



## Libberton Primary School

### Standards and Quality Report 21/22



#### Our Context:

#### Our School:

Libberton Primary School is a small, rural school, set in scenic, open countryside looking across to Tinto Hill and the River Clyde, between the villages of Libberton and Quothquan, about six miles from the nearest town, Biggar. Given its rural position, almost all our children are either brought to school by bus or by car. The local area is a varied mixture of farms, social and private housing and while 97% of families sit within SIMD 5-7, 25% of our children are receiving FSM.

Our school was rebuilt in 2016 and is an excellent environment for learning and teaching, with great access to PE and IT facilities and an extensive outdoor area. We share a Head Teacher with Wiston Primary, a single teacher school about 9 miles away. We have a Principal Teacher and a class teacher. At present our roll is 41 in two classes. We have a part time cleaner/caretaker, a cook and two full time support assistants. We have an active and helpful Parent Council and parents are keen to be involved in the life and work of the school. Our curriculum at Libberton Primary School is based on our school vision and values, ensuring that all our learners are at the centre of everything we do

**At Libberton Primary School we aim to provide a safe, caring environment in which everyone feels welcomed and valued and where we work hard and we always do the best we can**

Our values are RESPECT, FAIRNESS, ENJOYMENT and CREATIVITY.

We aim to nurture a happy and safe learning environment with strong, positive relationships at the heart of our actions.

We are part of the Biggar Learning Community which has twelve primary schools feeding into Biggar High School. Younger children attend a mixture of school and private nurseries in the area and we work closely with them and with Biggar High to ensure smooth, positive transitions. Nine of our Learning Community schools are either two teacher or less schools and we have developed close links to enhance learning and teaching for staff and children across these establishments.

## Review of progress for session Aug 2021- June 2022

School priority 1: Literacy/ Reading for Enjoyment	
<p>NIF Priority (select from drop down menus)  <b>Improvements in attainment, particularly in literacy</b> and numeracy  <u>NIF Driver</u>            School leadership</p>	<p>HGIOS?4 QIs (select from drop down menus)            1.1 Self-evaluation for self-improvement            1.2 Leadership of learning            1.3 1.3 Leadership of change</p>
<p><b>Strategy</b>  <b>What did we set out to do?</b>  <i>The Department for Education report 'Reading: The next steps', published in March 2015, states, 'The best way to promote development (in reading) is by instilling in children a passion for reading. Children who love reading will read more and, over time, choose literature which is more demanding and suitably stretching. It creates a virtuous circle: as the amount a child reads increases, their reading attainment improves, which in turn encourages them to read more.</i>            Research proves that reading for pleasure is central in supporting equity and wellbeing- positively impacting learners' attainment across the curriculum, critical thinking, creativity, empathy and resilience.</p> <p>In a survey of our children (June 2021):            47% said they felt they did not read enough            24% said they only read because they had to for school            65% said they would read more if they had books which interested them.</p> <p>From these results, it was clear that there was not a sound culture of reading for enjoyment embedded at Libberton PS</p> <p><b>Our Aims</b>            A culture of reading will be embedded involving all children, all staff and parents            Children will be motivated to read through access to stimulating and appropriately challenging material.            Reading attainment will be improved</p> <p><b>What did we do?</b>            We enrolled in Reading Schools Scheme            Children got to choose which books they would like for school library-fiction and non fiction            New furniture/seating to make Reading Nook more comfortable/attractive            All Classes have daily ERIC time (Everyone Reads In Class)            Buddy Reading Sessions            Visit to the local library and local book shop            Use of Gigtlets online reading comprehension in P3-7</p> <p><b>Progress and Impact</b>  <b>What difference did we see? What did we achieve?</b></p> <ul style="list-style-type: none"> <li>● We achieved our first Reading Schools Award and are well on our way to our silver</li> <li>● In a recent survey 83% said they now enjoy reading and 94% have read more because they got to choose their own books. Children now remind the teacher to have ERIC time and enjoy speaking about their books and using the local library more.</li> <li>● In a reading assessment this year, 80% of children tested had a reading age on or above their chronological age</li> </ul>	
<p><b>Next Step(s) to inform SIP for 2022/2023:</b></p> <p>To build on this session's success and fully embed a culture of reading            To achieve Reading Schools silver award            To identify appropriate non fiction books to extend children's range of reading</p>	

**School priority 2: Numeracy**

NIF Priority (select from drop down menus)

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

Teacher professionalism

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?**

Numeracy is of vital importance and in interrogating our data we recognise that we need to focus more on skills of number agility, reasoning and problem solving.

