



Carstairs Primary School

Standards and Quality Report 2022/23

Context of the school:

Our School: Carstairs Primary School is situated in the village of Carstairs, approximately 3 miles outside of Lanark. Our bright, child friendly and welcoming building opened in October 2013, as part of SLC's school modernisation programme. Our school is very well maintained and standards throughout the building and grounds are high. Through highly effective partnership working, we have recently further enhanced our grounds, with a superb new storyteller's area and outdoor learning zone installed.

Our school is one of 12 primary schools in the Lanark Learning Community. Currently, we have 118 pupils and 6 classes. Our staffing complement includes 8.0 full time equivalent teachers, including a PT. We have a range of full time and part time school support assistants, some funded by SLC and some funded by our school Pupil Equity Fund budget. Despite a number of changes, staffing over the past nine years has held a great deal of consistency and we drive our school forward as a strong, well bonded and united team.

Our school catchment takes in a variety of local areas, including Carstairs Village, Cleghorn and Ravenstruther. Our catchment includes both local authority and private accommodation, as well as farms in the surrounding area. The SIMD (*deciles*) within our catchment are mixed. A majority of our catchment (55%) sits within SIMD 3 and approximately one third of our community reside within SIMD 6. Our school cohort includes a few within SIMD 7,9 and 2, contributed to by placing requests / requests to remain. We have seen an increase in the number of pupils with free meal entitlement in the last three years: in June 2021 a total of 15% of pupils were entitled to free meals, in June 2022, 17% were entitled and currently, in June 2023, we sit with 23% of pupils having free meal entitlement.

We operate an open-door policy and we believe strongly in the importance of nurturing Health and Wellbeing, supporting the whole child. Staff take pride in providing rich opportunities for our pupils to thrive and achieve success. We are committed to achieving the highest possible standards of teaching and learning in all curricular areas. In partnership with other agencies and with parents, our learners benefit from a range of out of school hours learning activities. We value parents as partners and benefit greatly from our connections with our pro-active and supportive Parent Partnership group (our Parent Council).

Together, we aim to nurture a happy, safe and stimulating learning environment, conducive to every child achieving their potential. We strive to ensure that all of our learners have access to an enjoyable, broad and relevant curriculum, with support and challenge being readily available. We celebrate achievement and attainment and work hard to maintain a warm, positive, nurturing, 'Can-Do' ethos, in which all members of our community feel valued. Strong and positive relationships are at the heart of our work.

In session 21-22 we gained our National Nurturing Schools Award from Nurture UK and we also achieved our Digital Schools Award. We continue to proudly uphold and further enhance these standards. We have gained six Eco Flags and, having seen through our action plan for flag number seven, we anticipate achievement of our seventh Eco Flag in 2023.

Our school vision statement is - 'Be safe, be happy, be all you can be'. We value effort, respect, confidence and kindness. As a whole school community, working with passion, enthusiasm and drive, we are absolutely and relentlessly committed to ensuring that this vision and these values are fully realised by our learners.

