



South Lanarkshire Council

Standards and Quality Report

2021-2022



**Mount Cameron Primary School
&
Nursery Classes**



Mount Cameron Primary School

Standards and Quality Report June 2022

Context of the school:

Our School:

Mount Cameron is a non-denominational Primary and Nursery school situated in the St Leonards South area of East Kilbride. The school opened in 1970 and the new school building was opened in 2017. Our school is an unique establishment within the South Lanarkshire Council school estate as it is the only school who offering a primary school Gaelic medium education in the authority. We currently have four Gaelic Medium classes, 6 English medium classes. The Gaelic medium department brings children from across South Lanarkshire Council and out-with to attend this special provision. This year we extended our Early Years Provision to 1140 hours and expanded to two nursery classes: one for English and one for Gaelic Medium Education. In addition to our own nursery, Mounties Private Nursery Class is hosted within our school building and we welcome and celebrate positive relationships across our settings.

There is a mix of private, rented and emergency housing needs in the area around the school. The average Social Index of Multiple Deprivation (SIMD) for St. Leonard's South is decile 5. Free school meal entitlement during 2021-2022 was around 12%.

Our Learning Community

Mount Cameron Primary School & Nursery Classes are part of the Calderglen Learning Community and our feeder secondary school is Calderglen High. The school celebrates positive relationships with our partner primary schools and is committed to working in close partnership moving forward in order to learn from one another and to enhance learning experiences for all our children. Our school has a strong reputation within the local and wider community.

Our Accommodation

Our accommodation is bright and attractive and is extremely well kept by our janitor and cleaning staff. We take great pride in our school. The accommodation includes 11 classrooms, three nursery rooms, a multimedia & school library room, a CUSTTAD (combined use of sand trays, talk and draw therapy), a wellbeing/play room, a large well equipped gym hall with stage, a range of other offices, a canteen, staffroom and storage rooms. Outdoors, we have extensive grounds which include a mix of tarmac and grassy areas, a shinty pitch and trim-trail equipment. There is an internal outdoor area in the middle of the school building which includes a range of planters, picnic benches and a sail shade. There is significant scope to further improve outdoor provision. The nursery classes each have their own well equipped and exciting outdoor learning play spaces. We are waiting on the arrival of a Nursery Summer House.

Vision, Values and Aims

Mount Cameron has recently reviewed their school vision, values and aims. To articulate as a school community, what we want for our children and families as we rise out of a world pandemic the involvement of all children, staff, families and partners have been imperative in shaping the direction of the school.

Our new school values agreed by all staff, parents and children:



What matters most to our children?

- ✚ *To be happy and joyful in school*
- ✚ *To be loving and kind to themselves and others*
- ✚ *To be healthy (emotionally, socially and physically)*
- ✚ *To be responsible and persistent in learning and throughout their school journey*
- ✚ *To be respectful and inclusive*

What we need to do as professionals to ensure we deliver this for our children?

- ✚ *We will be happy and joyful in our interactions with learners*
- ✚ *We will model kindness in our own behaviours, be patient and caring with all our children*
- ✚ *We will be passionate and committed to our profession*
- ✚ *We will be trusted and collaborative in our practice as we move forward together*
- ✚ *We will be inclusive in our thinking and actions*

Our School Awards

Our school celebrates many wonderful achievements; Gold Award for Health Promotion, four ECO Schools Green Flag Awards, a BECTA ICT Excellence Award, runner up in UK STEM events, shortlisted for a National Gaelic Movie Award (Place2Be partnership) and a Gold SportScotland School Award.

More recently, during 2021-2022 we were proud to be the winners of East Kilbride/Strathaven Football Tournament and were awarded several medals in the SLC Track & Field Event in a wide range of events. We are very proud to have the winner of the South Lanarkshire 600m in our Primary 7 Gaelic Class this session. This year we were Area winners of the Gaelic Debating Competition This was a huge achievement with Gaelic schools from all over Scotland participating. One of our children was also awarded the prize for overall best speaker.

Review of progress for session Aug 2021- June 2022

School priority (Review of School Values)

NIF Priority (select from drop down menus)
Placing the human rights and needs of every child and young person at the centre of education
NIF Driver
Choose an item.
School Improvement

HGIOS?4 QIs (select from drop down menus)
1.3 Leadership of change
2.7 Partnerships
3.1 Ensuring wellbeing, equality and inclusion

Strategy

What did we set out to do?

- ✚ Identify meaningful school values for the school community (new HT and post pandemic)
- ✚ Involve all staff, children and families in a consultation and logo competition to ensure democratic and meaningful parental participation and pupil voice
- ✚ Include revised school values regularly in assemblies and awards system
- ✚ Develop further opportunities for extended learning experiences and celebrating achievement

Progress and Impact

What difference did we see? What did we achieve?

- ✚ All parents, children and staff were involved in the identification of our new school values through a full consultative process
- ✚ Almost all children can talk confidently about their school values and how they are exemplified in their everyday life
- ✚ New Pupil Voice committee (Wellbeing Committee) implemented to share pupil views and activities strongly related to our school values and share with the whole school. (Range of themes explored during the school year through story focus e.g. The Dot – individuality and belonging.)
- ✚ A wide range of opportunities have been available to increase pupil voice e.g., consultation on reading/library areas, consultation on playground and consultation on central garden area.
- ✚ A celebrating achievements out-with school feature has been added to the weekly parent bulletin and is being well received by parents.
- ✚ Monitoring & Tracking of extended learning opportunities is now in place; 75% of FME children attend at least 1 extended learning club (further data available)
- ✚ Almost all parents 94% strongly agree or agree that their children are treated fairly and with respect at school. Respect being one of our revised school values.
- ✚ Majority of parents 77% strongly agree or agree that the school takes their view into account when making changes.

