Balmullo Primary School and Nursery Class

Standards and Quality Report
Achieving Excellence and Equity

Context				
Setting/School Roll (including ELC/ASC) September census 2020	**School Roll** – 106 **Nursery Class** – 29 **Total** - 135			
FME	7.5%			
Attendance (%) 99.1%	**Authorised**	0.4%	**Unauthorised**	0.5%
Exclusion (%)	0			
Attainment Scotland Fund Allocation (PEF and SAC) 2020/21	£6323			

Our Vision

We strive to create a school where…

- Everyone feels safe, included, and valued
- Everyone believes in themselves, creating friendships that develop them personally, socially, and emotionally
- Everyone makes progress and feels that learning is fun!
- Everybody succeeds and everybody matters

Our Values

'Be Friendly, Be Ambitious, Be Responsible, Show Respect'

Our Aims Statement

Relationships are based on honesty, trust, and respect where we value each other as individuals. Everyone is optimistic and proud of their achievements and those of others, in all aspects of school life

There is a strong sense of belonging and identity in the school and wider community.

Children and adults take advantage of all possibilities for learning. Essential life skills are developed through first-hand experience to enable them to become lifelong learners.

Learning meets everyone's needs for the future and enables them to become successful, happy, and contributing members of our society.

Improvement for Recovery Priority Work
Improvement for Recovery Priority Work **Session 2020 – 2021** **'Planning for Recovery'**

NIF Priority
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing

NIF Driver
- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of children's progress
- School Improvement
- Performance information

HGIOS 4 Quality Indicators
QI 3.1 Ensuring wellbeing, equality and inclusion (KEY QI)
- Wellbeing

QI 2.3 Learning, Teaching and Assessment
QI 2.4 Personalised Support
- Universal Support
- Targeted Support

QI 1.3 Leadership of Change
- Implementing improvement and change

QI 1.1 Self-evaluation for self-improvement
- Ensuring impact on learners' successes and achievements

HGIOELC Quality Indicators
QI 3.1 Ensuring wellbeing, equality and inclusion (KEY QI)
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QI 2.4 Personalised Support
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Progress:
- All staff undertook mandatory Guidance for Reopening ELCs and Schools at the start of the session. This also included the adoption of our Risk Assessment which continued to be reviewed/updated throughout the session
- At the start of the session all staff/parents received a copy of our Contingency Planning which referenced our blended model/remote learning plans and information. Regular communication continued throughout this period to support all stakeholders in adapting to the many changes we were working through
- As a school we agreed that Microsoft Teams would continue to be our 'sharing the learning' platform for all classes. During terms 1 and 2 class teachers supported all learners to become familiar with accessing GLOW and Microsoft Teams. Weekly 'Home Learning' activities were posted via the platform and most children were able to access their learning regularly via Teams. Alternative Home Learning Packs were available for families if required.
- During the period of Remote Learning, it was agreed at Cluster level that all learners would be offered a literacy, numeracy/maths and other curriculum activity on a daily basis, to support a consistent approach across the Cluster
- All school and Nursery staff were timetabled to support the 'in school/nursery learning' during the lockdown period. This was a positive experience for staff, although at times very demanding. We were able to maintain a connection with colleagues and those children accessing school at this time. Staff were also able to organise 'catch up' phone calls with families to help support learning and discuss motivation/engagement, IT issues or simply be a listening ear.
- Nursery staff organised 'doorstep activity drop-offs'. This gave parents the opportunity to discuss any concerns, identify any issues, offer support if anyone was struggling and importantly gave the children a chance to say hello!
- Class Teachers established TEAMs meetings with all classes; with opportunities for children to receive and give feedback on their learning and provide a more regular, planned time to 'be together' as a class
- All parents were offered the opportunity to have a parent/teacher meeting via telephone during the period of lockdown. Most parents took up the offer.
- Throughout the session all staff were signposted to appropriate CPD to develop skills in using Microsoft TEAMS effectively. All staff became more confident as a result, making use of a variety of online platforms to enhance and engage online learning

Impact:

- All parents received regular communication/updates on our Remote Learning offer, keeping them informed and updated
- Most children across the school accessed online learning whilst a minority accessed bespoke learning packs which better suited their needs
- Almost all pupils engaged in learner discussions to establish the impact of remote learning. Feedback was sought during class meetings during lockdown but also on the return to school
- Most pupils accessed established online platforms, for example, Sumdog and Teach Your Monster to Read, which allowed class teachers to monitor, assess and track progress in key areas – numeracy/maths, phonics, spelling
- All staff improved their digital skills to provide accessible and engaging home learning activities