Review of progress for session Aug 2022- June 2023

School priority 1: Curriculum Creativity and Innovation	
<p><u>NIF Priority (select from drop down menus)</u> Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p><u>NIF Driver</u> Curriculum and assessment Teacher professionalism</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.2 Leadership of learning 2.2 Curriculum 1.3 2.3 Learning, teaching and assessment</p>
<p>Strategy</p> <p>What did we set out to do?</p> <p>We set out to adapt and refresh teaching practice to best meet learner needs. We wanted to maintain and further enhance highest possible engagement. We wanted to re-vitalise and re-capture the energy and excitement that our annual calendar held, pre-covid. In order to do so, we set out to pay particular attention to developing play pedagogy at early level, to uplevelling innovative approaches to curriculum delivery taking STEM, Outdoor Learning and collaborative approaches into consideration and to raising the profile of sustainability across the school.</p> <p>We set out to ensure that early level staff would demonstrate, and report increased confidence in the delivery and facilitation of play based learning and that the engagement of learners at early level with concerns at the point of entry would be on track, with most of our early learners attaining expected curriculum for excellence levels by the year end. We set out to ensure that all class teachers would demonstrate and report an increase in creative and innovative delivery of the curriculum. We wanted to ensure that almost all learners would demonstrate, and report high enjoyment and engagement linked to specific classroom projects. We sought to ensure that almost all children, at all stages, would be able to give some examples (varied dependant on age and stage) of actions they carry out in class and/or at home to be eco conscious and would be able to state why these are important, and we wanted our community to have an increased awareness of online safety issues and actions to overcome these.</p> <p>Progress and Impact</p> <p>What difference did we see? What did we achieve?</p> <p>Time provided for early level staff CLPL was highly valued and led to significant improvements in the delivery of play pedagogy in Base 1. Staff feel significantly more confident in making use of a 'Teach, Target, Play' routines across the curriculum and learner engagement levels have been very positively impacted by this. Monitoring over time has highlighted both increased engagement levels and increased attainment, from that which was predicted early in the session. The reach of this has also gone further than planned, with results inspiring others to incorporate a greater range of play-based experiences within the beginning stages of first level.</p> <p><i>I like the home corner and the shops best. I like how they always change. Early level learner (P1)</i> <i>We teach, target, play – which I like, because last year we didn't get a lot of construction! First level learner (P2)</i></p> <p>At second level we engaged with Glasgow Science Centre's Learning Lab to further enhance STEM experiences and embarked upon the Young STEM Leaders Programme, training almost all P7 pupils as Young STEM Leaders, via an after school club. P7 learners involved all successfully achieved Young STEM Leader status and their leadership had a strong, positive impact on all other classes. All survey respondents (whole school survey) expressed high levels of enjoyment and engagement with the quality sessions P7 delivered; the excitement and enthusiasm garnered was tangible. Additionally, pupil voice from across our school, highlights that almost all learners liked or loved their week to week science lessons this year, with a majority noting that they felt these lessons were better than last session.</p> <p>In-service training delivered for teaching staff aimed at encouraging a shift in the delivery of interdisciplinary learning from 'tame to wild' derived pleasing impact across the school. All teachers involved increased their use of 'big question' approaches to deliver interdisciplinary learning and collaborative approaches to learning and teaching were uplevelled at all stages. Increased 'risky' teaching</p>	

has been embraced (indoors and out) and teaching staff capacity has been enhanced through opportunities for collaborative planning with stage partners. Almost all learners stated that they loved or liked their interdisciplinary (topic) learning this year (42% enjoyed it equally well last session) and a majority of our learners noted that they had enjoyed this area of their learning more so than last session, learning in more fun ways.

Additionally, increased independence, increased motivation and engagement, and increased pupil leadership were all noted as benefits, both in HT classroom visit observations and in class teacher evaluations. Almost all family members who were able to attend and feedback on class topic-based showcases highlighted that they found these interesting, helpful and worthwhile, citing high levels of enjoyment in the showcases attended. All class teachers have demonstrated and reported an increase in creative and innovative delivery of the curriculum, to the benefit of our children.

Our Planet Protectors (pupil leadership role) attended SLC's Climate Conference and came back inspired. We successfully raised the profile of the importance of living sustainably, through our own whole school Climate Conference, which was delivered through the medium of short films, created by each class and shared via our school website. Almost all pupil survey respondents (whole school survey) expressed high levels of engagement both in the work done to learn enough to create their own class recording and noted that they learned from the information shared in video format by other classes. Parents who provide feedback all commented very favourably on our Climate Conference videos.

Plastic pollution is bad for the ocean. I recycle lots now. First level learner (P2)

The video was great. It's good that our young people are learning about active travel. Hopefully this will make them think about how they travel and what they can change (or encourage their families to change). Second level parent (P6)

A brilliant video, with lots of information that I didn't know. Great how the team worked together. Well done. Second level parent (P7)

This was absolutely wonderful! Delighted the children are engaging in such an important worldwide situation. My child loved the experience. Second level parent (P5)

The online input has helped for myself, who cannot always attend sessions of parental involvement. Thank you. First level parent (P4)

Our Digital Leaders created and shared 'Team Carstairs SMART' posters throughout the school and these have also been displayed in a variety of locations in our local community, promoting online safety and cyber resilience. We have uplevelled the focus on this in all classes and have made connections with the police, in order to take this theme further in the coming session. We have successfully promoted this theme in school and we are at the beginning stages of shining a light on this theme strongly within the local community.