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

- ✚ Continue to develop celebration of achievement system linked to school values including Logos to be sent to print room to make posters for each room
- ✚ Continue to monitor and track uptake engagement of all children in extended learning clubs and out of school achievements
- ✚ Continue to involve parents/children in school improvement processes moving forward (triangulating views through high quality self-evaluation)

School priority: Raising Attainment in Literacy

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment

Parental engagement

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?

Spelling

- ✚ Review and build capacity in the teaching of spelling across the school (Key component of raising attainment in writing)
- ✚ Review the pedagogy of teaching spelling taking cognisance of the most current research and what works best for children when learning to spell
- ✚ Implement improvements in pedagogy with a key focus on consistency, skills and strategies
- ✚ Provide a more active/collaborative approach to the delivery of spelling
- ✚ Share good practice among staff through peer visits
- ✚ Develop spelling skill clips to support parents helping their children at home
- ✚ Implement specific interventions to support raising attainment in literacy e.g. Toe By Toe, Catch up literacy and IDL

Reading

- ✚ Source and implement a wider range of reading materials for children P1-3 to raise attainment literacy (reading and writing) and to provide further challenge
- ✚ All children were fully consulted on the review of their class libraries and involved in choosing the new materials/ resources to make this an engaging and motivational reading environment.
- ✚ 2 Staff engaged in SLC Reading for Enjoyment Twilight Course (6 sessions) in order to develop their knowledge of current popular reading texts for children.
- ✚ Book Week Scotland/World Book Day- whole school celebrated both events to raise the profile and importance of reading
- ✚ Every class re-engaged with the local library and visited the library between March-June 2022
- ✚ A school library refurbishment was undertaken in partnership with the local librarian. Children were able to take home books no longer being kept in the school library. A range of new fiction/non-fiction was purchased in response to childrens' requests
- ✚ The Team Leader re-trained pupils to be librarians following the pandemic and children have benefitted from this leadership opportunity

Writing

- ✚ This has been carried forward to the new school session

Gaelic Medium

- ✚ Support parents to learn Gaelic alongside their child
- ✚ Further develop GME 3-18 provision/partnership with Calderglen High School

Progress and Impact

What difference did we see? What did we achieve?

Spelling

- ✚ Our approach to spelling is now research based; majority of staff are confident they have a solid understanding of current research on how children learn to best when spelling
- ✚ There is a more consistent approach to the teaching of spelling, skills and strategies across the classes and consistent visible teaching prompts displayed in all classes; most staff feel confident to teach spelling strategies. Many staff feel tasks are now more purposeful and most are appropriately differentiated to meet the needs of all children. Most staff also ensure they regularly provide active or collaborative spelling activities for children.
- ✚ Peer Visits provided a very effective way of sharing good practice across the school.
- ✚ Extremely positive feedback from Parent Open Afternoon on spelling with many parents commenting on increased confidence to support their child at home using strategies learned during the visit.
- ✚ Significant investment in spelling resources including games & resources (PEF funded) to enhance learning & teaching and to bring increased active and collaborative learning to this area

Reading

- ✚ Big Cat phonological readers have been implemented in Primary 1 & P2 to provide greater depth in reading. Results of SWSA suggest very positive impact on overall performance.
- ✚ One teacher implemented a personal research project within the classroom. Cosy reading Fridays were very successful with a significant increase in motivation to read for enjoyment across all learners.
- ✚ Bookflix was introduced however this will be further developed in the new session. IProc issues have impacted on the implementation pace; children will be involved in an evaluation of their library area when all materials have arrived.
- ✚ Increased partnership with local librarian following two years of the pandemic
- ✚ Development of leadership skills and ownership following Pupil librarian training

Gaelic Medium Education

- ✚ Due to covid the opportunities to engage in face to face consultation with parents has been significantly reduced however –
- ✚ A 3-18 Parent Council has been set up between Mount Cameron PS and Calderglen High School. This is at the early stages of development.
- ✚ Throughout the session we have provided classes on line for parents to learn Gaelic – Classes have already started for new intake parents for 2022-2023 during the summer term

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

Spelling

- ✚ Spelling Workshops for parents / part of reporting strategy review action (Parents requested delaying the workshops until August/September 2022)
 - ✚ Spelling – Using ICT to enhance and engage learners in spelling
 - ✚ Formalise position statement in spelling and share with staff & parents
- Submit an Action plan for Reading Schools Award as very positive progress has already been made towards this during session 21-22.
- ✚ Evaluate the impact of the new class library areas and school library refurbishment

- ✚ Provide opportunities for both Nursery Classes to use the school library with the support of library buddies
- ✚ Continue to motivate and encourage children to enjoy reading through Bookflix (not reward based), children sharing favourite books at assembly etc
- ✚ Continue to promote and build upon relationships with the local library and with parents/grandparents as parent helper reading buddies or similar
- ✚ Collate evidence towards Reading Schools Award
- ✚ Major priority – Raising attainment in writing during 2022-2023

School priority: Promote the Positive Health & Wellbeing of children

<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Teacher and practitioner professionalism School Improvement	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support 1.5 Management of resources to promote equity
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Strategy

What did we set out to do?

