



Muiredge Primary School

Standards and Quality Report 21/2

Context of the school:

Our School:

Muiredge Primary School serves the area of Uddingston, most of our pupils stay in privately owned housing and have good access to local services and transport. There have been lots of new houses built in the local area and many new families choosing to reside in Uddingston and attend Muiredge. Many of our pupils come to the school as placing requests from out with our authority as we sit on the border of North Lanarkshire and Glasgow City Council.

The school was refurbished and extended and we moved into our fantastic new building in August 2015. Originally built in 1897, MPS has had a long and distinguished history within the community, our school beautifully combines the old with the new. The current roll of the school is 352 pupils and we have a 48 nursery children. The building has 12 spacious classrooms, a nursery, gym hall with a large stage, bistro dining area, Hive Nurture room for HWB, sensory room, ICT suite, library area and a newly refurbished playground clubhouse.

*Pupils, parents and staff worked together to create our school vision and associated values. Our aim is for everyone to **'Be the Best you Can Bee'**. This vision statement has been fundamental in creating an environment where pupils, staff and the school community strive to improve learning and aim for the best. **We want our learners to be Kind, Committed, Honest and Ambitious.***

The Senior Leadership Team have continued to establish, through self-evaluation, a clear pathway to improve learning and attainment for all. We welcomed Miss Claire Ashwood as our DHT this session at the end of term, we also appointed Mrs Lisa Lee as permanent DHT. Our school support staff team have worked hard to compensate for the absence of some support staff members. As a staff we have strived to continue to provide the best learning opportunities possible and all staff should be recognised for their teamwork over the last session. All teaching staff have taken part in a West Partnership Pilot "Improving Our Classroom whole school model. This intensive professional learning has created clear focus on learning and teaching and provided a framework for improvement.

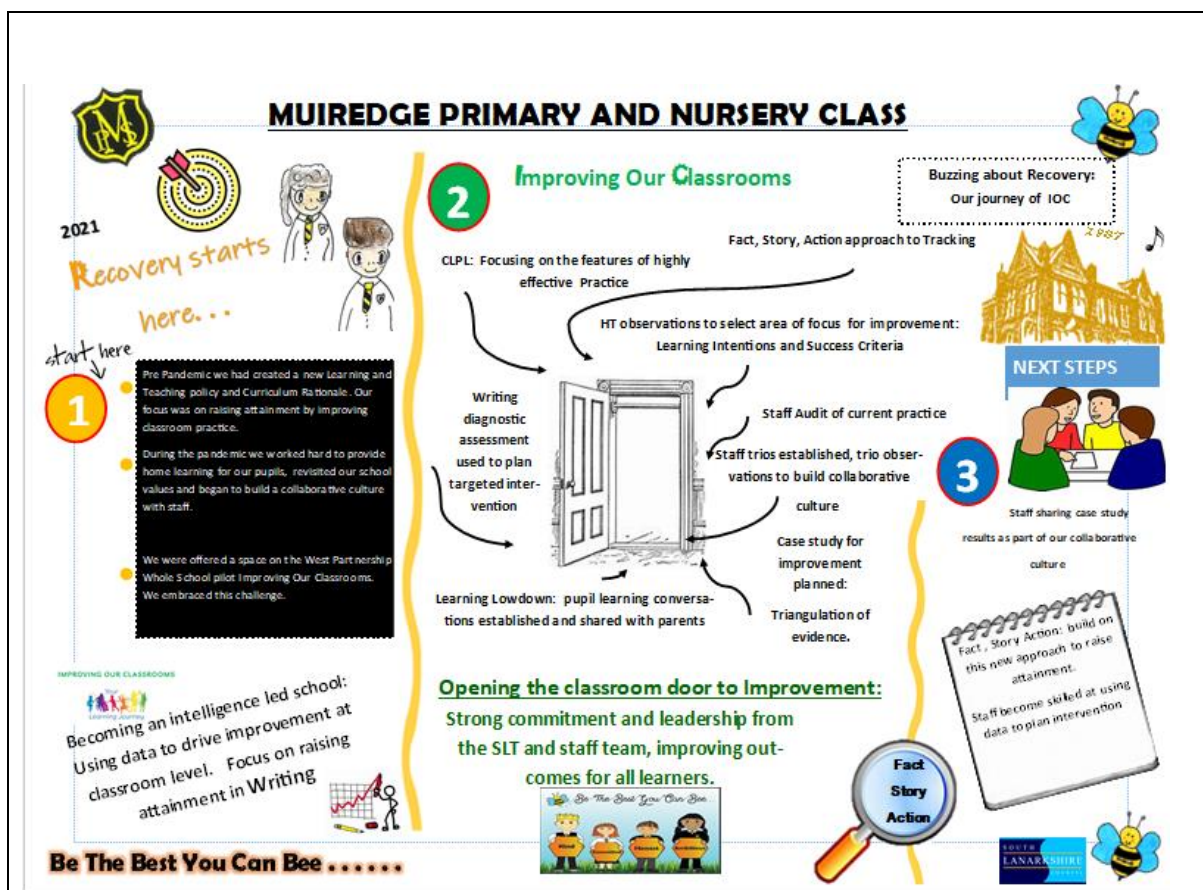
We have also worked hard to re-establish school events in a safe way, from outdoor concerts and events at the start of term to the return to our indoor annual awards to celebrate the success of our staff, pupils and families.

