



Balmerino Primary School and Nursery Class
Standards and Quality Report 2020-21
Achieving Excellence and Equity
Drafted in June 2021, published in September 2021

Context

Nursery Roll (June 2021)	14			
School Roll (June 2021)	59			
FME (June 2021)	7%			
Attendance (%) in session 2020-21 (As of 31st May 2021)	Authorised Absences	3.77	Unauthorised Absences	0.08
Exclusion (%) in session 2020-21 (As of 31st May 2021)	0			
Attainment Scotland Fund Allocation (PEF and SAC)				

We have worked together as a school community this year to establish an aspirational Vision, Values and Aims statement:

Our School. Our Future.

We are Kind, Gentle and Helpful and have ownership of our learning.

We aim to provide:

Opportunities
Wellbeing
Learning
Support

We learn about the United Nations Convention on the Rights of the Child and the Wellbeing Indicators and about how these can support us as we grow up. We develop our understanding of sustainability, our impact on the environment and our responsibilities.

To support Wellbeing, our values are:

Inclusion
Friendship
Respect
Personal Achievement

To support Learning, our values are:

Perseverance
Independence
Enthusiasm
Curiosity
Effort
Teamwork

As we deliver our curriculum, we aim to provide quality resources and make use of the whole environment including the school grounds and the local and wider area. We embrace our rural setting to enhance learners' experiences. We involve children in planning their own learning, in target setting and in discussing their progress and next steps in learning. We maintain good links with parents, carers and the community. We make opportunities to discuss feelings and how we act upon and them we know that we can learn from our mistakes. We celebrate our success. We respect and celebrate diversity and recognise individual needs. We prepare our learners for transition and develop skills for life and work.

**Improvement for Recovery Priority Work
Session 2020 - 2021**

<p><u>NIF Priorities</u> <i>Improvement in Attainment</i> <u>NIF Drivers</u> Teacher Professionalism Parental Engagement Assessment of children's progress</p>	<p><u>HGIOS 4 Quality Indicators</u> <u>HGIOELC Quality Indicators</u> 3.1 Ensuring Wellbeing, Equality and Inclusion 2.3 Learning, Teaching and Assessment 2.5 Family learning</p>
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Progress:

Reading

Staff have worked together to develop a guided reading approach to enhance learner engagement with rich texts, to enhance enjoyment of reading and to better develop reading skills. Staff have carried out individual research into guided reading approaches and literacy circle roles and we have developed an approach as a team with our Support for Learning teacher being able to support consistency of approach across the three classes.

Writing

This had been identified as an Improvement Priority in Session 2019/20 and we have continued to work on this area this year. We have developed common approaches across the school to assessment, setting expectations and teaching of spelling. In doing this, we have developed understanding of and a consistent approach to the use of the Scottish Criterion Scale. We have revisited the use of the VCOP pyramids and strategies for teaching sentence building. We have engaged with the Workshop for Literacy spelling resources and taken advice from the Headteacher of Supporting Learners Service. These approaches will be implemented in session 2021/22 and we will monitor for impact to be able to report on it in the 2022 Standards and Quality Report.

Raising Attainment

Literacy and Numeracy Interventions were planned and delivered for target groups and individuals. This was supported by additional staffing from PEF and Covid Recovery Fund. In November 2020, we engaged with Headteacher colleagues and Education Managers within our learning partnership to evaluate the school's approaches to tracking attainment and use of data. We engaged with Education Scotland's 'Assessment in the Broad General Education' document. We have developed a tracking system to allow us to see gaps in attainment, build up a picture of progress and record information about interventions to support assessment and monitoring as well as transitions.

Digital Learning to support Home Learning during the Remote Learning Period

We extended the use of Seesaw into the Nursery and developed the use of Teams in P3-7. Seesaw was already in use in P1/2 and this remained the platform for delivering home learning.

Impact:

Reading

Attainment in reading across the school is higher than writing (87% as opposed to 74%). We have not carried out systematic data gathering of opinions around our new approaches but children and parents have generally reported positively on the new approaches and we will continue to work with these next year.

Writing

We have not yet seen an impact of this work on writing attainment which is to be expected as we have been developing the approach with a view to implementing it in 2021-22.

Raising Attainment*

Of the target group identified in Term 1, 77% had an intervention put in place and/or significant additional assessment to build a better picture of the child's strengths and development areas.