- ✚ Continue to implement attachment informed practice across the nursery and school
 - Attachment champion (attendance at networks)
 - Individual class attachment projects identified to meet the needs of specific classes of children
 - reflection on attachment informed language
- ✚ Revisit and review the school behaviour policy including full consideration of SLC PPRUDB policy – evolve to a Promoting Positive Relationship & Understanding Distressed Behaviour Policy
- ✚ Development of internal garden area to promote outdoor learning classroom
- ✚ Implement Play Awards to encourage creative play indoors and outdoors P1-3
- ✚ Involve children in consultation around SNUG and outdoor learning area
- ✚ Implementation of Wellbeing Pupil Voice Group – ‘Being Me’
- ✚ Training for all staff on Glasgow Wellbeing and Motivational Profile & implementation
- ✚ Development of wellbeing and sensory room for all children (The SNUG) – link to role of Youth Family Community Worker in Equity Priority
- ✚ Training and Implementation in Emotion Works Emotional Wellbeing Programme from P1-7
- ✚ Implementation of Healthy Schools Planners

Progress and Impact

What difference did we see? What did we achieve?

- ✚ A wide range of individual attachment informed classroom projects were implemented and evaluated e.g.
 1. Proud Clouds introduced – children more respectful of peers and motivated, children completing transitions quicker and calmer, increased awareness of the three class norms – ready, respectful, and safe.
 2. Emotional Check ins- linked to emotion works – children more able to verbalise their emotions more confidently, disagreements minimised and settling to task. Individuals are

becoming more self-aware of their emotions and how to regulate them and as a result are more ready to learn.

3. Cosy Corner/Safe Space – pupil voice increased, children enjoying a comforting, quiet space in the classroom, particular impact for children on ASD spectrum. Following the use of the safe space, in general children are more focused and engaged afterwards and happier to integrate back into the class group.

4. Friday focus child – children selecting a chosen topic e.g. food, family etc. Individual time spent with the teacher – children expressed that they loved that their teacher was taking a special interest in them as individuals.

5. Emotion Works – most children are becoming stronger communicators, and this is leading to attachment informed practise integration within the classroom environment

6. Worry Box has provided increased opportunities to discuss sensitive topics privately.

7. Complement Cups / VIP (pupil choice) – increased positive affirmation for children and appreciation shown towards others for individual qualities. A few children who lacked self-confidence now feel an increased sense of self-worth and value.

- ✚ The Internal Garden/Outdoor Classroom is now coming together. This has been considerably delayed due to Covid. Glasgow Wood Recycling – story circle, sandpit, stage area, tepee, summer house, etc.
- ✚ The nursery staff worked very closely as a team to develop the outdoor nursery area including a partnership with Calderglen high school to develop creative play (pirate ship)
- ✚ Full consultation was undertaken with the children to ascertain what the children wanted for the outdoor classroom – this has been partially achieved to date.
- ✚ Acting PT led Being Me Pupil Voice Group – small impact to date due to limited cover during covid-19. Children using resources/book recommendations from Highland council e.g. The DOT – celebrating individuality – children worked with other classes sharing stories and setting a task to be completed.
- ✚ Play Awards have been successfully run in P1 and P2. 5 children received play awards in P1 with a considerable increase of 22 families engaging in P2 Play Awards. Final evaluation was issued to parents just before summer and will be collated in August for final impact and parent/child views to be gathered.
- ✚ All staff have engaged in a full day's training of emotion works and follow up CAT activity to further develop knowledge and skills. All children have been introduced to all the emotion cogs. Almost all children are demonstrating increased awareness of emotional language to articulate their feelings.
- ✚ All staff attended training in the use of Glasgow Motivational Wellbeing Profile. We have struggled for time to take this forward, and this should be a priority for early in the new session in terms of reassessing the children and analysis of the results to inform next steps in the classroom.
- ✚ Nursery Team worked in close partnership with Calderglen Art Department to develop nursery value characters which the children could relate to.

HGIOS Parental Survey 2022 supporting Impact of wellbeing initiatives across the school

- ✚ Almost all parents said that their child is treated fairly and with respect at school
- ✚ Almost all parents agreed or strongly agreed that their child felt safe at school
- ✚ Almost all parents said that the school helped to make their child more confident
- ✚ Almost all parents said that the school encouraged their child to become more healthy
- ✚ Almost all parents said that the school supported their child's emotional wellbeing
- ✚ All staff have a very good understanding of PPRUDB SLC Policy
- ✚ All staff have participated in a review of our PPRUDB policy; a draft policy has been collated by SMT

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

- ✚ When internal garden is completed, evaluate impact in partnership with the children.
- ✚ Wider access for all children to the SNUG wellbeing room during session 2022/2023
- ✚ To reassess children using GMWP and for class teachers to use the results to inform wellbeing activities for session 2022- 2023 as part of our attachment informed practice
- ✚ Re-introduce nurture boxes following Covid-19 restrictions
- ✚ Continue to develop the use of Emotion Works across the school
- ✚ Increase opportunities for musical experiences and the impact on wellbeing of children – parental consultation outcome to increase opportunities for music following covid 19

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

- ✚ Session 2021-2022 focus excellence and equity strategy focussed on the development of literacy.
 - Development of whole school pedagogy in the teaching of spelling (fully evaluated above)
 - Use of PEF funding to increase breadth of reading materials
- ✚ Targeted interventions including:
 - Catch Up Literacy delivered by support assistants for targeted pupils
 - IDL Programme within the class for targeted pupils
 - Use of additional staffing to work with small groups/individuals for targeted support in literacy
- ✚ Review of Cost of the school day policy and raise awareness with parent forum and Friends of Mount Cameron Parent Group, increasing awareness of the Cost of the School day through HT weekly bulletin
 - Cost of the school day policy implementation included recycling of school uniform shop open to all parents
 - Supporting cost of trips/residential visits to ensure no child misses the experience
- ✚ Monitoring participation of SIMD/FME children in extended learning activities
- ✚ Monitoring of attendance with particular focus on SIMD/FME families
- ✚ Targeted wellbeing interventions – Talking and Drawing Therapy & Lego To Express
- ✚ Implementation of Sunshine Group for targeted children led by Youth Family Community Worker to support with transitions from home to school
- ✚ Development of the Wellbeing Room (Snug) – impact in Health & Wellbeing above priority
- ✚ Implementation of Play Awards P1-3 to increase creative play and more outdoor learning experiences

Progress and Impact

What difference did we see? What did we achieve?