Next Steps:
- *Going forward we would like to develop/refine, in collaboration with pupils, parents, staff and partners, a shared vision of home learning /blended learning at Balmullo PS*
- *Review current Home learning / blended learning plans*
- *Continue to develop the digital culture within our school, making links across the curriculum*
- *Plan the effective use of digital technology to enhance the learning for all learners and in particular those learners with an Additional Support Need (ASN)*
- *Develop an effective IT hardware/software maintenance system to support access, the recording of faults, updating and purchasing of netbooks/laptops*
- *Staff continue to work collaboratively to support confidence in using IT, through CPD opportunities*

Improvement for Recovery Priority Work
Session 2020 – 2021

Developing a shared understanding and approach to Emotional Literacy and wellbeing at Balmullo PS and Nursery Class

NIF Priority	**HGIOS 4 Quality Indicators (QI)**
 • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • <mark>Improvement in children and young people's health and wellbeing</mark> **NIF Driver** • School Leadership • Teacher Professionalism • Parental Engagement • Assessment of children's progress • School Improvement • Performance information	**QI 3.1 Ensuring wellbeing, equality and inclusion (KEY QI)** • Wellbeing • Inclusion and Equality **QI 2.4 Personalised Support** • Universal Support • Targeted Support **QI 1.3 Leadership of Change** • Implementing improvement and change **QI 1.1 Self-evaluation for self-improvement** • Ensuring impact on learners' successes and achievements **HGIOELC Quality Indicators** **QI 3.1 Ensuring wellbeing, equality and inclusion (KEY QI)** • Wellbeing **QI 2.4 Personalised Support** • Universal Support • Identification of learning needs and targeted support **QI 1.3 Leadership of Change** • Implementing improvement and change **QI 1.1 Self-evaluation for self-improvement** • Ensuring impact on learners' successes and achievement

Progress:
- All staff value the importance of wellbeing as a key feature of our practice and school ethos especially as a result of our current context
- Throughout last session almost all staff have accessed the Emotion Works online practitioner training resources and practitioners Facebook page to support their understanding of the programme, to collaborate and research ideas/resources for the delivery of the approach
- Almost all children have experienced planned learning activities to introduce and develop their understanding of the Emotion Works cogs/symbols, how they relate to each other and the associated, shared language

- Almost all classes have created a classroom display to reference/embed the model and language used – a 'working wall'. A central display in the main hall has been created as a shared school focus for all adults and children
- HT delivered/modelled Emotion Works lessons in all classes to support initial launch and monitor learner engagement/understanding
- Some learners are able to identify and make links between the language of Emotion Works and the character's motivation/action in class texts and drama, showing ability to apply their learning in other curricular contexts with a view to deepening their understanding of emotion
- Information, progress/updates, and signposting for parents has been communicated to all parents through the Weekly Parent Update sway, including for example, Emotion Works website, access to online Kitbag resources for using at home and online workshops developed by CAMHS. Analytics show most parents are accessing the information via the weekly update
- Most staff are using the EW programme on a regular basis to support learner conversations, make links across the curriculum and support the management of distressed behaviour
- Most pupils are able to explain clearly how the EW programme works, how it supports them to understand their feelings and to self-regulate their behaviours
- Some pupils participated in a baseline assessment to gauge emotional literacy at the start/end of programme
- Almost all staff participated in a re-introduction of the CIRCLE Framework *(Child Inclusion Research into Curriculum Learning Education)* to support the inclusion of all learners within the school environment (November 2020, INSET). Some staff used the CIRCLE toolkit to initially support discussion, identify and plan how specific needs are met within the classroom using the Circle Inclusive Classroom Scale
- Bespoke interventions were delivered on a weekly basis by Support Staff to develop social skills, emotional literacy, and wellbeing for identified, targeted learners. Interventions include Kitbag, Lego Therapy and Socially Speaking boardgames. Last session some Nursery staff undertook online training in Kitbag and Our Minds Matter approaches to support Nursery families
- Last session a few members of staff participated in Place2Be Foundation programme to become mental health champions. The 5-week programme enhances staff's understanding of children's mental health and introduces approaches that foster positive wellbeing.
- Some staff have identified specific interventions for their classes to support their class/learner context for example, in Primary 2/3 a regular daily mindfulness session has been introduced to support transition after lunchtime. Primary 3/4 and P2/3 a regular weekly planned Outdoor Learning session has supported the class on their return to school
- Supporting our ongoing commitment to recognising the importance of Readiness to Learn, a Nurture Space was created to support the return to 'in school' learning after the lockdown period. Staff and/or parents identified children who may benefit from a relaxed transition at the start of their school day. Activities include an emotion 'check-in', mindfulness activities, board games as well as the offer of breakfast if required.
- The Support for Learning timetable remained a key driver in ensuring appropriate, targeted, time specific support for identified learners delivered by members of the Support Team in consultation with teaching staff.

