



# Canberra Primary School and Nursery Class

Standards and Quality  
Report 2022/23



## Context of the school:

Canberra Primary School is a non-denominational school situated in the town of East Kilbride. The current roll is 211 across 7 classes and a nursery class, which accommodates 40 children. The local area is a mixture of social and private housing. Access to transport is very good and there are a wide range of facilities available to the local community. The new school building was opened in 2011 and provides a modern and effective learning environment.

*Our school vision* was developed by the whole school community and permeates Canberra life:

Nurturing, Inspiring, Striving and Working Together at Canberra and Beyond.

*Our aims* were developed to achieve our vision:

To promote a culture of hard work, dedication and strength of character

To create an innovative and flexible learning environment that encourages achievement for all

To encourage a school community where everyone feels they belong and no-one is left out

To ensure that we all have the confidence and skills to maximise our potential

*Our values* underpin our vision and aims and are promoted through our relationships and within our curriculum:

Respect, Honesty, Belonging, Inclusion, safety and Happiness

### Our Learning Community

We are part of Duncanrig Learning Community: a strong community who work closely at all levels to drive improvement. Our children benefit from our strong link with Duncanrig Secondary School, through transition and sporting events.

## Overview of Canberra's Achievements during 2022/23

- ★ Attainment in Reading has increased by 4% (P1-7)
- ★ A strong focus on Writing has led to an attainment increase of 10% (P1-7)
- ★ Nursery made strong links with the local Care Home, forming relationships and improving the lives of the residents and children.
- ★ Almost all Nursery staff have been trained in Froebel's principles connecting children with nature and encouraging creativity and exploration
- ★ Nursery Stay and Play sessions showcased the children's nursery experiences to their families
- ★ Parent voice was promoted through the establishment of a Nursery parent/carer group
- ★ Nursery staff showcased their excellent practice to practitioners across South Lanarkshire
- ★ Equality Ambassadors group set out a 2-year plan to educate our school community about racism and its effects
- ★ The Library committee designed and resourced a new library area to promote reading for pleasure
- ★ Two mental health events, supported by the Health Committee, promoted positive mental health to all children, Nursery –P7
- ★ Rights assemblies and a Rights Fun Day, led by our Rights Committee, re-introduced our children to The Rights of the Child
- ★ All classes participated in the creation of an Eco Garden, using plans developed by our Eco Committee, to support emotional and mental health and to connect everyone with nature
- ★ The Pupil Council engaged in raising attainment in writing through classroom observations and learning conversations
- ★ The netball team won Silver at the East Kilbride and Strathaven Netball final

- ★ P6 engaged in an innovative sustainability project focusing on developing 'Roads of the Future' and won in two categories
- ★ Weekly mixed play sessions, Nursery-P3, developed skills, relationships and confidence
- ★ Almost all P7 children engaged in an outward-bound adventure day at Wiston Lodge
- ★ Highly successful class assemblies and Nativity performances showcased the singing, acting and speaking talents of our children

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

<b>School priority 1:</b>	
<p><b><u>NIF Priority</u></b> Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p><b><u>NIF Driver</u></b> Teacher and practitioner professionalism School Improvement</p>	<p><b><u>HGIOS?4 QIs</u></b> 2.2 Curriculum 2.3 Learning, teaching and assessment 1.3 3.1 Ensuring wellbeing, equality and inclusion</p>
<p><b>Strategy</b> <b>What did we set out to do?</b></p> <p>We aimed to develop high quality teaching and learning in social subjects and science which took account of equality, diversity and sustainability and embedded literacy, numeracy and HWB across the curriculum by:</p> <p>developing a progressive social subjects’ programme from P1-P7, taking account of the social subjects E’s &amp; O’s and Benchmarks;</p> <p>building elements of equality, diversity and sustainability into the social subjects programme;</p> <p>planning for the application of literacy, numeracy and HWB skills and attitudes within the social subjects programme;</p> <p>auditing and evaluating school resources in terms of equality, diversity and sustainability;</p> <p>developing an approach to the delivery of science linked to SSERC themes and sustainability, from Nursery – Primary 7;</p> <p>attaining the Eco Flag for the nursery and school;</p> <p>developing the school community’s understanding of racism and its effects.</p> <p><b>Progress and Impact</b> <b>What difference did we see? What did we achieve?</b></p> <p>Canberra has created a strong, progressive and consistent social subjects programme from P1-7, which provides effective learning opportunities that have a valuable and responsive impact on almost all learners. This includes their developing awareness of equality, diversity and sustainability as part of their learning experiences through a focus on the Protected Characteristics, Fusion skills and the Rights of the Child. Embedding literacy, numeracy and health &amp; wellbeing within their teaching and learning provided the opportunity for contextual learning experiences and ensured</p>	