A detailed report of impact is included in the Pupil Equity & Excellent Report. To avoid repetition, headline impact statements only included below.

English School

Total	SIMD 1 + 2 and FME On track	SIMD 3-10 ON track	Equity Gap
Reading	88.9%	86.3%	-2.6%
Writing	55.5%	79.5%	-24%
Talking & Listening	100%	97.8%	+ 2.2%
Numeracy	77.8	88.6%	-10.8%

- ✚ Most children SIMD 1/2 + FME and SIMD 3-10 are achieving appropriate levels in reading. There is no equity gap for performance in reading 2021-2022
- ✚ Performance in writing is not as strong as in reading. There is a significant equity gap of 24% between children living in SIMD 1+2/FME and children living in 3-10. This is a key priority moving forward. While huge work has been undertaken on spelling during 2021-2022 further work is required on other aspects of writing in order to contribute to raising attainment in this area
- ✚ In listening and talking there is no current equity gap in performance between children living in SIMD 1/2 + FME and SIMD 3-10
- ✚ In Numeracy, there is an equity gap of 10.8% between children living in SIMD 1+2/FME and children living in 3-10. Numeracy will also be included on our new school improvement plan

Gaelic School

The FME/SIMD percentage in the Gaelic Department is very small therefore the percentages are less reliable.

- ✚ Most children identified for targeted support in literacy have made positive progress. While some are still not on track, they have made positive improvements at their individual level. A few who have not made appropriate progress in literacy are being supported through access to other resources and staged intervention processes e.g. access educational psychologist input or further support using a range of interventions.
- ✚ Most children are making positive progress. Those not yet on track - evidence from Catch up literacy assessment suggests improvements in both spelling and reading. The majority targeted children are on track in writing in the Gaelic department
- ✚ P1, P2 children now experience a wider range of genre in reading. Almost all SIMD/FME children in P1 significantly increased their scores in RWR Assessment. Class Teachers feel that the new readers have contributed to this success.
- ✚ The Cost of the School Day Draft Position Statement has been revisited and will be shared with staff and parents in due course for consultation
- ✚ Additional Staffing has been well utilised to support targeted children in literacy during session 2021-2022. Each child's input has been individually evaluated and parents kept informed. (November/December 2021 and Jan-March 2022 – there was a significant

impact on our ability to deliver targeted interventions using teacher additionality due to extremely high levels of covid in staff across the school and the pressure of covering absences in classes across the school

- ✚ The uniform recycling shop is now being successfully accessed by around 15% of families. This has significantly increased since the start of the year. Plans have been discussed with the Friends of Mount Cameron around how we might further develop the accessibility of this resource for families.
- ✚ Extended Learning Opportunities monitoring tells us that 34% of children attend after school clubs. 25% of children attend at least one lunchtime club, 63% of children attended an active club and 75% a general lunchtime club
- ✚ Targeted wellbeing interventions were delivered to a number of children across the school (Lego to Express, Talking & Drawing etc.) All children felt that the programme had a positive impact on their wellbeing. Most parents felt that the interventions had a positive impact on their child's wellbeing.

Analysis of Attendance

English School

- ✚ Overall percentage attendance has remained stable in 5 years
- ✚ Average attendance for Mount Cameron SIMD 1-3 + FME over 5 years is 93.9%
- ✚ Average attendance for Mount Cameron SIMD 3-10 over 5 years is 96.3%
- ✚ Average attendance overall for Mount Cameron (all children) over 5 years is 96%

Gaelic School

- ✚ Overall percentage attendance in the Gaelic department has remained stable in 5 years with an improvement overall in 2020-2021 to the highest 97.5%
- ✚ Average attendance for Mount Cameron Gaelic SIMD 1-3 + FME over 5 years is 95.6%
- ✚ Average attendance for Mount Cameron Gaelic SIMD 3-10 over 5 years is 96.5%
- ✚ Average attendance overall for Mount Cameron Gaelic (all children) over 5 years is 96.3%

Overall

- ✚ MC Attendance is consistently above South Lanarkshire Council average every year for 5 years
- ✚ MC Attendance is above Scottish average (no data available for 2019/2020 or 2020/21)
- ✚ There are a number of children who are regular late comers in the morning, and this will be a focus for the Youth Family Community Worker.

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

- ✚ Improving attainment in writing across the school with a particular focus on SIMD 1/2 + FME children due to extent of equity gap
- ✚ Revised cost of the school day Draft Policy will be shared with the wider school community and amendments made. Cost of the school year plan to be devised in partnership with the school community
- ✚ Project on targeting attendance and lateness across the school in partnership with the Youth Family Community Worker
- ✚ Continue to develop the wellbeing room (SNUG) to support all children across the school
- ✚ Extend the Play Awards
- ✚ Continue to develop the most effective approach to delivering targeted intervention of children with a specific focus on writing during session 2022-2023 taking cognisance of recent research
- ✚ Look to more robustly evaluate wellbeing interventions using a stronger measure of progress e.g. boxall profiling or GMWP