Impact:
- We remain at the early stages of implementing the EW programme across the school, as part of our universal offer of support. Progress across the whole school has not been realised due to the impact of COVID restrictions and the period of lockdown. Normal opportunities for staff to come together, to discuss and collaborate/plan learning together has been restricted. Sharing the learning through active assemblies for example, has not happened and therefore children's shared experience and awareness of what others 'know' has also been affected
- Learner conversations have shown that almost all children have a basic understanding of and familiarity with the EW symbols and shared language. Whilst they are able to make links to stories they have read/listened to, they require further support in transferring what they know about themselves and others to playground situations or relationship difficulties. A few children with ASN would also benefit from a more bespoke approach to understanding the link between their emotions, actions and self-regulation strategies
- We have made some progress in using the CIRCLE framework to support inclusion across the school and develop a shared, consistent approach to ensuring 'we are getting it right for every child'. Almost all staff took part in a workshop delivered by Ruth Chalmers (ASIST Team/DHT Castlehill PS) and a further INSET input (Nov.2021) to secure a shared understanding of the approach.
- We continue to see the benefits of using 'Restorative Conversations' including EW shared language with children, supporting them to reflect on their behaviour choices and appropriate self-regulation strategies
- All identified children who have participated in Kitbag/Lego Therapy/Socially Speaking Board Games have shared a positive experience developing their social skills. Their progress was monitored and tracked by the PSA/SSA using the Leuven Scale

- The Support for Learning timetable has been well planned with focussed interventions monitored and reviewed regularly. Evidence gathered has shown that all children who have participated in bespoke sessions/interventions have made progress
- All children who have taken part in a daily mindfulness routine have had a positive and supportive experience. This is continuing to have an impact on self-regulation strategies and supporting calm transitions from playground to classroom
- Development of a Nurture Space for children has created a supportive and calm start to the school day for all the children who attend. An emotion 'check-in' every morning has allowed support staff to monitor/track the fluctuating emotions experienced by some of the children and support the development of their emotional vocabulary to better explain 'how they are feeling' and explore self-regulation strategies.

Next Steps:
This will be a continued priority for our school community next session

- *Embed a 'Fix it Folder' support across Early years (Nursery to P1) to provide a scaffolded, sequenced language and support early restorative conversations, developing independence and self-help skills*
- *Planning of specific, bespoke Emotion Works (EW) teaching for our ASN learners*
- *Develop the Pupil Leader's role to share delivery of interventions, to model and support younger children – EW, Kitbag Lego Therapy, Fix It Folder, Socially Speaking Board Games*
- *Use the CIRCLE framework to support all staff in identifying key areas of their practice where they are able to better support inclusion of all learners. Staff to participate in Education Scotland OU CIRCLE Framework course to support understanding of the consistent approach including the language of learning to build resilience*
- *Refresh/update symbolised environment across all classes to support the use of visuals for all learners*
- *EW used more extensively to support emotional regulation across all classes for all learners, planned opportunities to make meaningful links across curricular areas to deepen understanding*
- *Continue Emotion Works Training for PSA/SSA staff to support in particular playground interactions*
- *Opportunities to develop positive playtimes through EW led by Ms Pam Wilson (Class Teacher), support staff and Pupil Peer Mediators. This will link with work to be carried out across the Cluster and identified as a Priority in our Cluster Improvement Plan 2021/22*
- *Raise awareness of UNCRC through planned assemblies, led initially by Mrs A Coggins (Headteacher). Introduce staff/children to the key principles and make links with ongoing work/life of the school*

Improvement for Recovery Priority Work
Session 2020 – 2021
Promoting Playful Pedagogy – Progression in early level learning, teaching and assessment (Year 2)