that the children are at the centre of the planning process supporting increasing engagement for almost all learners.

All members of our school community have been provided with information about racism and its impact. This has resulted in a greater understanding amongst staff of the effects of racism for pupils, colleagues and the wider community. Following this, planning for social studies has been adapted to consider the Protected Character of race, with focused lessons now evident within relevant programs of study across P1-7.

A diversity calendar and inclusive assemblies have been ongoing throughout the school year, highlighting diversity and providing opportunities to ensure all faiths and cultures are recognised and celebrated.

The Headteacher and Equalities co-ordinator met with Karen Reilly, equalities development officer, to fine tune our ideas for involving pupils in driving our approach to anti-racism practice. As a result, the Equalities Ambassador group was promptly set up to include pupils from P4-7 from minority ethnic backgrounds. The impact being that this group of children were given an opportunity to share and reflect on their own experience of racism and to empower them to use their experience to challenge racism, including covert racism. The set up of the group provided an opportunity for these children to understand their own experiences and their own boundaries. A 2-year plan has been developed with the group, based on a walk round of the school and their own experiences. This will allow these children to have a central role to educate others, review, adapt and develop our school resources and curricular programs to ensure that inclusivity is at the core of our practice.

Within the structure of the South Lanarkshire 3-year framework for Science learning (Year 1), STEM days were planned collaboratively by staff within CfE levels, focusing on one topic per term. This allowed for experiences that were tailored to the developmental, knowledge level and interests of the children and ensured progression within and across levels. The focus on Science as an interdisciplinary approach allowed for almost all children to showcase their vocabulary and engagement of the subject whilst utilising skills from other curricular areas. Almost all children were enthusiastic to participate in the STEM days and were inspired and motivated by the process.

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

- Involve children in planning for Year 2 Science programme
- Implement Year 1 of the Equality Ambassador plan, including reviewing our curriculum to take account of racism past and present, for example school literature.
- Continue with review of the curriculum re. Equality, diversity and sustainability
- Attain the first Eco Flag for the school

**School priority 2:****NIF Priority**

Improvement in children and young people's health and wellbeing

**NIF Driver**

Teacher and practitioner professionalism  
Parental engagement

**HGIOS?4 QIs**

2.2 Curriculum

2.3 Learning, teaching and assessment

3.1 Ensuring wellbeing, equality and inclusion

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

We aimed to improve pupil wellbeing and their ability to reflect on their wellbeing needs by:

reflecting on the PATHS programme (Nursery) to develop a methodology for its implementation;

reflecting on the RSHP programme at Second level and how it integrates with the PATHs programme;

consulting with parents on the RSHP programme at Second level;

further developing the Nurture Room and provide opportunities for staff to observe other practitioners to develop their confidence, knowledge and skills to improve the wellbeing of identified children.

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

The implementation of the PATHS programme in nursery has been extremely positive. After reflecting on the previous delivery of HWB outcomes, it is evident that the programme is creating more meaningful learning experiences for the children. Children have reported higher levels of satisfaction with the HWB curriculum through learning conversations with Early Years staff.

After reflecting on the RSHP programme and how it sits alongside our new PATHS programme, it was noted that there is some consistency in the language used but the programmes cover different aspects of relationships, as a result most aspects of RSHP will require to be covered in addition to the PATHs programme. The HWB group are at the early stages of creating an overview for HWB and this will make this explicit.