ACEL DATA IMPROVEMENTS IN PERFORMANCE

AGGREGATE DATA AT P1,4 & 7 ENGLISH DEPARTMENT

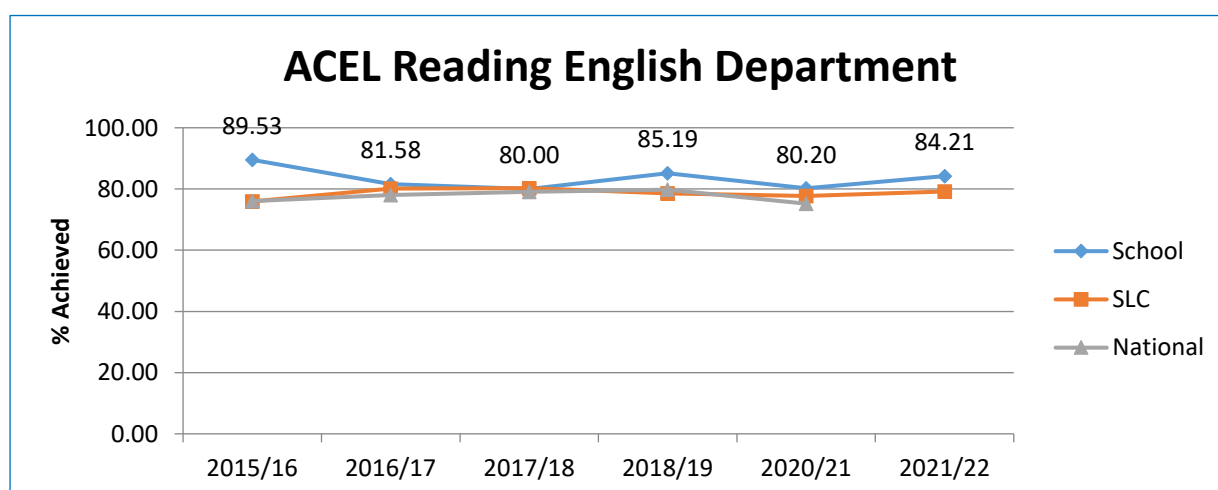
	SLC	SLC	SLC	SLC	SLC	SLC	Nat	Nat	Nat	Nat	Nat
	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2020/ 21	2021/ 22	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2020/ 21
Reading	75.94	80.10	80.28	78.60	77.75	79.2	76.00	78.00	79.10	79.77	75.20
Writing	69.76	75.56	74.79	74.89	72.80	73.6	71.00	72.00	74.30	75.08	69.82
Listening & Talking	82.09	85.91	85.75	85.45	84.74	85.9	81.00	83.00	91.20	85.93	82.74
Numeracy	74.18	78.27	78.86	80.99	77.89	79.1	75.00	76.00	78.40	79.07	74.69

No ACEL data was collected during 2019/2020 due to the pandemic

Reading (English)

		Mount Cameron English School		
		School	SLC	National
Year	2015/16	78.38	75.94	76.00
	2016/17	96.30	80.10	78.00
	2017/18	94.52	80.28	79.10
	2018/19	95.45	78.60	79.77
	2020/21	82.90	77.75	75.20
	2021/22	86.79	79.17	*

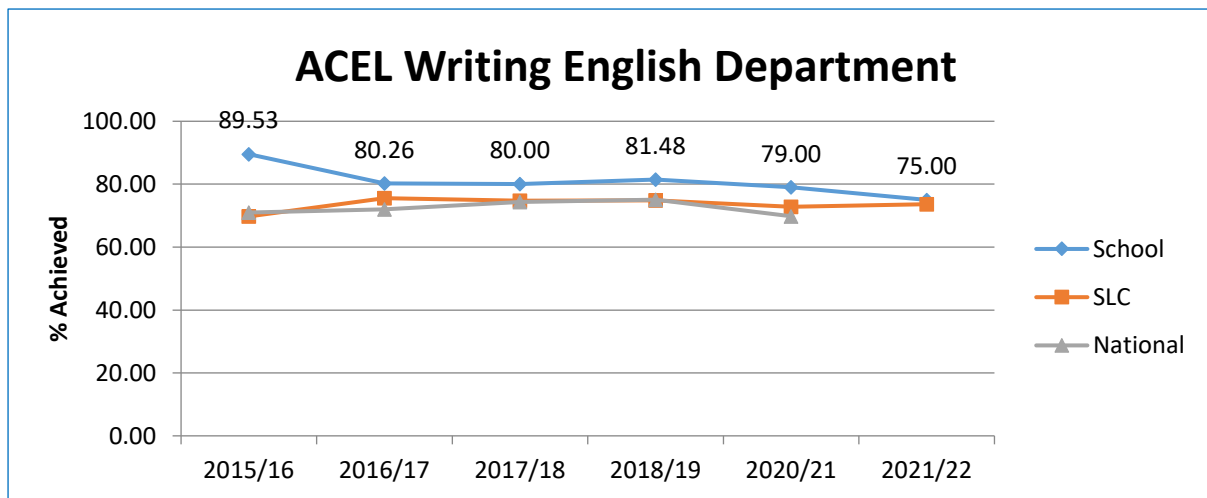
🚧 National data not available yet for June 2022



- 🚧 Reading has improved in 2021-2022
- 🚧 Attainment in reading is above the SLC average and National Average
- 🚧 Most children are making very progress in reading
- 🚧 The impact of new reading materials at Early Level is having a positive impact on pupil progress
- 🚧 Reading School's Accreditations will enhance the important of reading with in the school community in 2022-2023