We have an active and engaged Parent Council and fundraising team who play an integral role in school life. We are also well supported by the parent body, who form part of our school community in many ways including, attending school assemblies, and taking part in events, engaging in pupil learning, providing feedback and fundraising. Our Parents have been a huge support this session assisting with building a garden and playground clubhouse for all to use. We work closely with the local community groups and local businesses and look forward to continuing to build on this next session.

We are part of the Uddingston Grammar learning community and have strong links with local schools and nurseries, we have taken part in some transition events and have been dynamic in our thinking about supporting pupils in transition. We continue to build relationships with families who will become part of our school community.

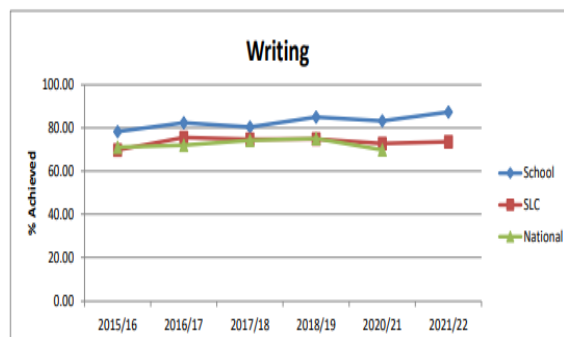
Review of progress for session Aug 2021- June 2022

| School priority 1: Continuity of Learning | |
|--|---|
| <p>NIF Priority (select from drop down menus)</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p><u>NIF Driver</u></p> <p>Teacher and practitioner professionalism</p> <p>Assessment of children's progress</p> | <p>HGIOS 4 QIs (select from drop down menus)</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>1.3 3.2 Raising attainment and achievement</p> |
| <p>Strategy</p> <p>What did we set out to do?</p> <p><i>Pre pandemic as a school our focus was on raising attainment through improving classroom practice. We had revisited our Curriculum Rationale and collaboratively created a Teaching and Learning Policy. Our recovery agenda was to get back to the work we had started as we strongly believe that it is classroom practitioners who hold the key to making the most difference for our pupils. We were offered a place on the Improving Our Classrooms whole school pilot, we were delighted to embrace this opportunity.</i></p> <p><i>The IOC programme involved detailed analysis of school data combined with reviewing current classroom practice. It engaged classroom practitioners in high quality CPD and immersed them in trio dialogue, professional reading and webinars related to features of highly effective practice. IOC also introduced Fact, Story, Action a new approach to tracking at classroom level in which teachers lead analysis of data and the planning of detailed next steps for learners at tracking meetings.</i></p> <p>Progress and Impact</p> <p>What difference did we see? What did we achieve?</p> <p><i>As a school Writing was identified as our area of focus and Learning Intentions and Success Criteria was the element of pedagogy in which we wished to improve across all classrooms. Peer trio visits and professional dialogue supported teachers to review practice, but more than that it has started to build a collaborative culture in our school. This process revitalised a passion for learning in teaching in all. Staff have all planned and are undertaking a case study for improvement in which they targeted a specific area of writing and are delivering lessons to ensure improvement for all pupils. Learning conversation and baseline assessments have supported triangulation of evidence and writing attainment has increased.</i></p> <p><i>We showcased our case studies at the end of term and shared our journey with colleagues across the west partnership. Longer term this IOC framework will be our new approach to improvement, it has provided a rigorous model for raising attainment and improving classroom practice. Most importantly it builds collaborative culture and has given everyone clarity on the important role we play as teachers in making a difference for our pupils. Staff have commented that IOC has been the best CPD they have ever undertaken and really made them focus on features of highly effective practice which apply to all curricular areas. They note Fact, Story, Action has changed the way they look at learners needs and data directs teaching and learning. (Source: Staff IOC survey)</i></p> <p><i>The IOC model will continue to support our improvement agenda at Muiredge for this session and beyond. Please click on the link to view our IOC journey.</i></p> <p>https://drive.google.com/file/d/1h2LwkzvWqTX8HFfSFNyTgoKMApwdca6-/view?usp=sharing</p> | |