Our children are secure in their numeracy skills

Our children can apply their knowledge and skills in a range of meaningful contexts

Our children have access to a range of high quality learning experiences which develop and embed their learning

**What did we do?**

Baseline assess all our children to identify individuals needing targeted support

Programme of support put in place for regular 1:1 support either through Catch Up Numeracy, Number Talks or 5 Minute Number Box.

Use of numeracy learning pathways to support professional dialogue around attainment and progression to ensure appropriate pace and challenge.

Focus on looking at pedagogy- what makes an effective numeracy lesson to develop consistency across the school? Identify effective strategies and resources to enhance number agility, reasoning and problem solving and moving from concrete to pictorial to abstract. Staff CLPL on Maths recovery and Number Talks

Learning walks to recognise effective practice

**Progress and Impact**

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

Based on a recent assessment, pupils' numeracy age increased by 19 months on average this session.

Teachers report children are more confident with basic number skills and mental agility and they can explain more clearly the steps they are taking.

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

Continue to develop Problem Solving across all stages using Maths No Problem as an initial resource

Figure 1 P1-3 at Royal Concert Hall



Figure 2 World of Work Big Me Day



**School priority 3: Promote the positive health and wellbeing of children**

NIF Priority (select from drop down menus)  
Improvements in attainment, particularly in literacy and numeracy  
NIF Driver  
Assessment of children's progress  
Teacher professionalism

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

**Strategy**

**Aims**

- All children feel supported in school
- All children feel included in school
- All children know who to ask for help
- All children feel comfortable asking for help
- There will be a culture of positive relationships and respect across the school
- Whole school nurturing ethos is evident around the school
- Targeted children identified, support given and their mental H&WB improved

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

This session, we have used the Glasgow Motivation and Wellbeing Profile (GMWB) to monitor and track wellbeing this session. The theory behind this profile is based on the premise that to foster wellbeing in children, their needs for agency, affiliation should be fulfilled.

The children completed the questionnaire twice. Once before the second Lockdown (Point A) and then after (Point B) the second lockdown which enabled us to observe the impact.

Analysing the results, affiliation (a sense of feeling nurtured and included) had the most marked decline. This could be linked to the disruption and stress from Covid/Lockdown.

To address these issues, we are going to use SLC Attachment Strategy alongside SCARF, a PSHE resource which has a main emphasis on mental health and resilience. Staff training has been arranged for June.

Using the individual data from GMWB, we will identify children who, based on these results and staff observations, should be included in next session's nurture group.

**Progress and Impact**

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

In a recent survey, 91% of children said they felt safe in school and 95% said they had an adult to speak to if they needed to.

We shall continue to monitor/support in class the children who are continuing to display a lack of affiliation, but with a reduction in staffing levels, we can no longer offer nurture sessions.

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

Review H&WB planners to reflect the knowledge, skills and attitudes identified within the various aspects of the health and wellbeing experiences and outcomes.

Every member of staff has been amazing and accommodating in ensuring our girls have felt welcome and part of the Libberton family.

Parent

## 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

The additional staffing we were allocated in August enabled us to organise additional support sessions for children not yet meeting milestones. We administered baseline assessments in literacy and numeracy to identify target learners

#### Interventions:

- Catch Up Numeracy/ IDL / small support groups for early literacy and numeracy and for first level numeracy and first level spelling
- H&WB Through tracking our Leuven Scale, we identified children who did not appear to be engaged in school life. We Boxall Profiled them and using our extra staffing we were able to offer them short nurturing sessions

### Progress and Impact

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

Covid 19/ staff absences did affect our ability to deliver as much planned support.

- Across numeracy we did see a marked improvement in the support group with an average improvement in their numeracy age of 17 months.
- In literacy the children using IDL have improved their spelling age by, on average, 9 months
- H&WB Children were Boxalled at the end of the session and three of the five children showed marked improvement

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

- Given our reduction in staffing levels, we will be unable to offer a similar level of small group interventions next session and given the limited personnel available to deliver these sessions, we will focus on providing additional support in literacy and numeracy.



*I think the staff at Libberton Primary do an amazing job. In the short year my child has attended the school, the change in her is unbelievable; so much more confident at talking to others. Her numbers and writing have improved so much.*

Parent



It's fun!



The respect we get from everyone

# What do our pupils like most about Libberton PS?

Everyone is respected in their own way



It makes me feel safe