Where an intervention was not put in place, this due to one of the following reasons:

- We were closely monitoring and it did not prove necessary
- Pupil attendance difficulties prevent it from happening consistently
- The interruption of the home learning period (although we were able to continue interventions remotely via Teams for a few pupils)

50% of the target group have seen gains in attainment in at least one curricular area (Literacy or Numeracy)

Digital Learning to support Home Learning during the Remote Learning Period

We conducted a Parental Survey at the end of February 2021. 20 Parents responded which is approximately 25% of the Parent Body:

General Feedback

Almost all parents responding (90%) agreed with this statement: Did the information you received about the remote learning offer in January help you to know what to expect?

All parents responding agreed with this statement: During the period of remote learning, have you known who you can contact for help and support and how to do so?

The majority of parents responding (70%) told us they had already offered feedback by email and all of them felt that their feedback was responded to either individually or through a collated response.

The majority of parents responding (70%) told us they had contacted school for help or support during the period of remote learning, and all of these parents felt the response was prompt and helpful.

Feedback on Staying Connected

Most parents responding (85%) felt their child stayed connected with their class and teacher (or keyworker in the case of Nursery children) during the period of remote learning.

The following examples were given of what had helped particularly well:

- Video/Voice Messages
- Live interactions
- Regular feedback from staff
- Prompt replies from staff
- Adjustments made for individual circumstances

Feedback on Supporting Wellbeing

Almost all parents responding (90%) agreed that school supported their child's wellbeing during the period of remote learning.

The following examples were given of what had helped particularly well:

- Encouragement to take exercise and play outside
- Understanding and making adjustments for individual circumstances
- 5 Ways Assemblies
- Staff being accessible online and encouraging/positive in their comments and feedback
- Messages and meetings online

Feedback on Supporting Learning

Almost all parents responding (90%) agreed with this statement: Has the school supported your child's learning during the period of remote learning?

The following examples were given of what had helped particularly well:

- Individualised approaches where needed
- Seesaw
- Knowing what to expect – an organised approach
- Good resources (online and those that could be collected)
- Good contact from staff
- Knowing parents could contact staff
- Staff understanding children needed time to do other things
- Range of activities
- Activities were understandable – backed up with explanations and videos

Most parents responding (85%) agreed with this statement: Has your child made progress with their learning during the period of remote learning?

Feedback from Nursery-P3

50% of parents responding told us they had a child in Nursery-P3

Of this group, almost all (90%) commented positively on how their child had settled back from 22nd February.

Feedback from P4-7

70% of parents responding told us they had a child in P4-7?

Of this group, most (86%) agreed with this statement: If your child asks a question on Teams in the chat facility (or sends an email to ask a question) is there a prompt response from a staff member? The remaining 14% told us it was not applicable as their child had not asked questions. 93% of the P4-7 parents responding told us their child had attended Teams meetings (video calls)?

The majority (71%) told us they had received information about how the P4-7 remote learning model compares to the way we teach in school and found it helpful.

We also collected feedback from our P4-7 learners which can be found here:

<https://drive.google.com/file/d/1DEpzzmiHALSjBfNKntDbyD-bsKZrXNvC/view?usp=sharing>

Next Steps:

- Engage with parents (using MS Forms) to establish any learners who have no access to a home learning device or who only have access to a mobile phone or a device shared with 2 or more others. Allocate devices to as many learners as possible to support home learning. This will not be an Improvement Priority as it is now part of the life and work of the school.

- Continue to use Seesaw and Teams to support home learning and parental engagement – this is now ongoing as part of the life and work of the school and so will not be an improvement priority.
- Continue to implement the guided reading approach – this is now ongoing as part of the life and work of the school and so will not be an improvement priority.
- Raising Attainment and the use of data to inform and measure interventions remains an improvement priority.
- Feedback from the Learning Partnership virtual visit and our engagement with Education Scotland guidance materials has led to use identifying an improvement area related developing consistency within learning, teaching and assessment approaches throughout the school. We will be focussing on writing initially to embed the work started this year on spelling progression and expectations and
- Our work together this year has led us to identify the need for consistent learning pathways through the school. We have developed a curriculum overview as a first step towards this and will continue to work on it next year, initially looking at social Subjects and Technologies (beyond digital literacy and computing) to bundle the Es and Os and develop a pathway.

Attainment of Children and Young People

More than half of learners across P1, 4 and 7 have achieved the nationally expected level in Numeracy (64%) and Writing (63%) as of June 2021. The majority have achieved the expected level in Reading (71%) and most have achieved in Listening and Talking (79%).

Looking across the school as a whole, the majority are on track towards the national expectations for writing (74%) and most are on track for Numeracy (77%), Listening and Talking (89%) and Reading (87%).