Writing

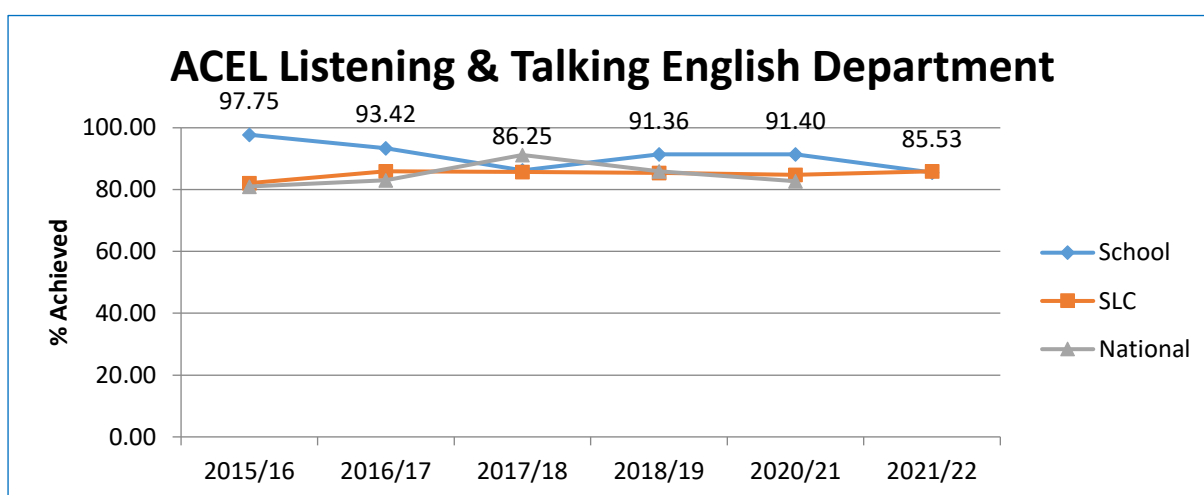
		Mount Cameron English School		
		School	SLC	National
Year	2015/16	81.08	69.76	71.00
	2016/17	96.30	75.56	72.00
	2017/18	94.52	74.79	74.30
	2018/19	87.88	74.89	75.08
	2020/21	78.60	72.80	69.82
	2021/22	75.47	73.60	Not available yet



- ✚ Performance in writing is marginally above the SLC average
- ✚ Attainment in writing has been above the national average for the last 5 years however we are awaiting data for National attainment at June 2022
- ✚ We believe that Covid-19 has had a significant impact on performance in writing across the school. During 2021/2022 we worked intensely to improve spelling and we expect this to begin to impact on performance in writing this session.
- ✚ We have identified writing as a major priority for improvement in session 2022-2023
- ✚ At P1,4,7 the majority of children are making satisfactory progress in writing
- ✚ We have identified that girls perform better than boys across the school in writing and this will also be a focus for professional dialogue and improvement moving forward
- ✚ There is a need to look at assessment and moderation of writing to ensure that there is a clear understanding of expectations and standards across the school
- ✚ There is however a discrepancy between performance in reading and writing which should be closer aligned

Listening & Talking

		Mount Cameron English School		
		School	SLC	National
Year	2015/16	91.89	82.09	81.00
	2016/17	100.00	85.91	83.00
	2017/18	100.00	85.75	91.20
	2018/19	98.48	85.45	85.93
	2020/21	94.30	84.74	82.74
	2021/22	98.11	85.9	Not available yet

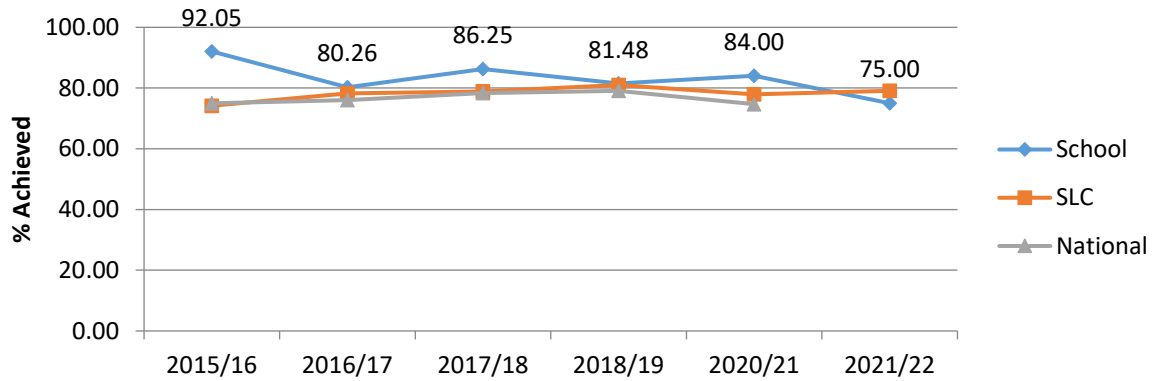


- Performance in listening and talking is strong across the school and is mirrored by our termly monitoring engagement data.
- Almost all children are making very good progress with listening and talking.
- Listening and Talking performance is significantly above the SLC average.

