



## Libberton Primary School

### Standards and Quality Report 2022/23



#### Context of the school:

##### Our School:

Libberton Primary School is a small, non-denominational 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, 14% 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 40 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, safe and supportive 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 with them to enhance learning and teaching for staff and children across these establishments.

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

<b>School priority 1:</b>	
<u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Driver</u> Curriculum and assessment School Improvement	<u>HGIOS?4 QIs (select from drop down menus)</u> Choose an item. 2.3 Learning, teaching and assessment 1.3 3.2 Raising attainment and achievement
<b>Strategy</b> <b>What did we set out to do? Aims</b> Staff will be familiar with SLC Skills framework and confident in using the language of skills in lessons. Children will know what skills they are learning, why they are learning them and how to improve them. They will be able to talk about their skills and say what their next steps are. Almost all children will be able to reflect on feedback received to and set challenging but realistic goals across the four contexts of learning Almost all children will be able to apply taught skills to a variety of different contexts and to make connections in their learning across the four capacities <b>Progress and Impact</b> <b>What difference did we see? What did we achieve?</b> . <ul style="list-style-type: none"> <li>❖ Staff have a shared understanding of SLC skills framework and skills development</li> <li>❖ Almost all children are now aware of SLC Skills Framework</li> <li>❖ Effective use of superhero characters to depict the four capacities and linked to skills has engaged the children and most children are able to identify with these.</li> <li>❖ Learning intentions, success criteria and plenaries linked to skills have enabled children see the relevance of skills in the curriculum and in their learning</li> <li>❖ Learning walls in each class link learning to skills development across the session to engage the children in further discussion of skills coverage across the four contexts of learning</li> <li>❖ Almost all children now able to discuss skills linked to their learning activities</li> </ul>	
<b>Next Step(s) to inform SIP for 2023/2024:</b> <ul style="list-style-type: none"> <li>❖ Next session's Biggar Learning Community priority is skills development using SLC skills. As a school we will continue to embed the work started in 22/23 and extend it to include reviewing skills as part of our learning conversations. Each child will have a 'Super Skills' reflection jotter to track individual progress of skills and next steps.</li> <li>❖ Teachers have identified need for learner pathways to support planning and tracking across BGE</li> <li>❖ Link identified with our skills focus and next session's outdoor learning priority</li> </ul>	

<b>School priority 2:</b>	
<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Driver</u> Curriculum and assessment School Improvement</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p>
<p><b>Strategy</b>  <b>What did we set out to do? Aims</b>  Our IDL planning approach will reflect the core principles of curriculum design (including enjoyment, personalisation and choice) as well as an enhanced outdoor learning and STEM focus. Children will be more engaged in challenging learning experiences in meaningful contexts, including outdoors and STEM.</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>❖ Staff collaborated to review IDL planners to ensure relevance, breadth and depth</li> <li>❖ Each teacher completes a Yearly Overview of curriculum covered to identify possible links</li> <li>❖ Staff complete the 4 part planning model-Launch Explore Energise Celebrate to ensure active engagement</li> <li>❖ As part of their planning and tracking, each stage has a skills progression for tracking social studies</li> <li>❖ The three year rolling programme was reviewed with staff bundling relevant Es and OS and ensuring links within and between subjects</li> <li>❖ All children have had access to enhanced STEM sessions including new IT resources eg Lego Spike</li> <li>❖ Our playground development was completed, giving pupil access to a much improved outdoor learning provision which was developed in consultation with the children and wider community. This initiative was funded by a £52000 grant obtained by our Parent Council</li> <li>❖ Almost all children recognised that their IDL topics were more active and enjoyable</li> </ul>	
<p><b>Next Step(s) to inform SIP for 2023/2024:</b></p> <ul style="list-style-type: none"> <li>❖ With the completion of our outdoor spaces, we plan to improve the quality of our outdoor learning to engage and motivate our learners. All teaching staff have identified that they would like to upskill their knowledge of integrating outdoor learning effectively across the curriculum.</li> <li>❖ During IDL, pupil focus groups, children highlighted some of the skills they felt we needed to work on in school eg –team working. This will link in well with our skills SIP priority</li> </ul>	

School priority 3:	
<p><u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u> Curriculum and assessment School Improvement</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p>
<p><b>Strategy</b></p> <p><b>What did we set out to do?</b> Our health and wellbeing programmes will ensure that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.</p> <ul style="list-style-type: none"> <li>❖ Review PE planners</li> <li>❖ Review RSHP programme</li> </ul> <p><b>Progress and Impact</b></p> <p><b>What difference did we see? What did we achieve?</b></p> <ul style="list-style-type: none"> <li>❖ Staff reviewed PE planners to ensure they reflected cognitive skills, physical competencies, personal qualities and physical fitness. We are now working towards our Sports Scotland Award. Almost all our children are able to review their PE skills and identify how to improve them. We are ready to submit our Sports Scotland Gold Award</li> <li>❖ Staff training in leading Nurture in school. Staff attend attachment lead meetings</li> <li>❖ Almost all children said the school is helping them become more confident</li> <li>❖ Pupil Comments <ul style="list-style-type: none"> <li><i>"If you have problem, there is always someone to talk to"</i></li> <li><i>"All the people here treat me with kindness and respect"</i></li> </ul> </li> </ul>	
<p><b>Next Step(s) to inform SIP for 2023/2024:</b></p> <ul style="list-style-type: none"> <li>❖ RSHP to be reviewed since not achieved this session, as we were waiting on updated SLC resource</li> <li>❖ After children completed a nurture audit tool, it was evident most children did not have a sound understanding of the nurturing principles. We will use the stakeholders' questionnaires to inform a nurture action plan to develop a whole school nurturing approach</li> </ul>	



### 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

Currently the school role is 40 pupils. Free meal entitlement is 15%. 79% of our pupils live within SIMD band 5. 54% of our pupils have additional support needs. Our rural isolation impacts on some pupils, especially FSM children, and our continuing aim is to ensure we get our children out into the community. For several years we have been fortunate to have access to free school transport.

