

# Priorsford Primary School



## School Improvement Report

2023 - 2024

## Review of Progress 2023-24

### Context of the setting

Priorsford Primary School is the largest primary school in the Scottish Borders, with 395 pupils organised in 15 classes. An acting Headteacher was in place until a new Headteacher was appointed and started at the end of January 2024. Our nursery hub opened in February 2021, with full year provision for two, three and four-year-olds and currently has 54 children attending.

More than 98% of families at Priorsford are in deciles 6-10 of the Scottish Index for Multiple Deprivation; 7% of pupils receive free meals; average class sizes (26) are higher than SBC average; our pupil attendance is 95.5%, this is above SBC average of 93.6% for primary pupils. We have had one exclusion in the past 10 years.

At Priorsford, our vision is 'to support each other to grow and learn together.' This vision reflects the welcoming, caring and positive ethos we have established, which supports and encourages all our children to enjoy learning and be respectful and responsible citizens.

Our agreed values encourage all our school community to demonstrate: Kindness, Fairness and Caring.

By upholding these values, we reflect the pride we have in our school, the care and respect we have for one another and how we can all be responsible, respectful citizens.

As a Rights Respecting School, we place the rights of the child, positive relationships, nurture, wellbeing and play at the centre of all our learning experiences. Outdoor learning - 'nurture through nature' - is a core element in our curriculum to support positive wellbeing. We are committed to providing weekly Forest School/woodland outdoor learning experiences and gardening opportunities for all.

In March 24, we celebrated gaining Scottish Book Trust Reading Schools Gold Award for our commitment to promoting reading for enjoyment. In June 22, we received a Scotland's Outdoor and Woodland Learning Award from Scottish Forestry for our 'Nurture in Nature' work. The school was awarded an RHS Level 5 School Gardening Award in May 19 to recognise the excellent learning opportunities provided in our school garden.

Our sporting achievements and high-quality PE provision have been recognised by our two SportScotland Gold Awards in 2016, 2018 and 2023. Many of our children perform at exceptionally high levels in sport, in Scottish schools' championships and representing our authority or Scotland in athletics, cross country, judo, hill running, netball and cycling.

At Priorsford, we very much value the support, engagement and active involvement of parents/carers in our school. We foster an open and welcoming environment, encouraging two-way communication to enhance the learning opportunities of our children. We have a very supportive wider parent body, Parent Council and PTA who all play an active role in the life of the school.

Our review of improvements, measures of impact and identification of next steps have been based on staff, pupil and parent questionnaire feedback in June 24, as well as the results of standardised testing (SNSAs and SWST).

**SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in learners.**

How well are you doing? What's working well for your learners?

All staff have participated in the 4 identified development sessions, to engage with #SBC Way, looking at the expectations and resources. We have made initial reflections on how our current practices align with these for Reading, Writing, Listening & Talking (Oracy) and Numeracy.

Our Oracy Lead in the school attended the online sessions delivered to our colleagues from our Cluster to engage with professional learning and dialogue. Our Oracy Lead person led the staff during development time to outline the and engage with the resources. All staff have familiarised themselves with the Voice 21 resources and some classes have implemented the 4 capacities

Our P4-7 classes have used Showbie this session as a learning tool in the classroom. They are using Showbie to share resources and create responses to learning activities, as well as preparing a profile of their learning. Our P1-3 classes have received support from Inspire Learning Lead to set up Showbie for each pupil to capture their learning and begin to upskill staff and pupils on elements of Showbie to enhance and make a record of learning.

How do you know? What evidence do you have of positive impact on learners?

Some staff have started to use the SBC programmes of work to support them when planning learning and this has validated teacher judgement for achievement of a level. However, our writing attainment has highlighted the need to address this next session.

Our Oracy Lead has increased their knowledge and understanding of teaching of Oracy and implemented the Voice 21 approach. Almost all staff have increased their confidence in teaching oracy and deepened their knowledge through the familiarisation of the resources.

All classes have engaged with Showbie and all pupils are set up. However, there has been no home school interactions to improve the communication of learning.

What are you going to do now? What are your improvement priorities in this area?

