated with families where attendance was <90%.
- Individual Attendance Improvement Plans created and reviewed to help families improve attendance/punctuality.
- Attendance policy and procedures revised to ensure consistency of approach.
- Attendance/punctuality letters updated to reflect school context.
- Good attendance recognised by issuing certificates and awards at monthly assemblies.
- Staff received CPD to highlight barriers affecting pupil attendance and promote awareness of professional commitment towards ensuring good attendance at school– ESBA (Emotionally Based School Avoidance Training)
- Communication issued via newsletters, social media, etc on the importance of good attendance/timekeeping at school.

WHAT IS YOUR ATTENDANCE?

Right to education (Article 28)



There are 175 non school days a year.
That's plenty of time to go on visits, holidays, shopping and other appointments.

Priority 3



What are our next steps for 2023/2024?

- Complete Forth Valley Attendance Evaluation Toolkit to help identify next steps.
- Continue to analyse tracking data to avoid early dips in attendance.
- Increase the attendance % of a targeted group of pupils.
- Make earlier contact with parents/carers to help identify push and pull factors.
- Promote attendance in newsletters/social media to help improve parental engagement and attitudes towards attendance.
- Build links with other agencies to support better attendance of targeted pupils.
- Use the Glasgow Wellbeing Tool to help identify possible barriers to attendance.



Priority 4



What did we set out to do?

2.2 Curriculum

Renew and refresh our curriculum rationale (post-pandemic), and provide a curriculum that is creative, innovative, adaptable and responsive to the diverse needs of our learners and reflect the unique nature of our community.

By June 2023, all stakeholders will contribute to the review and further development of our curriculum rationale to reflect our journey through Recovery post-pandemic and current school context.

All staff will continue to build a curriculum which is imaginative, creative and stimulating, using the indoor/outdoor environment.

Throughout this session 2022-23, all teaching staff will develop the quality of teaching, learning and assessment to improve outcomes for all learners.

Collaboratively, staff will gather a wide range of evidence to help inform next steps in teaching and learning.

Throughout this session, all teaching staff will use a range of assessment data and evidenced approaches to raise attainment and challenge CYP appropriately through considered approaches to differentiation

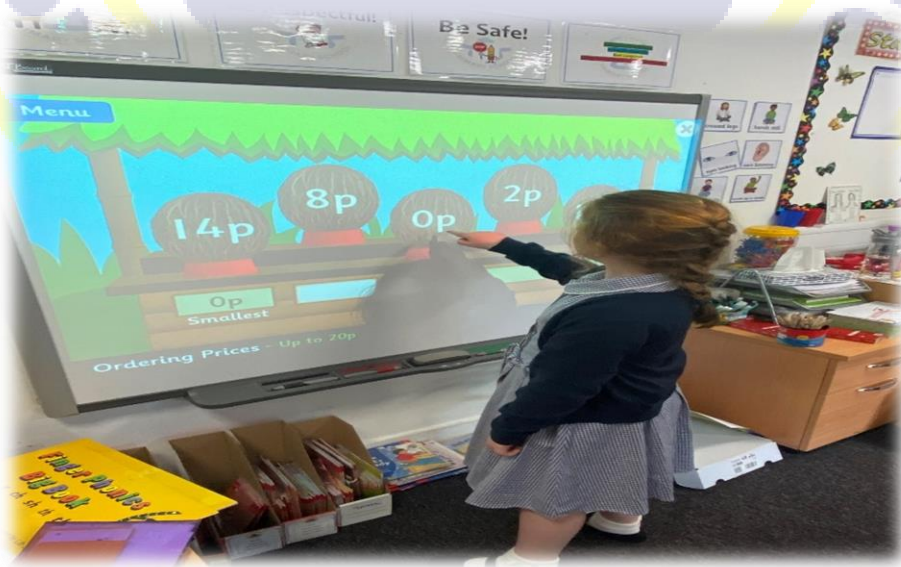
By December 2022, almost all CYPs engagement will be increased using a combination of effective learning approaches, digital skills and ongoing nurture support.