Numeracy

		Mount Cameron English School		
		School	SLC	National
Year	2015/16	87.50	74.18	75.00
	2016/17	98.77	78.27	76.00
	2017/18	95.89	78.86	78.40
	2018/19	95.45	80.99	79.07
	2020/21	85.70	77.89	74.69
	2021/22	75.47	79.1	Not available yet

ACEL Numeracy English Department



- ✚ Performance in Numeracy has dipped this year.
- ✚ As a result, Numeracy is a priority on the school improvement plan for 2022-2023 with targeted groups in the school who will have receive intervention
- ✚ Mount Cameron performance in numeracy is just below the SLC average for 21-22

ACEL DATA IMPROVEMENTS IN PERFORMANCE

AGGREGATE DATA AT P1,4 & 7

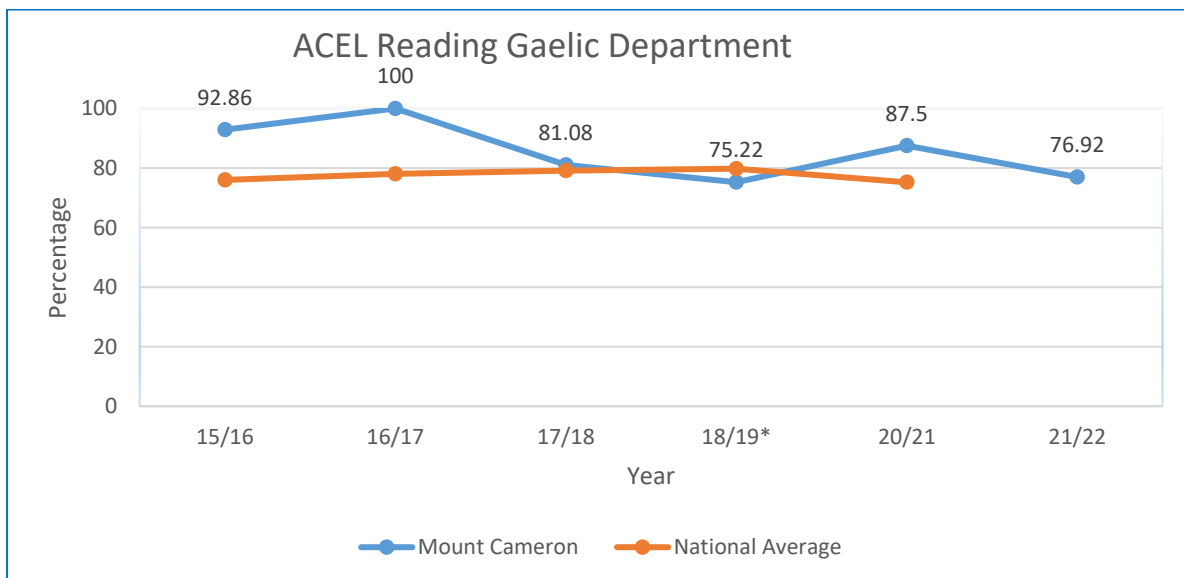
GAELIC DEPARTMENT

	Nat	Nat	Nat	Nat	Nat
	2015/16	2016/17	2017/18	2018/19	2020/21
Reading	76.00	78.00	79.10	79.77	75.20
Writing	71.00	72.00	74.30	75.08	69.82
Listening & Talking	81.00	83.00	91.20	85.93	82.74
Numeracy	75.00	76.00	78.40	79.07	74.69

No ACEL data was collected during 2019/2020 due to the pandemic

ACEL Reading GAELIC DEPARTMENT

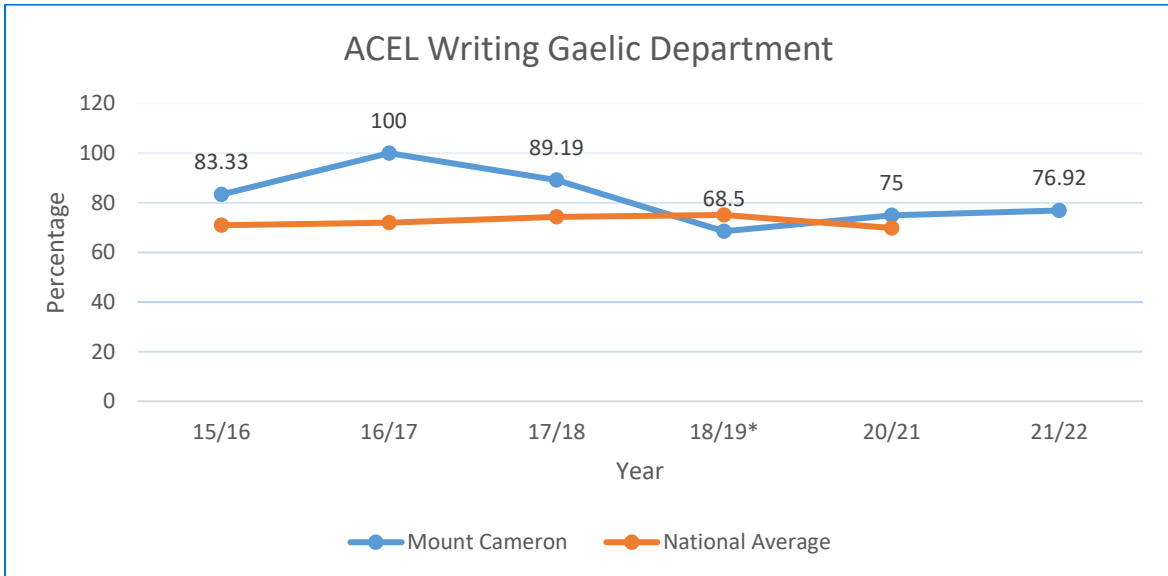
Year	Mount Cameron	National
15/16	92.86	76
16/17	100	78
17/18	81.08	79.1
18/19*	75.22	79.77
20/21	87.5	75.2
21/22	76.92	Not available yet



- 🚩 P1,4, 7 Children are making good progress in reading with majority of children attaining at the appropriate level
- 🚩 There is scope to raise attainment further within the department
- 🚩 Small numbers within certain cohorts can cause data to be less reliable and this should be taken into consideration when looking at the changing patterns from year to year
- 🚩 National data is not yet available for 21/2