All parents/carers were given the opportunity to consult on the RSHP programme from Early-Second level. This resulted in a consensus that almost all of the content was appropriate, with some changes made to age and stage of delivery and the removal of a limited amount of language. Almost all children engaged in the

modified programme, with few parents (2) choosing to remove their child from the sexual health aspect of these learning experiences.

The Nurture Room has been further developed and now provides an environment fully in line with the expectations of the Nurture trained staff. A small number of children piloted the use of the room and reported positively on their experience. The use of Boxall profiles to understand the needs of individuals was used but requires a more rigorous and planned approach moving forward. Staff had the opportunity to observe the practice of another establishment which supported their confidence in their skills and knowledge to some extent, however further observations of good practice coupled with their own developing experience is required. This will enhance the provision and support offered to children.

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

- Develop whole school HWB framework
- ASN coordinator training in Nurture UK programme
- Rigorous use of Boxall profiling within Nurture interventions
- Good practice observation visits for Nurture trained staff
- Creation of a sensory safe space in all classrooms



**School priority 3:**

**NIF Priority**

Closing the attainment gap between the most and least disadvantaged children and young people

**NIF Driver**

Curriculum and assessment  
Performance information

**HGIOS?4 QIs**

1.2 Leadership of learning  
2.4 Personalised support  
3.2 Raising attainment and achievement

**Strategy**

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

We aimed to further develop high quality teaching and learning in numeracy which focuses on raising attainment and Closing the Gap for P1-7 by:

Training the numeracy coordinator in Maths Recovery programme

Training P1-4 teachers in Maths Recovery and begin its implementation

**Progress and Impact**

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

The numeracy coordinator has been trained in both 'Teaching Number in the classroom with 4-8 year olds' and 'Developing Number Knowledge; Assessment, Teaching and Intervention with 7-11 year olds' Maths Recovery Training. Completion of the programme took longer than anticipated with a result that the training was not delivered to staff with the knock-on effect that the intervention wasn't available this session to support the identified targeted children.

With the Numeracy working parties 3-year strategic plan in mind, training will be rolled out to staff in session 2023-2024 and the programme will be linked comprehensively to our existing Heinemann Active Maths Progression Pathway planners by the numeracy coordinator. Responsive staff training and support will ensure child-centred progression and results which are accessible and accurate, leading to raised attainment in numeracy.

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

- Train P1-4 staff on Maths recovery and begin implementation
- Train ASN coordinator/Numeracy coordinator on second level Maths recovery programme
- Link Maths recovery to existing HAM progression planners

**School priority 4:**

**NIF Priority**

Placing the human rights and needs of every child and young person at the centre of education

**NIF Driver**

Teacher and practitioner professionalism  
School and ELC improvement

**HGIOS?ELC QIs**

- 1.3 Leadership for learning
- 3.2 Securing children's progress
- 3.3 Developing creativity and skills for life and learning

**Strategy**

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

To improve children's development and learning physically, emotionally and intellectually by:

developing staff confidence in Froebel's key principles and approaches to learning and development and using this to influence planned learning experiences for children;

further developing aspects of Froebelian practice within continuous provision.

**Progress and Impact**

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

All staff are confident in using Froebel Principles within the Nursery and almost all staff have undertaken a Froebel Training Course. Some staff that have not undergone formal training are keen to do so.

All staff who have taken part in the Froebel Childhood Practice Course with Edinburgh University, develop projects within the Nursery covering; outdoor play/connecting with nature; storytelling; loose parts and baking and gardening. These features have continued to develop within the continuous provision. Non-trained staff are developing their knowledge through professional dialogue with trained staff and observation of their practice allowing them to use their new learning to create Froebelian experiences within the areas they have responsibility for. This has led to high quality learning experiences for the children promoting the development of key skills, attitudes and attributes, including the development of creativity and imagination.

The monthly Sway has a Froebel focus which gives parents knowledge and understanding of Froebel experiences which they can continue at home. All staff were confident in sharing their knowledge of Froebel's Principles with parents during our Froebel Stay and Play session. Staff also demonstrated and encouraged parents to take part in Froebel experiences during this session and talked to parents about how Froebel has influenced our continuous provision.