Priority 4



What progress did we make?

- All partners were invited to evaluate our current curriculum and identify best practice. Views were sought from children, parents and the wider school community on what they feel the key features are that bring the curriculum 'alive'.
- Following self-evaluation activity, our Curriculum Rationale was renewed and refreshed to take cognisance of lessons learned during lockdown, ie enhanced use of digital technology, outdoor learning, etc.
- Opportunities for ICT were embedded to enhance teaching and learning.
- Opportunities for regular Outdoor Learning were encouraged to enhance teaching and learning.
- A plan for remote learning was developed as a contingency to support children unable to access in-person education.
- Regular opportunities were given for staff to work collegiately with colleagues, network (online via Teams) or visit other establishments to share good practice in aspects of the curriculum.
- Staff developed pupil profiles to help evidence pupil achievement and help inform next steps in teaching and learning.
- Pupil achievement in/out of school was robustly tracked and monitored to ensure all pupils were given opportunities to access a club/extra-curricular activity.



Priority 4



What was the impact of our work?

A SWOT Analysis with all stakeholders was carried out to help evaluate the current curriculum offered at James Aiton Primary and to identify best practice. The results of the SWOT Analysis were as follows:

<p><u>Strengths – What aspects of our Curriculum do we currently do well?</u></p> <ul style="list-style-type: none"> • Nurturing approaches • Know our learners well – use staged intervention process to support learners • Active Literacy embedded and consistent across school • Number Talks – consistency across school • Personalisation and Choice – children input into selecting IDL themes • Talk4Writing – all staff trained, and programme used across the school • Interventions and Support Plans in place • Progressive Pathways for Literacy, Numeracy, RME, HWB, IDL, French • Use of outdoors 	<p><u>Weaknesses – Where are there weaknesses in the curriculum we offer?</u></p> <ul style="list-style-type: none"> • Digital Technology – access, funding, training (availability, relevance of training, time to undertake training) • Progression Pathways for some curricular areas: ICT, PE • Depth of learning • Assessment across all areas of curriculum • Inconsistency in delivery of certain curricular areas • Networking
<p><u>Opportunities – Post-pandemic, what opportunities are there to enhance our curriculum?</u></p> <ul style="list-style-type: none"> • ICT – Google Classroom, Jam boards, live worksheets, Google Meet • Active Learning • Outdoor Learning • Homework online (Upper school classes?) • Technology has been provided to families (Chromebooks) • Enhanced networking with parents (online) • Sharing of learning through online platforms (Twitter, etc) • Networking with other schools • Reciprocal Reading sessions • Access to online lessons (eg. West OS Library) 	<p><u>Threats – What prevents us offering the ideal curriculum?</u></p> <ul style="list-style-type: none"> • Budget • Resources • Time • HWB (Behaviour) / Attitude to learning • Parental engagement • Time constraints / Curriculum pressures • Attendance • Life pressures • Training / confidence • Teacher absence • Mental Health (pupils, parents, staff) • Technology outwith school - addictive

While the Strengths and Opportunities identified were valuable in contributing to a refreshed Curriculum Rationale, it was also important to address those aspects which staff considered to be weaknesses or threats to offering a successful curriculum. Therefore, at a subsequent Moderation session, staff were encouraged to contribute ideas and suggestions as to how these Weaknesses and Threats could be addressed.

In considering how to further develop our curriculum, and to provide inspiration for all staff across the school, 3 members of Staff agreed to share practical examples of best practice on the use of Digital Technologies (Microbits), Google Classroom and Outdoor Learning.

In December, parents were given a Google Form to complete seeking their opinions of the Curriculum offered at James Aiton Primary, and the aspects of education they deemed to be most important. Although this Google Form was issued to all parents via the School App, and reminders were given, there were only 18 responses. A Pupil Focus Group comprising 12 children considered the same questions as the Parent questionnaire.