We were delighted to be able to implement our whole school Christmas Extravaganza and Easter Enterprise morning once more, benefitting from partnerships with our local community members, local community businesses and our Chaplain, Reverend Harrison and giving every child leadership and performance opportunities, generating the buzz, excitement, energy and enthusiasm of in person interactions to the fullest once more.

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

Further extend play pedagogy, along with opportunities for innovation and collaboration across the curriculum.

Continue with Glasgow Science Centre Learning Lab and Young STEM Leaders Programme.

Seek to gain a Digital Wellbeing Award.

Introduce new SLC curricular planning formats, where appropriate.

School priority 2: Attainment For AllNIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Performance information

HGIOS?4 QIs (select from drop down menus)

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

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

We set out to pursue high levels of attainment for all through a particular focus on participation in moderation activities within and out with our establishment; through building on Improving Our Classrooms Whole School Model, pushing use of practitioner enquiry, data analysis at classroom level and a continued focus on the key features of highly effective teaching practice; and through a strong push for highest possible attendance levels, particularly for those considered to be affected by poverty.

We sought to further enhance staff wellbeing through increased in person connections beyond the school gate and computer screen and sought to ensure that all teachers would be able to evidence impact on children's learning linked to a minimum of one practitioner enquiry approach. We wanted all teachers' audits of personal practice linked to key features of highly effective teaching practice to reflect improvement in comparison with their first audit. We wanted to see an overall increase in attainment in reading, writing and maths, for children considered to be affected by poverty and for those pupils, in this category with attendance concerns, we wanted to increase their attendance percentage by a minimum of 5% across the school session.

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

Staff evaluation represents strong impact from the refreshed approaches to staff collaboration that we have been able to implement with ease, this school session. Increased in person connections both within our own team and beyond our school gate have very positively impacted staff wellbeing, morale and capacity.

Time spent with colleagues has been hugely positive and motivating. (Team Carstairs Teacher)

Collegiate time has supported me to reignite a spark. (Team Carstairs Teacher)

I have loved opportunities in CAT sessions to plan and collaborate with the other teachers. (Team Carstairs Teacher)

Play pedagogy course time allows me to meet fellow practitioners and share our journey, which I don't get to do being in a small school – time with others supports my confidence that I am doing things correctly. (Team Carstairs Teacher)

Increased moderation opportunities across a wider range of curricular areas has been commented on especially favourably by staff and has led to improved learning experiences for children across the school, in particular, those linked to listening and talking and to interdisciplinary learning. Enhanced engagement levels within listening and talking are evident; this is especially true within our P1 – P4 cohorts and high engagement levels maintained within P5 – P7.

I found Talking & Listening moderation extremely valuable as I have completely changed my approach to it in the class now and now think much more clearly about what to expect from the children and how I share this with them. (Team Carstairs Teacher)

Loved using the video recordings to moderate Talking & Listening. (Team Carstairs Teacher)

Moderation of social subjects gave me confidence and a boost to return risk taking and pupil voice into my planning. (Team Carstairs Teacher)

Teaching practice and staff agency have both been enhanced through connections and CLPL delivered within and out with our establishment. Teachers have an increased understanding and ownership of data at classroom level and capacity to address issues arising with greater urgency and deeper thought, has increased. Evidence of this strong impact can be seen in staff self-evaluation feedback, in forward plans, in staff audits of highly effective teaching practice (gains made from start to end year audits), in feedback from classroom observations, and in pupil tracking and attainment outcomes.