For those not on track, we will be using the additionality in our staffing (from PEF, Education Recovery and deployment of a probationer) to plan and implement interventions to address individual needs. At a whole school level, we are going to be focussing on Learning, Teaching and Assessment within Writing as an Improvement Area and as part of our ongoing work, we are going to ensure consistency across the school with regards to the development of the conceptual understanding of numeracy.

These Curriculum for Excellence declarations are largely triangulated by BASE and SNSA data but there is a need next year to consider our use of this data and to ensure best practice. There is also scope to consider use of eLips data both to inform any necessary interventions in Nursery but also into P1.

Evidence of significant wider achievements

We have found that the context of the Covid-19 restrictions have impacted on our opportunities to plan and celebrate wider achievement. However, we have remained committed to providing a well-rounded experience for all our learners. For example:

- All P7 pupils took part in Bikeability levels 1 and 2 developing risk awareness and road safety skills.
- All P6s and 7s took part in an adventure day at Lochore Meadows, building on the outdoor learning skills they develop through our local provision and develop teamwork skills.

- P6/7 pupils had the opportunity to take part in an extra-curricular challenge during the remote learning period, developing skills in independent working as well as self-motivation and offering personalisation and choice.
- All pupils have continued to access local green spaces for Outdoor Learning developing teamwork, resilience and problem solving skills.
- Our P7 pupils have developed a House System and this has allowed us to implement a series of House Competitions (within Covid Restrictions). This has developed leadership skills within our P7s and has enhanced opportunities for teamworking within P2-7.
- Although limited, our buddy contact between P7 and P1 and P6 and Nursery has continued building our school ethos.
- Our P7 already selected for music instruction has continued with lessons and the assessment process for P6s has begun supporting the development of skills within music.
- Within classes, we have created weekly opportunities for P1-7 pupils to participate in virtual assemblies. There was not an established routine of regular whole school assemblies prior to Covid so this is a new development. This has built our school ethos and has been a key component of the development of our Vision, Values and Aims Statement as a whole school community.
- We held an Apple Festival as a whole school event to celebrate Harvest, promote whole school ethos and develop technology skills.

We recognise that our opportunities to deliver Expressive Arts have been compromised by the context of Covid-19. We have plans in place to engage with Fife's Expressive Arts Pathway to address this imbalance next session.

What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)

During the first period of remote learning (March-June 2020), Nursery staff reached out to families using email, the P1/2/3 class used Seesaw as a platform to deliver learning and P4-7 teachers reached out to learners using Outlook email to deliver tasks. Use was made of Teams meetings in the middle of the school as well.

During the second period of remote learning (Jan-Feb/March 2021) we refined this so that Nur-P2 children all accessed home learning via Seesaw and all P3-7 pupils accessed via Teams assignments supported by Teams meetings (with some alternative provision made for specific learners). This allowed for greater interaction between home and school and we received positive feedback from parents and P4-7 learners (see above).

Almost All learners (90%) engaged with learning from school to the expectation we set and we had regular contact with those who did not to support their access to learning within the practicalities of their home situation.

Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)

Number of devices provided to support learning at home	4
Additionality in staffing	0.2 Teacher and 4 hours PSA

During the remote learning period, almost all of our learners engaged with learning from school. This was made possible by the fact that we were able to offer devices to all learners whose parents indicated it would be helpful. We continue to recognise the importance of ensuring as

many learners as possible have access to a device (not a mobile phone) which they don't have to share with more than one person. We have used Microsoft Forms to engage with our families to support this data and this will continue.

Attainment Scotland Fund Evaluation (PEF/SAC)

Progress:

Our additionality in staffing (Funded from the Covid Recovery Fund and the Pupils Equity Fund) has been used to support our work to plan and implement interventions to address the specific needs of individuals or groups within literacy, numeracy and health and wellbeing.

Impact:

*Please see statement under raising attainment above

School/Setting Name : Balmerino

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2018 - 2019	2019 - 2020	2020-2021	Inspection Evaluation (within last 3 years)
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Very good	Very good	Very good	
3.2 Raising attainment and achievement	Good	Good	Good	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2018 - 2019	2019 - 2020	2020-2021	Inspection Evaluation (within last 3 years)
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Very good	Very good	Very good	
3.2 Securing children's progress	Very good	Very good	Very good	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2018 - 2019	2019 - 2020	2020-2021
Quality of care and support	Very good		
Quality of environment	Not assessed		
Quality of staffing	Not assessed		
Quality of leadership and management	Very good		