Parents responded as follows to the questionnaire:

Statement	Disagree	Agree / Strongly Agree
Teachers at James Aiton Primary know my child well and provide appropriate support and / or challenge for me.	5.5%	94.4%
Lessons at James Aiton Primary are motivating and engaging	5.5%	94.4%
James Aiton Primary makes effective use of ICT in lessons	5.5%	94.4%
James Aiton Primary makes effective use of Outdoor Learning	16.6%	83.3%
I know what my child is learning at school	16.6%	83.3%
James Aiton Primary Curriculum is helping prepare my child with skills for life, learning and work	5.5%	94.4%

With regard to aspects of education that parents deemed important, the results were as follows:

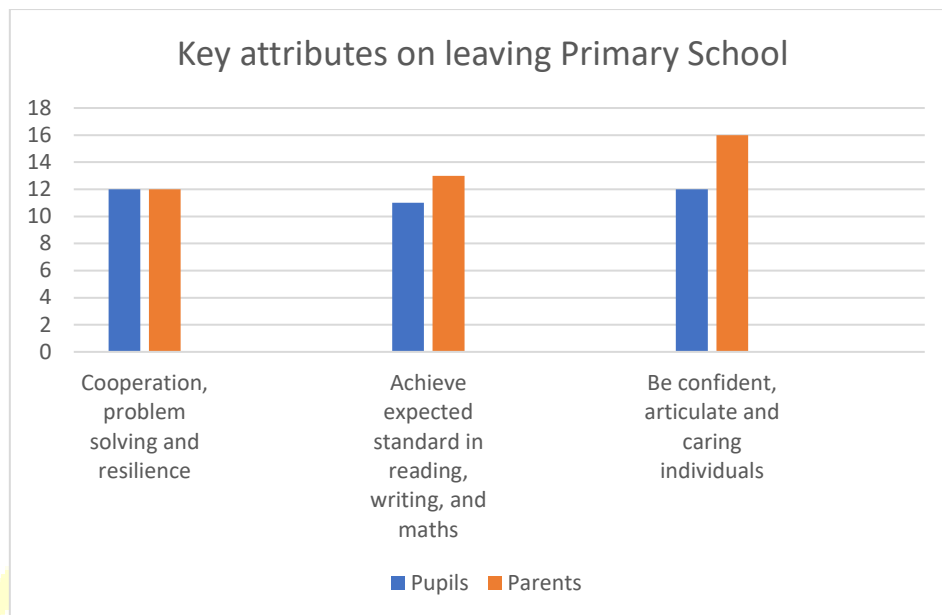
66.6%	Cooperation, problem solving and resilience
72%	Achieve expected standard in reading, writing, and maths
89%	Be confident, articulate and caring individuals

Parents consider the most important elements of the school curriculum to be as follows:

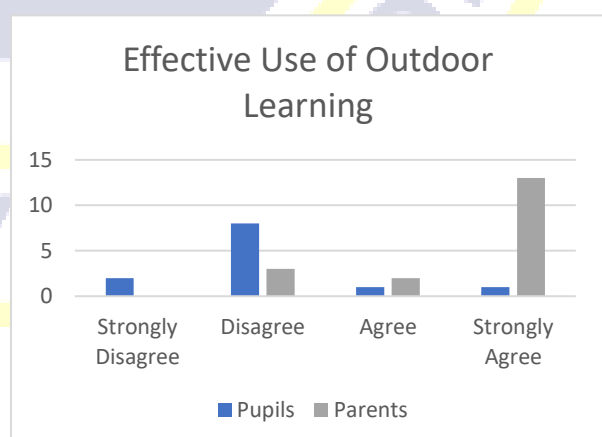
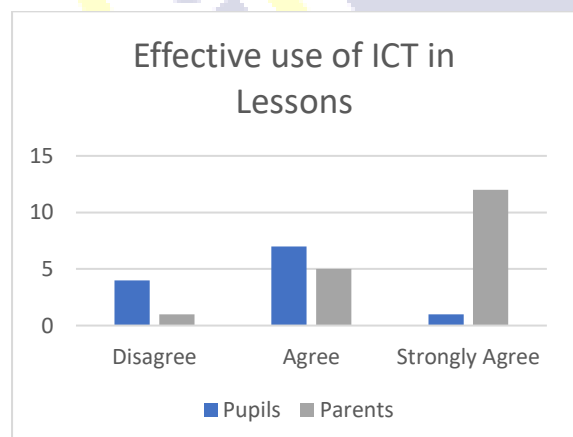
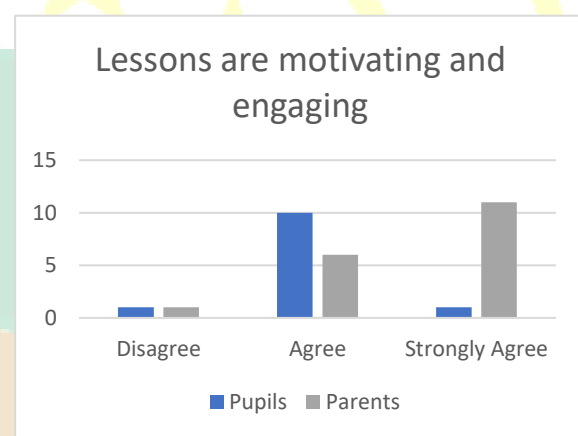
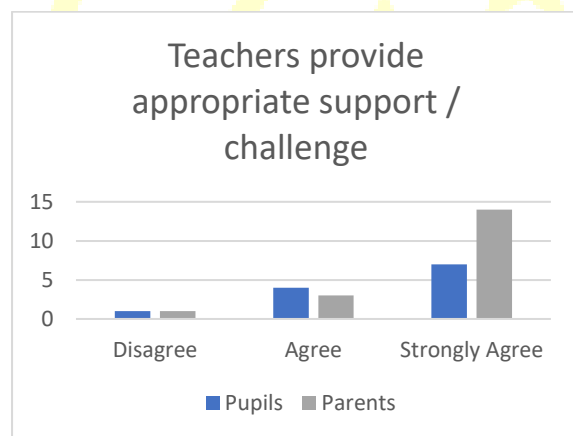
28%	Developing creativity
61%	Developing problem solving ability
94%	Knowledge and understanding
28%	Developing cooperation
22%	Developing understanding of local, national and world issues
78%	Respect and tolerance
78%	Developing confidence
50%	Developing emotional wellbeing
44%	Developing healthy lifestyles
44%	Kindness

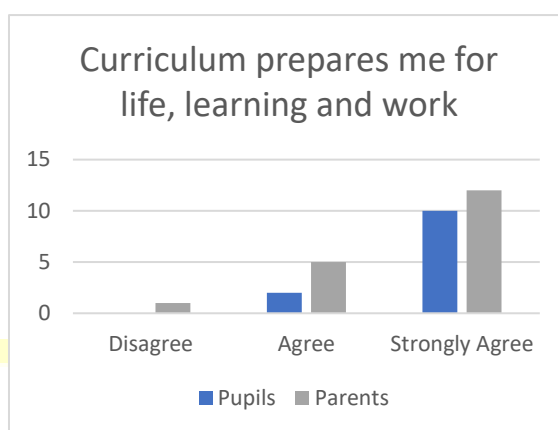
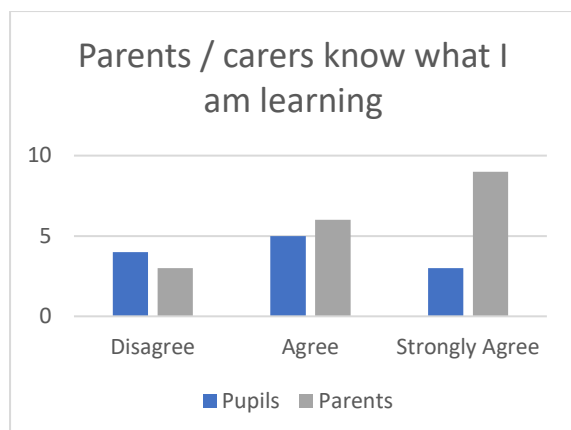
The Pupil Focus Group gave their contributions to the self-evaluation process in December 2022. This was done through a conversation and completion of the same questionnaire as parents. Pupils indicated that they enjoy active approaches to learning, and everyone stated that they would prefer more opportunities to learn outdoors.