Whole school attainment levels, Reading / Writing / Numeracy:

	June 2021	June 2022	June 2023
Reading P1	93%	94%	94%
Reading P4	94%	95%	95%
Reading P7	80%	90%	90%
Writing P1	81%	93%	93%
Writing P4	94%	89.5%	94%
Writing P7	75%	75%	75%
Numeracy P1	94%	93%	93%
Numeracy P4	94%	100%	94%
Numeracy P7	70%	90%	90%

When we consider attainment in session 22-23 for our cohort of learners (P1 / P4 / P7) considered to be affected by poverty, significant gains have been made. In session 21-22, a majority of these learners (50%) achieved expected levels of attainment in all academic areas: it is worth noting that this figure was heavily skewed by very small numbers within the cohorts at these particular stages. In session 22-23, all learners within this cohort have attained expected levels in Numeracy and all have attained expected levels in Listening and Talking. In Reading, most learners (79%) within the cohort have achieved the expected levels of attainment and most learners (86%) within the cohort have achieved expected levels of attainment in writing. Leuven scale engagement levels for all at these stages has either been maintained at a high level, or has increased over the course of the year.

We shone a strong light on the importance of high levels of attendance for all learners throughout the session, and issued new attendance letters, highlighting attendance figures to our families, with further detail on the implications of absenteeism. Attendance of our cohort considered to be affected by poverty by June 23, has improved for a majority of those learners whose attendance rates presented the greatest concern at the end of session 21-22. Within this cohort improvements of up to 17% increase have been noted. For a minority of this particular cohort, attendance has slightly worsened and work to improve this needs to be ongoing.

Our whole school tracking reflects a very strong picture for children's engagement levels in Literacy and Numeracy and for numbers of children at all stages on track to attain expected Curriculum for Excellence levels. A recent pupil survey highlights that our learners feel safe in our school and that they have a strong sense of agency and affiliation. Learners also feel a strong sense of autonomy however we do note that for a few learners, there is scope to offer some further support to help them recognise how their voice is heard and to help them feel more successful / secure in their inter-peer relationships: we recognise the benefit of offering this support both for pupil attendance and self-efficacy for continued attainment.

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

Continue to factor into annual planning, enhanced range of moderation opportunities: offer participation out to other establishments in the Learning Community as early as possible in the session.
 Continue to further tweak, enhance and embed our Fact / Story / Action systems, and consider this paperwork in tandem with additional support needs paperwork / recording systems, avoiding any unnecessary duplication.
 Ensure a continued strong focus on attendance and link with other services for support, where appropriate. Consider ways in which whole school literacy planning can be adapted and enhanced to ensure consistency in progression and high levels of motivation.

School priority 3: Partnerships to Support LearningNIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Parent/carer involvement and engagement

School Improvement

HGIOS?4 QIs (select from drop down menus)

3.1 Ensuring wellbeing, equality and inclusion

2.4 Personalised support

2.5 Family learning

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

We wanted to further reinvigorate our parental engagement activities programme, making this more hands on and ensure a practical, in person approach for as many children as possible. We set out to fulfil year one of our 'Carstairs Connect' aspirations, building on the previous success we had with Families Connect (Save The Children) in the infants, over a number of pre-covid years. We wanted to refresh aspects of our additional support needs provision, including undertaking MAPA training and uplevelling whole school participation in Neurodiversity Celebration Week.

We sought to ensure that learners became adept in recognising their progress, strengths and areas for improvement and set out to support our learners to view their academic progress proudly. We set out to achieve a high level of parental satisfaction in children's academic progress, along with increased parental engagement with children's learning journeys, providing parents with increased knowledge, understanding, hints and tips, as to how they can support their child / children.

We set out to achieve the above goals by reintroducing pupil Learning Journeys in all classes (now to be known as learning targets), in a digital format (Google Classroom), by delivering one Carstairs Connect (parental engagement session per class, with activities for parents to work 1:1 or 1:2 with their own child) based on an aspect of children's ongoing classwork; by undertaking additional support needs meetings in February for an increased number of children; though School Support Assistants undertaking Crisis Intervention Prevention Training (SLC's replacement for MAPA training, which had been requested) and by participating in Neurodiversity Celebration Week for the second year running, this time with a much stronger focus in all classes, utilising a shared leadership approach and the enhanced digital skills of teaching staff.