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

- Planned learning experiences will be linked to one of Froebel's key principles
- Further development of Floor books within to evidence responsive learning and children's voice.
- Training in Woodwork experiences

## National priority: How we are ensuring Excellence and Equity?

### Strategy

We aim to raise attainment for all children, whilst ensuring the gap between the least and most advantaged children is closed. This requires a focus on participation, engagement, exclusion, attendance and attainment.

### Progress and Impact

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

#### *Participation*

We provided a range of extra-curricular activities throughout the year, ensuring that all year groups, P1-7 were included. Due to the limited number of staff available we also ran clubs supported by Active Schools and Canberra pupils. Almost all clubs took place at lunch time to minimise the impact of attending after school hours.

All children and staff are members of a House. The House Captains issue House points and devise House events throughout the year ensuring that everyone can participate by modifying events to be age appropriate. All P5 children are encouraged and supported to run for Vice-Captain of their House, taking up post in P6 and continuing to House Captain in P7. All children, P1-7 democratically vote for the Vice-Captains following their speeches in June, ensuring that the best candidate is elected.

Pupil voice is central to our ethos with all children, P4-7 participating as members of a committee, consulting on, leading and delivering school improvement within their committee remit. All children Nursery-P7 also consult within our 'Big Consultation' programme where big ideas such as school improvement priorities are discussed, reviewed, evaluated and proposed. Nursery children participate in their keyworker groups and P1-7 children participate in Big Consultation groups linked to their House and led by the Vice and House Captains.

Events and experiences e.g. swimming lessons, Christmas party, are planned to ensure that all children can participate, for example through the allocation of adult support, financial support on occasions where cost is unavoidable e.g. residential trip through PEF funding for children in receipt of FME. We are working towards being a zero-cost school, as far as is possible.

#### *Engagement*

Almost all children engage in the learning experiences offered - % In September teachers and SMT engage in an observation within classes focusing on children who are not engaging to capacity. This allows for analysis of when, how and potentially why this is happening. An action plan is put in place and engagement is then

tracked 3 times across the year. Adjustments are made to actions as required. Most children's engagement improves as a result of this intervention, which can include changes to the physical environment, support for learning, emotional support and working with parents/carers.

Pupil voice and choice is planned for in social subjects and in most classes during the completion of tasks and activities. This provides children with a sense of ownership, motivation and autonomy which leads to improved engagement. All staff utilise the sharing of learning intentions and construction of success criteria which supports children in understanding what they are learning and breaks the learning into clear, focused and manageable chunks thereby supporting engagement. A Growth Mindset approach, combined with the skills taught through the PATHs programme, is promoted in all classes. Children are encouraged to explore and try different methods, to learn from and support each other and to recognise that resilience leads to success. This approach has successfully ensured that almost all children engage with learning and are resilient.

Almost all staff adopt creative approaches to teaching and resourcing learning experiences leading to inspired and motivated learners.

### ***Exclusion***

Zero children have been excluded from Canberra in 2022-23. This is due to a robust understanding of the needs of our children and application of Staged Intervention processes, leading to creative and flexible interventions being utilised such as; allocation of SSA; Nurture support; changes to the physical environment; 'safe' spaces in classrooms; targeted learning support; tailored plans and the support of parents/carers and multi-agency teams.

### ***Attendance***

Our attendance for 2022-23 was 92.8%

A robust system for monitoring attendance is in place. This allows the ASN coordinator to engage with and support families where attendance is a difficulty for children. This has led to individualised plans, targeted supports and multi-agency working and as a result almost all children whose attendance is due to emotional issues were able to attend school at a level that allowed them to participate in the quantity of learning experiences required to ensure progress.