NIF Priority
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
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Progress:
- An audit was conducted at the start of the session with a follow up action plan looking specifically at the classroom environment/resources
- As a result of the audit, resources and furniture were purchased to support organisation and management of play items and enhance the classroom environment – appropriate labelling and storage allowed all children to select/tidy away independently
- Through observational evidence it was clear that all children were able to use the resources creatively to develop and explore their imagination. Almost all children showed ownership and motivation – sharing their learning with others by answering questions and explaining their thinking.
- A class journal was developed, evidencing and recording learning experiences – almost all the children enjoy revisiting their learning and sharing their experiences with their peers. The majority of children will mark make/write in the book if prompted.
- Full implementation and progress was affected by lockdown during Term 3 as children switched to Remote Learning, however on their return to in school learning in Term 4, the children very quickly and happily settled into their familiar routines that had been previously established

Impact:
- Investment in classroom furniture and resources to enhance learning experiences, including thoughtful organising and labelling, has supported opportunities for quality play
- All children appear relaxed, happy and calm, independently and confidently able to access areas/resources
- Teacher confidence and understanding has grown and developed, supported by online network meetings, opportunities to share practice, professional reading etc.
- Practitioner Enquiry approach has provided a supportive framework to guide the implementation of PPP – cycle of self-evaluation, identification of targets for change, measuring change in terms of outcome and impact
- Improving class teacher skills in analysing direct observations of purposeful play episodes

Next Steps:
This will be a continued priority for our school community next session
- *Develop observation recording/tracking tool to support planning and next steps*
- *Further develop classroom environment including layout and resources to facilitate/enhance learning opportunities across the curriculum including the use of outdoor spaces*
- *Self-Evaluation audit to be conducted in P2/3 class, identify targets and develop possible solutions, strategies supported by the PPP toolkit to identify timescales, evaluation and evidence gathering*
- *Introduce all staff to the Playful Pedagogy approach – background, research, key features/texts, role of the adult, pedagogy into practice.*
- *Continue to implement learning from PPP training sessions and network meetings, including professional reading*
- *Create a Balmullo Rationale for Play*

Attainment of Children and Young People

Session 2020/2021	Reading	Writing	Listening/Talking	Number, Money and Measurement	Shape, Position and Movement	Information Handling
Primary 1	73.3%	66.7%	86.7%	80%	93.3%	93.3%
Primary 4	87.5%	81.3%	93.8%	93.8%	93.8%	93.8%
Primary 7	86.7%	73.3%	100%	66.7%	80%	80%
P1, P4 and P7 Average	**82.6%**	**73.9%**	**93.5%**	**80.4%**	**89.1%**	**89.1%**

Evidence of significant wider achievements

- Developing responsibility and relationships as part of our Buddy System involving Nursery and P6 children
- P3/4 took part in regular weekly opportunities for building responsibility and commitment to maintaining the school garden
- P2/3 planned and presented two outdoor exhibitions to share their learning about topic work undertaken. They showed knowledge of the subject, answered questions and worked collaboratively and confidently in pairs

- P6/7 shared the planning and decision making for their end of year class trip by researching the events, preparing a kit list and itinerary.

<u>**Challenges**</u>

- Due to Covid restrictions staff were unable to meet in person to discuss and collaborate at a time when important decisions were needing to be made, fully explored and shared. Difficulties in holding regular, more informal opportunities to support each other and remain connected as a staff group
- Initial reliability issues regarding connectivity with GLOW/Microsoft Teams
- Engaging all learners through a daily digital presence over the period of remote learning
- Staff were also committed to supporting teaching/learning 'in school' during lockdown and monitoring class presence through Microsoft Teams to ensure engagement/progression
- Trying to maintain and create the feeling of 'the whole school' being together during lockdown
- Being aware that a digital presence became more challenging to maintain as children/families became 'fatigued' the longer lockdown went on

<u>**Successes**</u>

- We were able to build on the well-established 'online' practice that had been in place since the first period of Remote Learning and continued this again at the start of the session. This meant that almost all learners were able to access their class Teams page. Almost all learners were confident, skilled and practised in using the platform to access their learning assignments and engage with virtual class 'get togethers'
- Being able to maintain relatively high levels of engagement throughout the period of lockdown with an average of 89% of learners regularly engaging in online learning across the period of remote learning
- Regular communication with parents regarding the Balmullo PS Remote Learning offer and expectations
- All staff committed to planning, deliver and monitoring of Teams class page and assignments. Regular written and virtual 'face to face' feedback given during online 'class get togethers'
- Bespoke learning packs created for children/families who preferred 'hard copies' or because of specific learning needs benefitted from amore tailored resources/learning/approach
- All learners offered regular online 'class get togethers' to maintain the sense of team
- Regular teacher/parent phone calls made with families to support, gather feedback, discuss learning
- Nursery class supported through Nursery Facebook page – regular learning posts, 'doorstep' visits and drop-offs of learning packs. This platform proved extremely successful in supporting and engaging our Nursery families
- Evidence of engaging and motivating learning activities, tracked and monitored by HT
- Provision of stationery materials jotters etc for families to collect and support ongoing learning at home