Writing

| Year | | Establishment | | |
|---------|--|---------------|-------|----------|
| | | School | SLC | National |
| 2015/16 | | 78.29 | 69.76 | 71.00 |
| 2016/17 | | 82.35 | 75.56 | 72.00 |
| 2017/18 | | 80.41 | 74.79 | 74.30 |
| 2018/19 | | 84.97 | 74.89 | 75.08 |
| 2020/21 | | 83.30 | 72.80 | 69.82 |
| 2021/22 | | 87.34 | 73.60 | |



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

To continue to use the IOC Framework to ensure continuous improvement for our learners and families.

| School priority 2: Promote the positive health and wellbeing of children & young people, parents/carers and staff | |
|--|--|
| <p>NIF Priority (select from drop down menus)</p> <p>Improvement in children and young people's health and wellbeing</p> <p>NIF Driver</p> <p>School and ELC improvement</p> <p>Teacher professionalism</p> | <p>HGIOS 4 QIs (select from drop down menus)</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>2.4 Personalised support</p> <p>1.3 Leadership of change</p> |
| <p>Strategy</p> <p>What did we set out to do?</p> <p><i>After undertaking an attachment audit and Pivotal training we agreed as a staff that creating nurturing and positive relationships with pupils is key to our approach to wellbeing. We set out to launch our Positive Relationship Blue Print, focusing on positive recognition and building and maintaining positive relationships to ensure wellbeing. We also aimed to review our health and wellbeing programme and work with pupils to build emotional vocabulary.</i></p> <p>Progress and Impact</p> <p>What difference did we see? What did we achieve?</p> <p><i>Our Blue Print and new approach has had huge success, we have evolved our school culture and have staff that are committed to recognising children and building positive relationships. Through qualitative data collected from learners and families' positive postcards, and calls home which take place weekly have had significant positive impact on pupils' wellbeing and self-worth. Class recognition boards have replaced behaviour charts and our visible consistencies have become our Muiredge mantra. Wonderful Walking, Muiredge Manners and Lovely listening. Our three school rules, Ready, Respectful and Safe are now embedded and the vocabulary and approach staff take is based on attachment informed practice and the nurture principals. Our trained nurture teacher has delivered further training and this has allowed better understanding of the boxall profile tool, which assists our intervention approaches.</i></p> <p><i>Children also benefited from an allocated daily slot of Health and Wellbeing to begin to build emotional vocabulary and focus on mental health, relationships and wellbeing.</i></p> | |



Room 3 Positive Postcards this week for super pirate writing. Well done boys and girls.



| Visible Adult Consistencies | Relentless Routines | Over & Above |
|---|--|---|
| <p>We will...</p> <ul style="list-style-type: none"> Be consistent, calm, and kind at all times. Set high expectations and be relentlessly positive in recognising pupil effort and behaviour. Be committed to building strong and positive relationships with all pupils. | <ul style="list-style-type: none"> Meet & Greet Wonderful Walking Legendary Line Ups Muiredge Manners Lovely Listening Clap & Stop | <ul style="list-style-type: none"> Persistently give genuine praise Recognise effort and behaviour through recognition boards Positive phone calls once a week Positive postcards home Hot Chocolate Friday with SLT |

Be Ready Be Respectful Be Safe

| Behaviour Intervention | Microscript | Build & Repair |
|--|--|---|
| <p>1. Remind & Reflect</p>  <p>1. Recharge/ Parental Involvement 3. Reinforce/ DHT Support 4. Refer/ HT Support</p> | <p>Microscript</p> <p>1) I've noticed that</p> <p>2) It was the rule that has not been followed.</p> <p>3) I need you to come and speak to me (Deliver Consequence)</p> <p>4) Remember when...</p> <p>5) That's who I need to see today</p> <p>6) Thanks for listening</p> | <p>Build & Repair</p> <p>1) What happened?</p> <p>2) Who was affected?</p> <p>3) How were they affected?</p> <p>4) What do you need to do to make it right?</p> <p>5) How do you feel now?</p> <p>6) What will you do differently next time?</p> |




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

To continue to embed our positive relationships approaches and continue to build emotional vocabulary throughout the school to support pupil Health and Wellbeing.