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

All learners are now familiar with setting termly learning targets and have engaged in setting of, and reflection upon, these. Increased consistency in this approach has meant increased opportunities for learners to recognise progress, strengths and ongoing areas for improvement. A positive start has been made and further refinement in pupil recognition of progress / next steps and self-regulation linked to learning targets, is anticipated over time, now that our new system is well established. A recent whole school pupil survey strongly points towards our children's agency as being high. Almost all learners note that they are proud of the work that they do, they recognise that people tell them what they are good at and how to get better. All of our respondents believe that they work hard in school and almost all have a very strong sense of surety that they keep trying, even if the work is hard.

Parental feedback indicates that families (survey respondents) have a clear understanding of pupils' learning journeys and indicate strong levels of support for our approach. Most respondents (88%) feel that these are worthwhile. There is recognition amongst stakeholders that there is room for increased numbers of parents to physically note supportive comments on pupil learning journeys. In order to support parental understanding of the importance of their engagement with this, we created an information video with our learners sharing the purposes and benefits. This has been well received to date and will continue to be promoted as we further develop use of, and embed, our children's termly learning targets.

Parental survey respondents, whether they engaged in learning journeys via comment or simply by viewing, acknowledge the value of these and believe them to be worthwhile. The same can be said for our Carstairs Connect programme, with most (85%) of our respondents indicating that they found these interesting,

helpful and worthwhile. Respondents also rate our class showcases highly in helping them to understand and be part of their children's learning, with almost all (93%) commenting strongly in favour of these.

We achieved high levels of engagement with our Carstairs Connect activities, with most children across the school having a family member come to their Carstairs Connect session to work 1:1 (or 1:2) with them. Staff and P7 leaders supported those whose adults could not make it, and packs / materials were shared with all families regardless of whether or not they could attend. Parental feedback acknowledged that it is not always possible for families to make all events, but the range of activities on offer (and varied formats) is appreciated and valued.

Having so many families represented at our Carstairs Connect events, is a marked improvement on previous engagement in for example, our pre-covid school Open Mornings, where we tended to find a 'drop off' in parental attendance and engagement, for our junior to senior classes. This level of engagement seen in session 22-23 also marks a significant increase in the number of families we have previously been able to support, significantly expanding on what we see as being the 'best bits' of our previously run Families Connect (Save The Children) model in the infants. The previous model allowed us to provide high quality support for a few families. The roll out of our own bespoke Carstairs Connect model has allowed us to expand this to support most families in person, and almost all families, in other ways (for example, provision of materials). Children's excitement and levels of engagement while their adults present in school for these events – at all primary stages, advocates strongly the need to continue to expand and embed this approach.

We received an increased return this session on parental feedback linked to pupil report cards with most families providing a return. Report card returns indicate that families are very pleased with learners' progress in our school. These responses, in addition to in person dialogue at parents' evening and additional support meetings, parental online learning journey input, online diary comments and informal in person feedback, indicate very high levels of parental satisfaction with pupil progress.

The MAPA training that staff had waited a long time to receive was not forthcoming, and instead SLC provided CPI (Crisis Prevention Intervention) training. This did not support staff to learn about safe physical intervention for children in distress, but did add to existing skills, knowledge and prior training of staff around ensuring that practice is consistently trauma and attachment informed. In practice, the training has prompted individual staff members to be especially mindful of empathy and use of voice. While not what we asked for, support staff still considered this training still to be valuable and most rated the professional learning as being good. Impact of staff's commitment to children's personalised support is strong and has meant that high tariff issues at different stages have been less prevalent over the course of the school year.

In addition to approaches outlined at the beginning of the school year, we were able to secure additional partnership working from Love Autism, and provided a support session for families with neurodiverse children, to gain ideas to support their children over the summer holidays and with transitions. While only a small number of families attended, those who did reported that they found the session valuable and highlighted an eagerness to form an informal support group in school, having benefitted from the chance to locally share experiences and support one another. During this session it was especially heartening to note that participation in Neurodiversity Celebration Week in school had led to a family not within our school, benefitting from our pupil's increased understanding of neurodiversity as this had enhanced support and patience for his family member out with school.