ACEL Writing GAEILIC DEPARTMENT

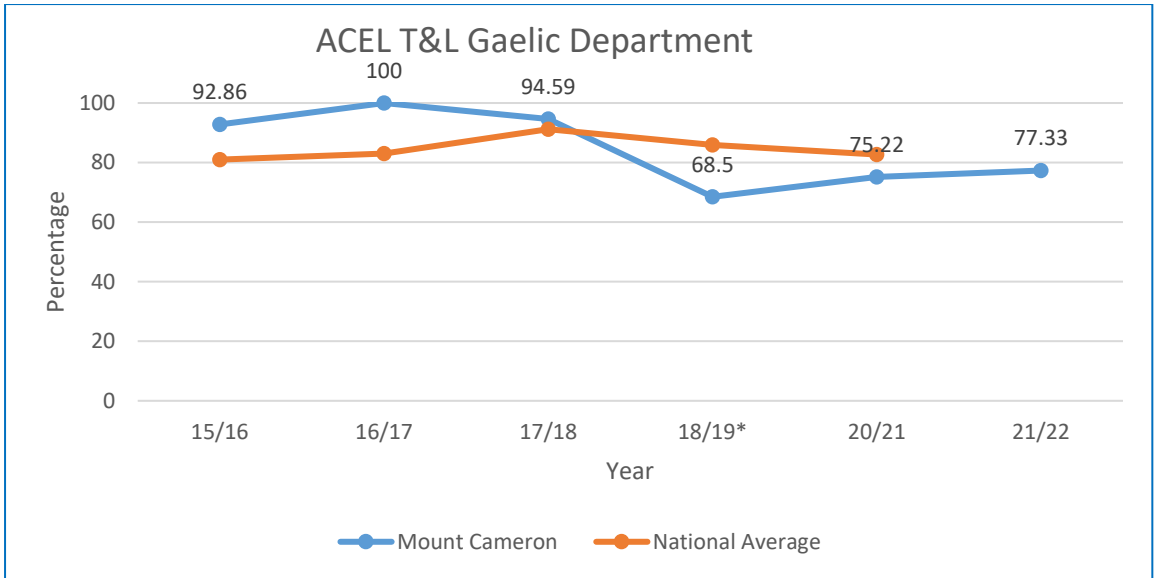
Year	Mount Cameron	National
15/16	83.33	71
16/17	100	72
17/18	89.19	74.3
18/19*	68.5	75.08
20/21	75	69.82
21/22	76.92	Not available yet



- Attainment in writing shows a steady improvement since 18/19 however there is scope for raised attainment across the department
- This has therefore been identified as a key priority for 2022-2023 for the English and Gaelic Department

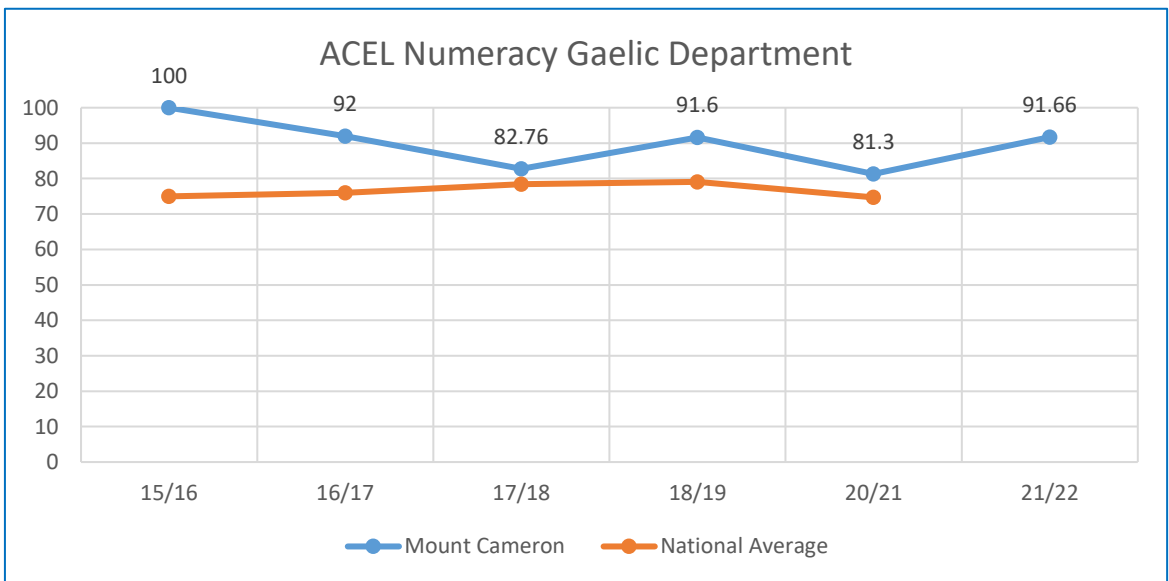
ACEL Talking & Listening GAEILIC DEPARTMENT

Year	Mount Cameron	National
15/16	92.86	81
16/17	100	83
17/18	94.59	91.2
18/19*	68.5	85.93
20/21	75.22	82.74
21/22	77.33	Not available yet



- 🇬🇧 Listening and Talking has improved in the last two years. This is surprising given the pandemic when many children were not experiencing speaking Gaelic at home.
- 🇬🇧 Most children are making good progress in listening and talking

ACEL Numeracy Gaelic Department		
Year	Mount Cameron	National
15/16	100	75
16/17	92	76
17/18	82.76	78.4
18/19*	91.6	79.07
20/21	81.3	74.69
21/22	91.66	Not available yet



- ✚ Performance in Numeracy in the Gaelic department is strong with almost all children at P1, 4 and 7 making very good progress in Numeracy.
- ✚ Over the last 5 years, attainment in numeracy is consistently higher than the national average.