| School priority 3: Planning for Equity | |
|---|---|
| <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> School and ELC improvement Assessment of children's progress | <u>HGIOS 4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 1.5 Management of resources to promote equity 2.4 Personalised support |
| Strategy What did we set out to do? Progress and Impact What difference did we see? What did we achieve? <i>With our additional allocated Equity funding for session 2021- 2022, we aimed to set up an equity/ recovery team to work with pupils. This team were to co-ordinate, plan and track interventions and was led by the DHT. Unfortunately due to staffing this team were only in post until October. Planned interventions and approaches were revised and redeveloped to ensure some success in planning for equity across Muiredge.</i> <u>Attendance and Punctuality</u> <i>Continued monitoring of attendance and punctuality this session has allowed us to target families who need the most support, building strong partnerships with regular contact being made by our DHT. Due to Covid absence at times has been difficult to address. Monitoring attendance has shown that when pupils who have planned activities of interventions in school they are more likely to attend. Participation in music and nurture registers highlight this. Further planned intervention and support to continue next session.</i> <u>Health and Wellbeing</u> <u>Nurture</u> <i>Whole school analysis of Wellbeing Webs and teacher professional judgements had identified a group of pupils with significant HWB barriers. Some of these pupils display distressed behaviours and struggle to sustain a full day in class, some pupils have also suffered significant bereavement. Leuven engagement data shows all identified pupils are scoring 2 or less for most curricular areas. The Glasgow wellbeing tool was also used as assess areas of focus. These pupils were identified to be part of a nurture groups and attended sessions with our trained nurture teacher. Leuven scale information and Boxall scores have shown improvement in some areas of wellbeing. The children are calm and happy when learning in The Hive, our allocated nurture base. Teaching staff also report improved outcome in terms of engagement in class following a nurture session. Unfortunately due to staffing the nurture group only ran for 2 terms. All staff were giving nurture training at inset and considered how nurturing principals can be undertaken in class.</i> <u>Music</u> <i>Whole school analysis of Wellbeing Webs and teacher professional judgements has identified a group of pupils with significant confidence and engagement difficulties. These pupils scored 2 or less in the Leuven scale for most curricular areas. Data highlights increased levels of engagement when taking part in music classes, due to this a bespoke music programme was created linked to engagement. Targeted groups took part in blocks of music sessions and had opportunities to</i> | |

perform in our outdoor concerts which allowed us to build parental partnerships. Data highlights increased engagement in class in other areas and qualitative data suggests staff have noted improvement in listening, co-ordination and concentration.

Literacy

Analysis of GL NGRT standardised assessment has identified a small number of pupils who were between a year and a year and a half behind their expected age range. Catch up literacy was chosen as an appropriate tool to support the improvement in reading attainment. This intervention was carried out throughout the session, although disrupted by staff absence we have had some success. 50% of pupils who took part in this intervention are now on track for reading. This intervention will continue for pupils who require support.

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

- *Continue to monitor attendance and build family partnerships/ family support worker to assist.*
- *Continue to develop our equity approach improving wellbeing and engagement through Music.*
- *We wish to further support nurture work undertaken by working with an employed wellbeing coach and family support worker. This will allow specific intervention to be put in place for our most disadvantaged and disengaged pupils. This intervention will be delivered by outside agencies, which means in house staffing difficulties should not have the same impact.*
- *Catch Up Literacy to continue.*

National priority: How we are ensuring Excellence and Equity?

Strategy

Please see priority 3 for the detailed context and identified barriers to learning which affect progress and attainment, key interventions undertaken.

Cost of the school Day

Already committed to reducing the cost of the school session 2021-2022 let us build on our approach. We wish to ensure equity and remove barriers for our young people so they can achieve excellence. We updated our Cost of the School Day position statement and had great success in introducing many new initiatives. These initiatives included our snack trolley to ensure all pupils have access to and snack at break time, our winter jacket drive and uniform swap shop. We also launched our first equity news sharing information with our families. We continue to support our most vulnerable families through food hampers, advice on where to gain financial advice and support and by being a listening ear in difficult times.



Participatory Budgeting

Our successful PB committee was established and pupil, parents and friends of Muiredge took part in the democratic process of voting to establish best spend on 5% of our pupil equity funding. Overwhelming developing an outdoor natural play area was voted as the most beneficial spend. This was actioned by the PB Committee who sourced and costed equipment for this areas. This area is still being fully developed due to issues ordering equipment. This is a focus for term 1 of session 2022 – 2023. It is hoped that pupils will have further opportunities to develop co-operative learning and play when this area is fully open.

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

- *Continue to develop our Cost of the school day approaches*
- *Complete our Outdoor natural play project before focus on our PB efforts next session.*