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

Roll out year two of Carstairs Connect – our school's bespoke parental engagement programme, sharing set dates for sessions for all classes, as early as possible in the school year.

Further promote, enhance and maximise the potential of use of children's online learning targets, building further confidence in highly effective reflection on progress and development needs.

Support staff to ensure consistently high quality evidence is shared in support of targets (consider a more consistent balance of photos / video footage across the school).

Seek to further streamline additional support needs paper work and meetings. Finalise updated draft of ASN policy, in consultation with stakeholders.

Consider how we can facilitate an informal parental autism support group.

School priority 4: Outdoor Learning

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

HGIOS?4 QIs (select from drop down menus)
3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment

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

We sought to uplevel use of our new outdoor learning zone for all classes and further extend staff confidence in use of the outdoors to support the curriculum and children's wellbeing. We sought to ensure that most learners would recognise that they benefit from regular outdoor learning and enjoy it, and we wanted health and wellbeing measures to reflect enhancement in outcomes for the wellbeing of those in need of particular support, in this area. We wanted most class teachers to increase their use of our outdoor spaces to support the curriculum and to feel an increase in their confidence in doing so. We aimed to secure enough funding to facilitate the erection of a greenhouse or polytunnel in our school grounds and we hoped to nurture and enhance business partnerships to support us in this quest. We also set out to further enhance our range of playground equipment in support of relaxed and happy break times.

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

Our new outdoor learning zone has been well utilised over the school year and is a very welcome addition to our school facilities. Almost all pupils report high levels of enjoyment and engagement levels observed when pupils are learning outdoors are consistently high: this is also evidenced by pupil voice from P2-P7, in feedback provided from our learners. Increased engagement levels for particular individuals when immersed in outdoor learning have been noted, with positive health and wellbeing impact easily observed. As well as making use of the outdoors as a vehicle to deliver other curricular areas, practical tool-based skills have been enhanced throughout the school, skills in problem solving and managing risk have been well developed and the frequency of opportunities for our children to learn about, and connect with nature, enhanced.

A majority of teaching staff have increased the regularity with which they utilise the outdoors to support learning across the curriculum and those who feel less confident have participated in peer-to-peer professional learning to extend their skills and confidence levels in this area, reporting that this support has been beneficial. As well as our new outdoor learning zone, increased use is now also made of other playground spaces as standard practice too, in support of learning across the curriculum, with our youngest learners frequently developing their knowledge and skills in the picnic table area of our school grounds, which now consistently acts as a natural extension to their classroom.

We have managed to secure the full £5000 needed for our new polytunnel, thanks to a successful grant application made to South Lanarkshire Council's Climate Emergency Fund. Funds received from the Climate Emergency Fund will now be added to the savings previously gathered, allowing us to proceed with all steps needed for installation in the coming session. We have continued to collaborate with Babcock International and expect to receive further support from them within the year, with new panelling for our fencing to ensure privacy in our school grounds and for bereaved local community members (fencing between school and cemetery). We reached out to eight local businesses for support with playground resources and as a result, benefitted from a small amount of new playground equipment from Tesco Community Champions. We were disappointed overall with the response from local businesses around this request and will now seek to explore other partnerships in support of playground equipment.

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

Secure and instal playground polytunnel as soon as possible, ideally within 2023.

Further improve stock of break time play equipment.

Further enhance stock of tools and specialised kit in support of outdoor learning and further enhance sustainable outdoor learning experiences in the local community, beyond the school gate (eg local woodland).

National priority: How we are ensuring Excellence and Equity?

Priority 5 - Equity

Strategy

Our school is semi-rural and there are limited local facilities. In order to benefit from wider experiences and create achievement opportunities facilities further afield, we need to make use of bus companies and these services can be very costly. Over recent years, with total cost neutrality in place and covid restrictions, our pupils have had very limited wider learning opportunities beyond our school gate. As a result, this session, we set out to enhance the four curriculum capacities beyond the boundary of our school grounds once again, while keeping costs to a minimum for families. We sought to continue to minimise the cost of the school day for our families by giving consistent consideration to ways in which a range of school funding streams can support offsite excursions; by mindfully reintroducing fundraising; by continuing and extending our school uniform pop-up shop and by seeking grant funding, where possible.