<u>**Communication with Parents to support Remote Learning**</u>

Throughout the session we communicated with parents on a regular basis through a variety of channels including regular weekly Parent Updates (SWAYs), Nursery 'Learning Together' Facebook page, emails, phone calls and texts. Our Parent Council Facebook page also supported the delivery of 'key' communications to ensure all parents were receiving the information they needed.

Examples of Parent Weekly Update (link below)

Parent Weekly Update – 06.11.20 https://sway.office.com/DSb8GJ55Ga3hCfbT?ref=Link

Parent Weekly Update – January 2021 https://sway.office.com/trKhLTxu76cXDpPT?ref=Link

Parent Weekly Update – 05.02.21 https://sway.office.com/Sn7j1yfFDKkfnAfp?ref=Link

Tracking of Engagement during Remote Learning

During the whole period of remote learning, we tracked pupil engagement. Using the analytics function on Microsoft Teams we were able to see very clearly who was 'viewing' and 'completing' assignments. Regular phone calls and contact with parents meant that staff were aware of what challenges families were facing in supporting their child's learning from home. We worked tirelessly to ensure that we supported and resourced what was needed for individual family circumstances at this time. Our SSA carried out learning pack 'doorstep drop offs', and this also served as an opportunity to both support and conduct 'wellbeing check-ins' with families during this time. Throughout the period of lockdown, we were consistently recording an average of 89% engagement across all classes.

Feedback

We carried out parent surveys of our remote learning offer during and after lockdown and remained in regular contact with families by phone during this time. 'Learner Conversations' took place on their return to school in March/April and together this supported our planning of next steps and specific support for pupils, including the delivery of bespoke interventions e.g. KitBag and setting up of a Nurture space. Feedback from staff was gathered informally at online staff meetings, Learning Partnership discussion and also as part of our self-evaluation processes.

Parent Feedback

- **February 2021 https://forms.office.com/r/N16r3dGdEY**

Examples of Parent Feedback received

'Support from teacher excellent for both my child and understanding limitations I have due to health and my own work. Feel much happier with what has been achieved in this lockdown than previously.'

'Teams assignments are definitely more structured, so we know what to expect each morning. Staff have been very understanding when some work isn't completed.'

'The learning materials and support is excellent. I am finding it hard to juggle two different classes. If it was just one child/class, I think he would find it easier to engage and we would get more done.'

- **May 2021 https://forms.office.com/r/j0sjn58ByA**

'Not aware of any challenges after lockdown. Return to school was positive. They seemed to settle back in straight away. Home learning was a challenge for us. Our child is much more motivated learning at school, and this seems to carry over to homework. During lockdown our child seemed to lose motivation and enthusiasm for learning.'

'She has settled back in well in general. She has particularly enjoyed taking part in the meditations and often talks about this at home. Some challenges with settling back into playground times- some difficulties integrating into these unstructured play times, building friendships etc'.

'He settled in straight away and preferred to be at school learning with his friends'

Nursery Parent Feedback

- **March 2021 https://forms.office.com/r/esnvmQx1Em**

Examples of Nursery Parent Feedback received

'I thought the nursery Facebook page was a brilliant idea. It was so nice to see what everyone was up to and there were a lot of new ideas being posted regularly.'

'Receiving the resource packs that were dropped off was really lovely. We made the bird food cakes and the Chinese lantern as soon as they were dropped off at the door and it really broke the day up. The bird watching posts went down particularly well.'

'I had a phone call every week and felt that was perfectly sufficient, I was able to mention any queries if I had any and was very pleased with everything overall in these difficult circumstances, we've found ourselves in in recent months.'