We will now focus on implementing Writing and Oracy, aligning our planning, practices and assessment processes. We will introduce a new tracking system for teachers to ensure a year's progress is being made by all pupils.

Next session we will appoint a new Oracy lead in our school, due to a change in staffing. Our new Oracy lead will continue to embed professional learning in school as we engage with the SBC Way, this session and we will plan for the progression and sustainability of Oracy.

We will continue to build the confidence and skills of using Showbie with our teaching staff, support staff and pupils. We will aim to share learning profiles with our P4-P7 parents/carers by Christmas because 50% of our parents/carers reported they did not receive helpful feedback about their child's learning. We aim to focus on improving this next session.

### **SBC priority 2: Develop inclusive practice including nurturing practice, promotion of wellbeing and universal / targeted supports for all learners.**

#### How well are you doing? What's working well for your learners?

Staff have continued to develop their knowledge of SBC nurturing approaches, promoting positive relationships and wellbeing with 80% of our learners reporting they feel safe at school.

Almost all our ANAs attended professional learning ANA Academy sessions for the input over 3 Inservice days. These sessions developed further learning about Dyslexia, Numeracy approaches and built their knowledge and understanding on dysregulation and developed strategies to support young people across our cluster.

Our targeted PEF interventions in Reading, Writing and Numeracy were delivered with ANA support working 1:1 or small group input to pupils. Specific year groups were targeted for each curricular area. Nurture support was delivered through Forest Schools by Mrs Fraser. Specific children in P2, P3 and P7 all benefitted from outdoor learning in their local area.

#### How do you know? What evidence do you have of positive impact on learners?

The feedback gathered from the cluster ANA academy attendees has been positive and almost all or all of the ANAs felt they strongly agreed or agreed that they had the correct expertise, knowledge and understanding to complete their job. There was a 5% increase across the cluster which correlated with the qualitative data, suggesting that the training in ADHD, ASD and self-regulation was the most impactful. The overall rating for the training sessions across the academic session as 4.5 out of 5.

The targeted PEF pupils in P2 & P4 did not meet the Reading target of 85% of them being 'on track' or above. However, in these year groups the gap was closed in P2 by 5% and in P4 by 15%. In each year group the identified pupils did make 2+ progress in RWI level within the academic year.

We had a similar picture for our attainment in Writing. The expected 85% of pupils in P2, P4 & P6 identified as 'on track' or above was not met. However, in each year group the gap has been closed between 5% - 7%. The identified pupils did rise 2+ levels on the Writing Scottish Criterion Scale.

In Numeracy the targeted year group of P2 met the PEF outcome of 85% of the children we identified as being 'on track' or above.

Almost all the identified learners attending the Nurture sessions increased their wellbeing and engagement score across the course of the Forest School sessions. Qualitative evaluations supported the Leuven scale questionnaires.

What are you going to do now? What are your improvement priorities in this area?

We will continue to engage with the nurturing principles as we align our Health and Wellbeing programmes and we will use the Glasgow Wellbeing and Motivational Profile to assess and compare our pupil's responses, paying particular attention to the nurture wellbeing indicator.

We will continue with the Tweeddale Cluster ANA academy to provide opportunities for our ANAs to develop knowledge and understanding, have a range of practical strategies to support our young people day to day; including those with specific literacy difficulties and social and emotional dysregulation. Verbal Intervention training will be delivered to all ANAs and they will also have input from Inspire Learning to support young people through the use of technology including Showbie and accessibility features. Our Team Around the Cluster approach will respond to the needs of our community and the work of the Home School Link Worker will support families to address the related issues of attendance and attainment.

Our PEF plan for next session is specific to each individual child and is focussed on them receiving support in literacy and numeracy, or social and emotional wellbeing.

**Evaluate the following QIs against the six-point scale:**

Excellent	this aspect of the school's work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remain some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	Satisfactory	Good
2.3 Learning, teaching and assessment (Including digital)	Satisfactory	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Raising attainment and achievement/ Securing children's progress	Satisfactory	Good

**Our capacity for continuous improvement is: Satisfactory/Good (ELC)**