We wanted to ensure that all learners would have a positive experience of a minimum of one educational excursion out with Carstairs, along with their teacher and classmates. We wanted most P6 and P7 learners to have undertaken a residential experience at Lockerbie Manor, reporting high engagement, enjoyment and an increase in self-confidence as a result. We sought to ensure that all families with children attending Lockerbie Manor will benefit from available subsidies and / or grants, to some extent and we wanted to see an increase in uptake of pre-loved uniform.

Progress and Impact

What difference did we see? What did we achieve?

Following a parental survey at the beginning of the school year, we were able to tentatively begin to reintroduce some simple fundraising activities and to ask parents for small contributions to support taking our children out on excursions once more. All children in our school benefited from a minimum of one educational outing. P1, 2 and 3 attended Edinburgh Zoo, P4 and P5 attended Five Sisters Zoo and P6 and P7 attended Glasgow Science Centre. Subsidies to reduce the cost of these excursions for families came from our school fund (with monies that had been redirected from a Tesco grant), from our school core budget (which had been further enhanced by HT taking on additional workload) or from support provided by Glasgow Science Centre due to Learning Lab partnerships forged. All excursions were brought in at £7.00 or under for our families and feedback from our children around their experiences, hugely positive.

In term one, we consulted with staff and children in school and with families via our newsletter and Parent Partnership, around use of our Pupil Equity Fund Participatory Budget. It was agreed that our Participatory Budget would be used to subsidise the cost of our Lockerbie Manor residential experience for free meal entitled families. Our Parent Partnership applied to Loaningdale for a grant to support all families with the cost of Lockerbie and successfully secured £2500. This meant that non free meal entitled attendees also benefited from a significant reduction in the Lockerbie Manor cost, which was greatly appreciated by our families.

Our five day Lockerbie Manor excursion was a hugely successful, with most P6 and P7 learners attending and almost all learners involved reporting that they thought that the overall experience was excellent or very good (96.5% - the other 3.5% reported that they thought it was good). All learners reported high levels of enjoyment and almost all learners involved highlighted that the adventure boosted their confidence and their independence. Almost all learners reported feeling proud of themselves and their achievements.

Pupil feedback snapshot, following Lockerbie Manor:

This was the best experience of my life! It was so good. I loved it. All the staff were absolutely amazing and it was so worth the money and you had so many different choices for activity.

My favourite thing at Lockerbie was kayaking and getting soaked in the water!

Everything about it was fantastic. The adventure / experience was brilliant, especially with friends, the experience is once in a lifetime for me.

I really enjoyed the Lockerbie Manor adventure trip with the school and my favourite thing about it was all the different activities.

I loved being at Lockerbie with all of my friends. It is a great place to go.

I loved Lockerbie Manor! I got away from my phone which was good and I loved all of the activities but I liked the survival skills the most.....overall it was 11/10 – it was amazing!

With support from our Parent Partnership, we have been able to establish a new system for families to access our pre-loved uniform, with a new sturdy railing purchased to allow us to display the stock year round in the bubble area of our main entrance. This allows families to discreetly help themselves to stock, as and when required. This has significantly increased the amount of clothing being re-loved. Tracking this is less systematic than it was with our previous online ordering system, however the regularity of the empty hangers in our foyer marks a significant increase on the number of previous orders received: the regular need to top up stock is a testament to the success of this new system. The fact that there is no need for contact with any other adult to access the pre-loved uniform has helped to improve access significantly.

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

Continue to secure grant funding wherever possible, to support learning and wider achievements beyond the school gate.

Continue to work as a team with our Parent Partnership to share our pre-loved uniform and to continually minimise cost of the school day for our families.

Continue to consult with all of our families, to minimise cost of the school day pressures and to agree Participatory Budget spending for the coming session.