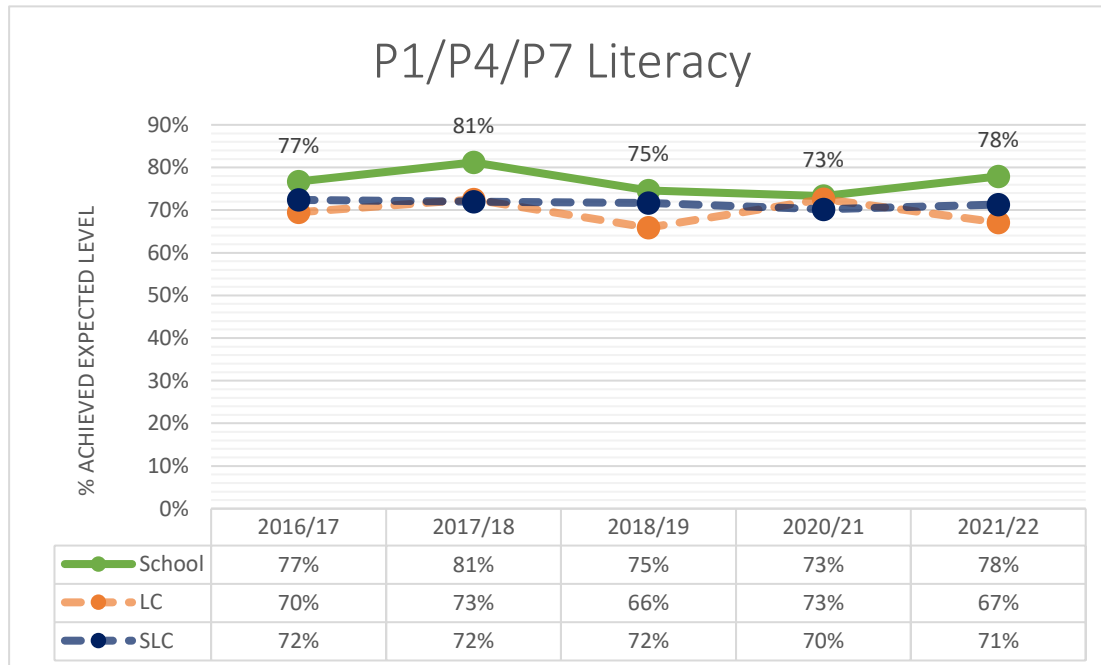
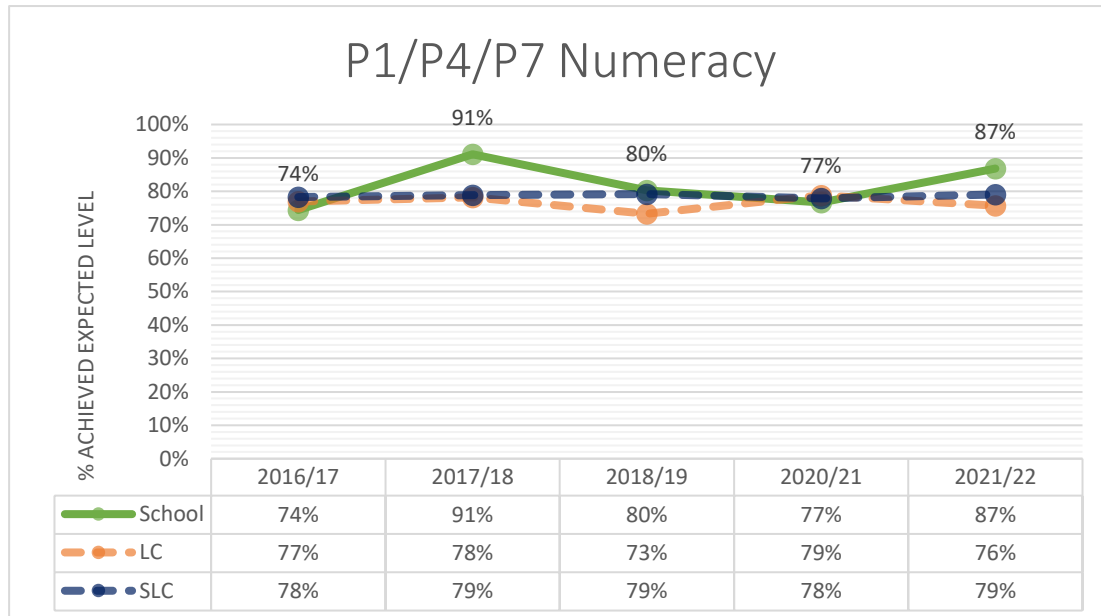
Holidays within term time increased in 2022-23, perhaps in part due to the impact of delays caused by Covid. This type of absence impacts on children's learning and we therefore continue to highlight the importance of holidays being taken out with term time.