#### Progress and Impact

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

Using assessment and our tracking system and staged intervention, we have identified individuals' main barriers to learning which affect their progress and attainment.

**Literacy** :Targeted support using the Literacy pathway is the key intervention used to reduce the gap for our learners. IDL and Wordshark have been successful tools to support our learners. New library books and new novel studies have been purchased to engage our readers. As part of our Reading Schools work, we have set up a lending library for all the community to access. We recently achieved our Gold Reading Schools Award which has been highly successful in encouraging almost all our children to read more for enjoyment.

**Numeracy**: 1:1 support using a variety of resources to support learners eg Numicon intervention and Maths Recovery

Progress in Learning	Equity Band and Stage															
	SIMD 1-2 & FSM								SIMD 3-10 & No FSM							
	P1	P2	P3	P4	P5	P6	P7	Total	P1	P2	P3	P4	P5	P6	P7	Total
<b>Listening &amp; Talking (ELT)</b>																
Cause for Concern / Satisfactory	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	2
Good/Very Good	0	1	0	1	1	0	2	5	2	4	4	5	6	8	2	31
Good	0	1	0	1	1	0	2	5	0	1	2	1	1	2	0	7
Very Good	0	0	0	0	0	0	0	0	2	3	2	4	5	6	2	24
<b>Reading (ER)</b>																
Cause for Concern / Satisfactory	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	2
Good/Very Good	0	1	0	1	1	0	3	6	2	4	4	5	6	8	2	31
Good	0	0	0	1	1	0	3	5	0	1	0	0	2	2	0	5
Very Good	0	1	0	0	0	0	0	1	2	3	4	5	4	6	2	26
<b>Writing (EW)</b>																
Cause for Concern / Satisfactory	0	0	0	0	0	0	2	2	0	1	0	1	0	0	0	2
Good/Very Good	0	1	0	1	1	0	1	4	2	4	4	5	6	8	2	31
Good	0	1	0	1	1	0	1	4	0	1	1	2	1	6	1	12
Very Good	0	0	0	0	0	0	0	0	2	3	3	3	5	2	1	19
<b>Numeracy (N)</b>																
Cause for Concern / Satisfactory	0	1	0	1	0	0	1	3	0	1	0	1	0	0	0	2
Good/Very Good	0	0	0	0	1	0	2	3	2	4	4	5	6	8	2	31
Good	0	0	0	0	1	0	2	3	0	0	1	1	1	2	1	6
Very Good	0	0	0	0	0	0	0	0	2	4	3	4	5	6	1	25
<b>Literacy (L)</b>																
Cause for Concern / Satisfactory	0	0	0	0	0	0	2	2	0	1	0	1	0	0	0	2
Good/Very Good	0	1	0	1	1	0	1	4	2	4	4	5	6	8	2	31

The chart above examines progress in learning across the curriculum. This shows we are making progress with, in all cases, most children making either good or very good progress. Those children who have been identified as a cause for concern are all in receipt of 1:1 interventions and this will continue next session.

Our IDL Improvement focus was highly successful in engaging the children and almost all felt that getting out in the community and being more active either through outdoor learning or educational excursions, helped to motivate them.

### Cost of the School Day

We are acutely aware of the impact of the cost of living crisis on many of our families and we strive to support them

- This session we did not charge for any outings or activities
- All staff received COSD training
- We held a very successful swap shop of old clothes, toys and books
- Parents can access spare uniforms FOC
- We have set up a free, community library for all ages
- We keep parents informed of supports/agencies which can support them to minimise the effect of poverty on their children
- We strive to access grants to reduce any potential costs to our families eg £500 from Blackmount Community Council for our community library. Our £52000 grant from Clyde Windfarm came to fruition this session with our amazing new playground facilities which are being enjoyed by the whole community

Parent comments *'All the staff go above and beyond as this is a school and a family, which is why children thrive so much here!'*

*'The staff are patient, kind and offer support to both our children and us as parents'*

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

- Given the continued improvement in our ACCEL data and other assessments, the major priority in our PEF plan for 23/24 will remain staffing, to provide additional support to small groups or individuals

- At the end of this session, we were informed by SLC that our access to free transport during school hours will be stopping from August 2023. This has major implications for us as a small, rural school with a limited budget. This session we are attending swimming lessons in Lanark and financing this will take most of our transport budget. Our aim for all our children is to enrich their learning experiences through educational excursions and extend their social circle through attending Learning Community events eg cross country festival, High School transition etc.
- Our **Participatory Budgeting** Group have agreed that their allocated 5% should be put towards subsidising our transport costs.
- As part of our H&WB we have recognised that a few children require access to nurture and with 2 staff members trained in basic nurture, we plan to look at how we can ensure we are delivering whole school nurture and offer small nurture sessions for these specific children.
- Through our own self-evaluation we recognise we need to improve some aspects of parental involvement at Libberton and we plan to do more by involving them generally in the life of the school and more specifically in the development of our outdoor learning and in our review of RSHP



◀ Summerlee



◀ Dynamic Earth

Outdoor Learning ▶



◀ Farm Visit

# Active and Engaged at Libberton

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