It was interesting to note that pupils and parents had similar views on the key attributes children should have on leaving school, as shown on this graph:



Considering the statements on the questionnaire, I carried out a comparison of parent and pupil responses with the following results:

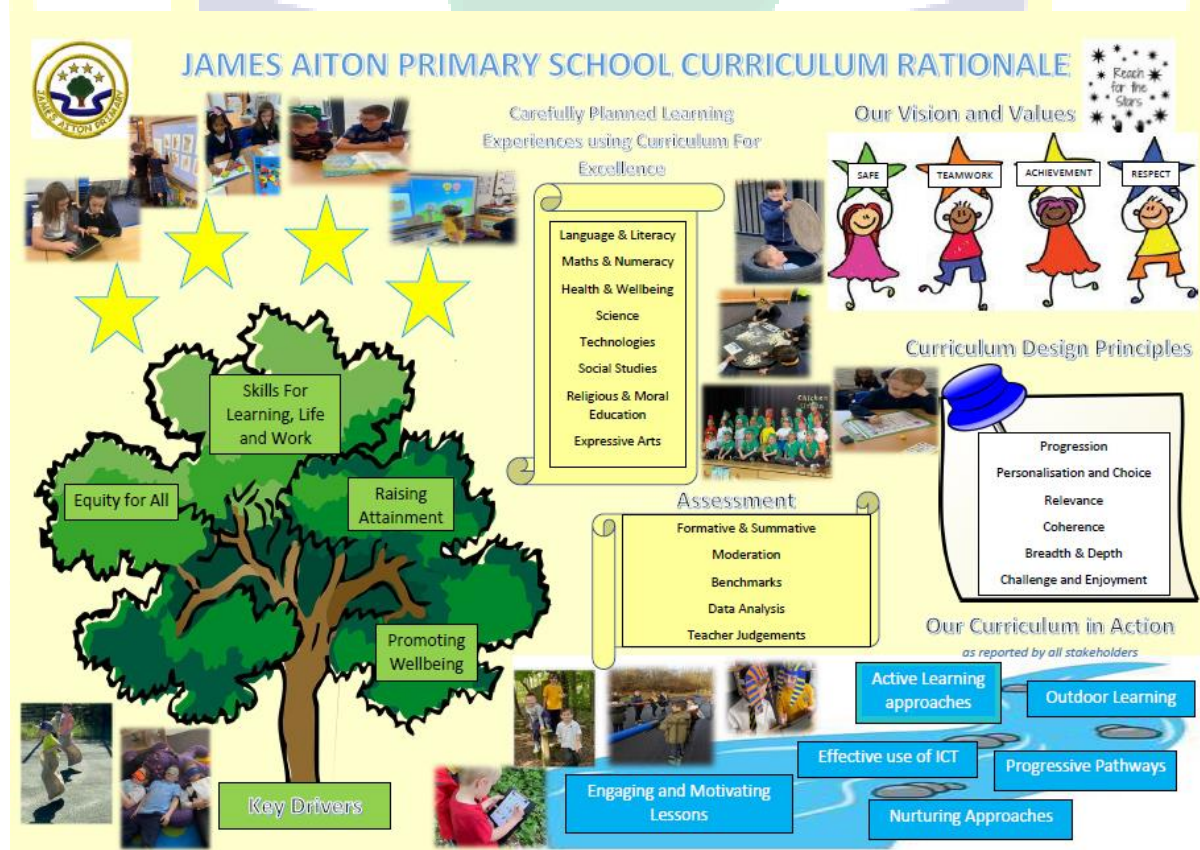




Findings from all stakeholders' contributions were shared with staff in January 2023. Although the feedback was predominantly positive, it was clear that scope existed for more Outdoor Learning opportunities, and to consider how to use ICT further to enhance learning and teaching. Staff also identified these as opportunities post-pandemic.

By giving consideration to all the information gathered through self-evaluation activities, we prepared an updated Curriculum Rationale, which incorporates aims, vision and values, design principles and views of stakeholders. The Refreshed Curriculum Rationale uses the school badge of the tree of knowledge and the river Clyde as its basis.

The refreshed Curriculum Rationale is displayed in the school, on the school website, and has been issued to all staff. It can be seen below:

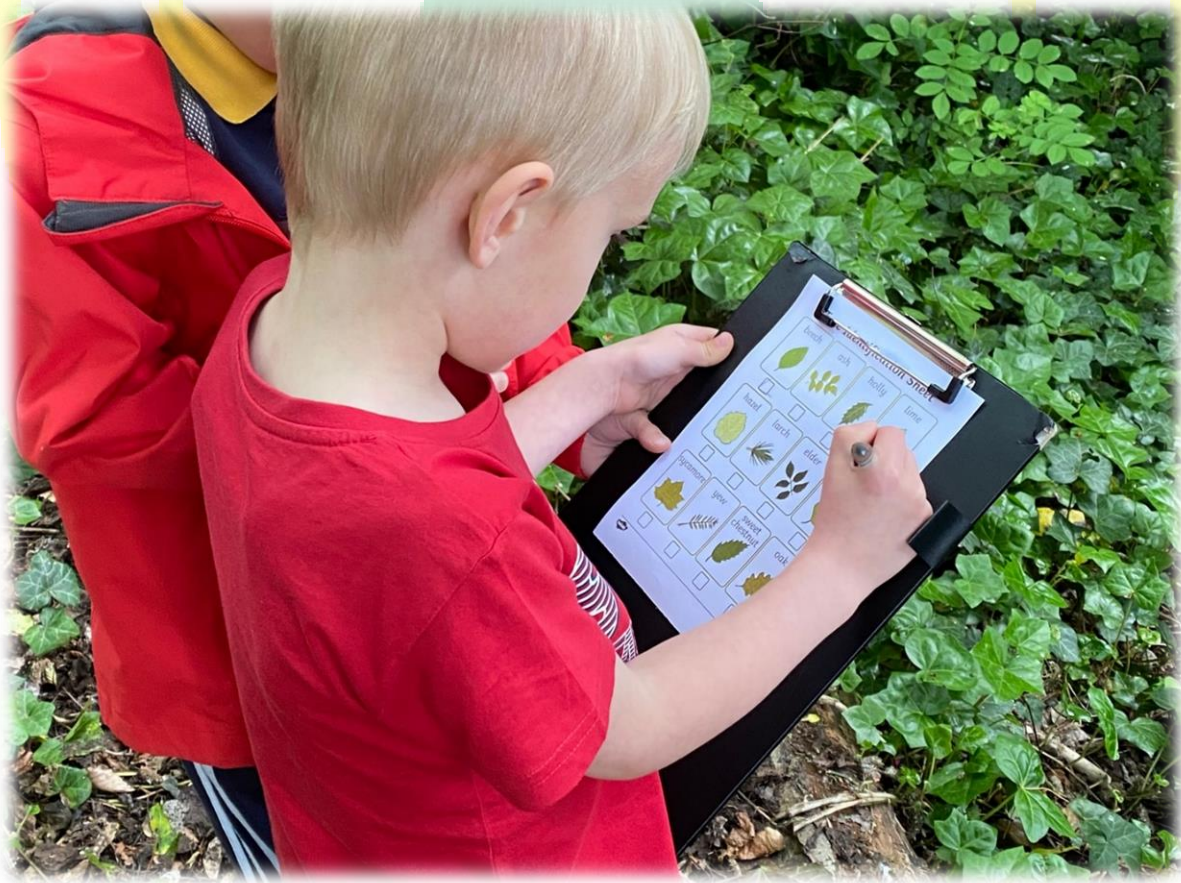


Priority 4



What are our next steps for 2023/2024?

- Develop a consistent approach towards Learning, Teaching and Assessment 'The James Aiton Journey'.
- Develop a jotter policy to ensure consistency across the school.
- Develop curriculum maps and learner pathways to support a consistent understanding of progression across all schools in the local authority.
- Staff to provide a rich and stimulating curriculum to help raise standards in literacy and numeracy.
- Embedding regular opportunities for Outdoor Learning and Digital Technology to enhance learning and teaching.
- Continue to work with colleagues across the Learning Community to engage in Moderation to help improve standards.
- To explore SLC's Skills Framework and embed in Golden Time activities.



Priority 5



What did we set out to do?

2.5 Family Learning

Further support families to secure better outcomes through programmes which enable them to improve literacy, numeracy and health and wellbeing.

By October 2022, identify families that require support and signpost them to resources/programmes/agencies.

By June 2023, expand access to family learning opportunities which meet participants needs.

By Dec 2022, continue to improve the quality of all communication between practitioners, staff, parents and families.

By June 2023, encourage positive involvement of all parents plus targeted actions aimed at specific groups including ethnic minority parents and parents of children with additional support needs.

By June 2023, build the capacity of parents, drawing on their expertise and supporting them to be involved and engaged in their child's learning.



Priority 5



What progress did we make?

- All partners were involved in self-evaluation processes, evaluating current strengths and identifying best practice. Views were sought from children, parents and the wider school community on what they felt the key features of effective Family Learning were.