Robust tracking of attainment leading to targeted intervention allows us to provide the necessary support and challenge required to ensure that children feel engaged, motivated and happy within their learning experiences. As a result, almost all

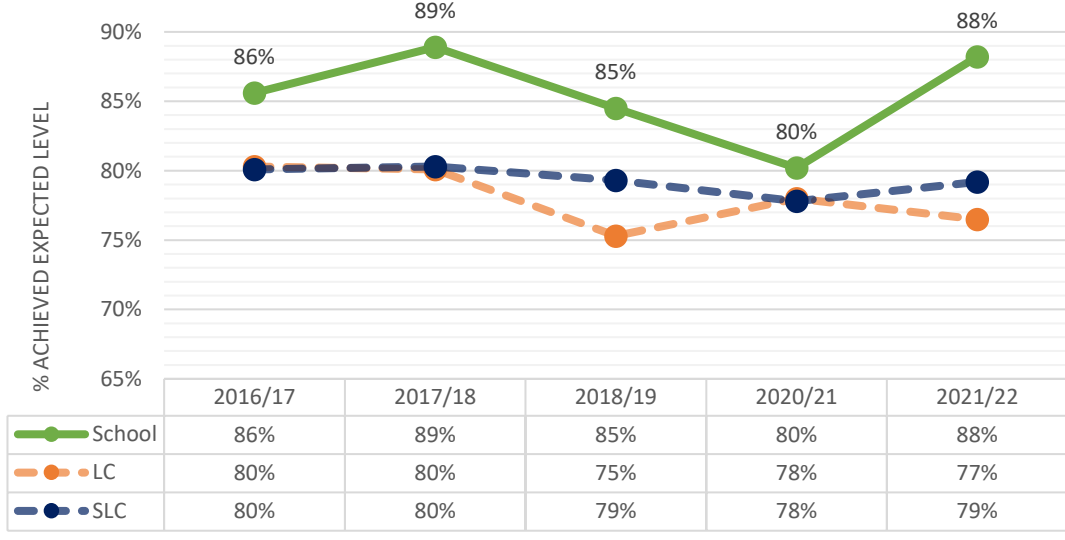
children requiring support or challenge in their learning have high rates of attendance.

### Attainment

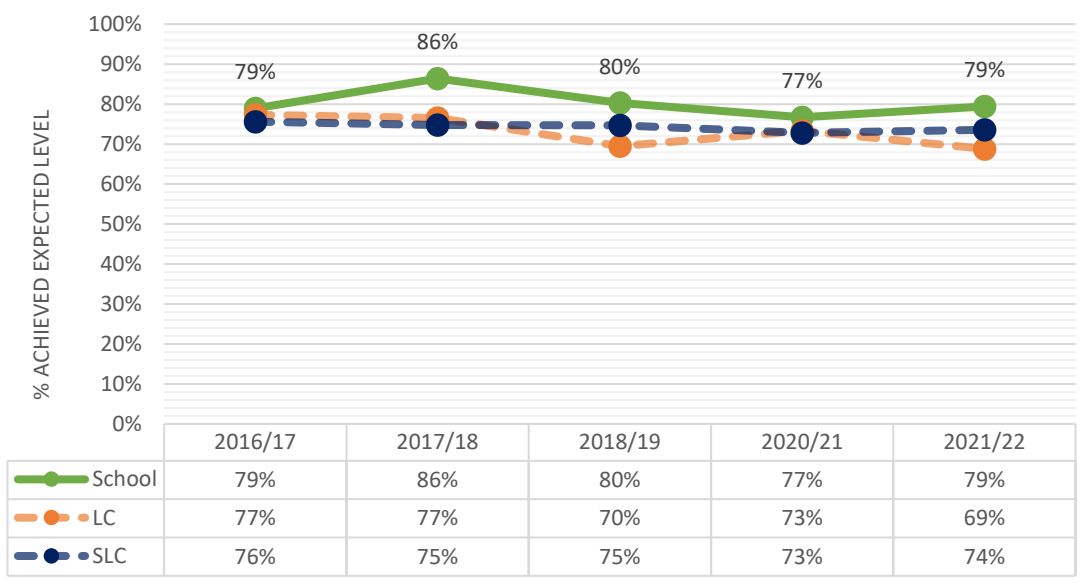
#### Overview of Canberra's Attainment (Jan 22 data)