Staff Feedback

- **Gathering Evidence of Impact May 2021 - https://forms.office.com/r/3cE1rwUKKH**
- **School Improvement Planning May 2021 - https://forms.office.com/r/xCDjNnirDc**

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	3
Additionality in staffing	0.6FTE Additional Teacher (August to December)
	1.0FTE Additional Teacher (April to June)
	0.2FTE PSA2 (January to June)
	0.2FTE Additional Teacher (January to June)

In total we received 3 Chromebooks this session (Scot. Gov. funded) – a parent survey requesting information regarding IT devices and access was conducted however no returns which met the criteria came forward at that point. Knowledge of families helped to identify learners who may benefit from a school Chromebook however when parents were contacted, they no longer required a device as they had been able to source their own laptops. Other families were happier to receive 'hard copy' resources where they did not have to rely on IT

0.6FTE Additional Teacher (August to December) - Initially our additional teacher was timetabled to support across all classes working with individuals, small groups and whole classes. This responsive and flexible approach allowed the Class Teacher and additional teacher to plan specific targeted interventions to meet the needs of identified children.

0.2FTE Additional Teacher (January to June) – Specifically the additional teacher worked with target groups and individuals in P1-P3 with a focus on guided reading/writing sessions, phonics practice, practical maths activities and planned speech and language activities for key children. Small group work allowed a more targeted approach for children who were identified as struggling with specific skills, allowing these gaps to be addressed and progress to be made.

1.0 FTE Additional Teacher (April to June) – On the children's return from Term 3 Remote Learning, the additional teacher worked closely with the Support for Learning Teacher to set-up and support a Nurture space for identified children. Timetabled across all classes allowed collaborative planning to identify and work with key groups and address 'gaps in learning'

0.2FTE PSA October (October to June) Used for specific intervention's e.g., developing social skills through Lego Therapy, life skills and targeted 1:1 reading tuition & phonics work.

Please Note: Staffing Changes during 2020/21

During the session it is important to note that our Support for Learning Teacher successfully secured another post and left Balmullo PS at the October break. This resulted in our school being without a SfL teacher until March 2021. This was followed in December 2020 by our Additional Teacher (0.6FTE) securing a full-time teaching post in another authority. This post was finally filled in March 2021. In February 2021, the P6/ teacher secured another teaching post. To provide continuity and support the Headteacher took over the role of class teacher for P6/7 during the period of lockdown and managed the return to school until the position was filled in April 2021.

The impact of these staff changes during this session has been challenging, in terms of loss expertise, continuity and momentum in implementing school priorities.

Attainment Scotland Fund Evaluation (PEF/SAC)
£6323

Progress:

During 2020/21 we were in receipt of a small PEF budget and this was used to ensure we were able to provide an extra day of PSA support. This allowed us to have an experienced PSA in school for 5 days. Staffing 'on costs' from the previous session were included in the PEF budget. Progress was made in terms of continuity of approach and support for children with an ASN. The PSA worked closely with the CT and SfL teacher to develop bespoke learning activities to motivate and engage ASN learners and ensure progress was being made. The key focus remained on 'Readiness to Learn' and creating opportunities/activities where learning could be observed through play activities. Both the PSA and SSA engaged in further training on Nurture, Workshop for Literacy approach and the Conceptual Numeracy approach provided by the Pedagogy Team this session.

The remainder of the budget was used to buy 4 Chromebooks to supplement our IT devices as we were aware following the first lockdown that we needed to increase the number of devices we had available for learners to use at school/home if required.

Impact:

As a school it was vital that we were able to 'top up' our PSA time to ensure support was available for ASN learners throughout the school week. The consistency of approach and strategies that were used ensured we were able to provide and embed key scripted language to support engagement, motivation and progress. The staff's shared knowledge and understanding of the impact of early childhood trauma on a child's readiness to learn remained key in planning and differentiating the curriculum and selecting the approaches to use.

Whilst the school received a 4 Chromebooks to help support families during the lockdown period, almost all families had made their own arrangements in consultation with the school to provide learning which best suited their family circumstances at the time.

Balmullo Primary School

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	Satisfactory	Good	Good	n/a
2.3 Learning, teaching and assessment	Good	Good	Good	n/a
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	n/a
3.2 Raising attainment and achievement	Good	Good	Good	n/a

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	4	4	4	n/a
2.3 Learning, teaching and assessment	4	4	4	n/a

3.1 Ensuring wellbeing, equity and inclusion	5	5	5	n/a
3.2 Securing children's progress	4	4	4	n/a

Care Inspectorate (within last 3 years) – n/a	Grade (if applicable) – n/a		
	2018 - 2019	**2019 - 2020**	**2020-2021**
Quality of care and support			
Quality of environment			
Quality of staffing			
Quality of leadership and management			