- We continued to work in partnership with Youth Family Community Learning, Learning & Leisure and Clyde Gateway and identified families requiring support. Targeted families were signposted to relevant resources to minimise barriers to education.
- We reviewed communication, processes and procedures with a particular focus on supporting pupils with ASN.
- We created opportunities for families to engage in various family learning experiences throughout the school year.
- Promote the work of our Parent Council and encourage other parents to ensure that all groups are represented.
- Create online videos/helpsheets/guides to support families to provide support to children whilst learning from home



Priority 5



What was the impact of our work?

- By Oct 2022, 13 families were identified and became involved in the Supporting Families Project. All of those families gained support from various services, including Money Matters and One Parent Families.
- 7 families accessed our free After-School provision to help parents/carers pursue further education or employment.
- 59% of families attended our 'Come Learn with Me' event in Feb 2023. The feedback from parent questionnaires showed that all parents/carers were very happy with our provision and were more knowledgeable in relation to specific aspects of our curriculum.
- Data from a recent survey showed that 100% of parents were satisfied with our communication channels.
- 80% of targeted parents attended our regular Stay and Play Nurture sessions.



Priority 5



What are our next steps for 2023/2024?

- Continue to identify families requiring support and signpost to suitable interventions to help reduce barriers and stigma of poverty.
- Working Party to co-ordinate a Family Writing event to promote Literacy across the school.
- SMT to work in partnership with our Parent Council to promote family engagement through various events.
- Identify Family Link Lead to co-ordinate opportunities to build capacity of parents/carers; drawing on their experience and expertise to encourage volunteers to participate in committees and lead events, such as Paired Reading, Gardening Projects and Clubs.