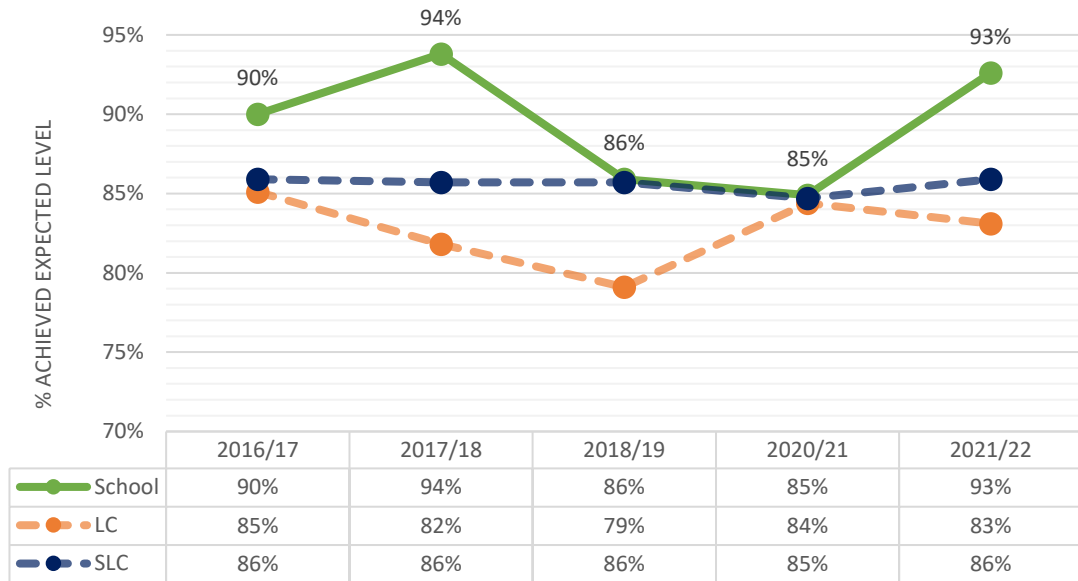
### P1/P4/P7 Reading



### P1/P4/P7 Writing



## P1/P4/P7 Listening & Talking



Canberra is on an upward trend in all literacy and numeracy organisers and has returned to pre-pandemic levels in all areas.

Additional teaching staff targeted P1-P7 for Writing, leading to increased confidence and the development of skills for identified children.

Catch Up literacy and the 5 Minute Literacy Box intervention have continued to be implemented by SSA and this has resulted in noticeable improvements in reading attainment for most targeted children.

The use of standardised assessments at P3, P5 and P6 provided a standardised score in reading and numeracy which contributed to robust tracking of attainment alongside teacher professional judgement. We track and monitor attainment 3 times a year, creating action plans which are reviewed and evaluated and lead to appropriate interventions.

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

- Finalise Cost of the School Day position statement in line with SLC policy
- ASN coordinator to attend training/share good practice in supporting Attendance
- Continued focus on raising attainment in writing and numeracy
- Growth Mindset extra-curricular club for targeted P4-7 pupils
- House Captains reflect on eliminating barriers to participation in Vice-Captain elections
- Consult with pupils on extra-curricular clubs they would like to participate in



- Consistency in pupil voice input across the curriculum when planning for learning experiences