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| ***Pittenweem Primary School and Nursery***  **!LOGO2**  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | 73 children in school  23 children in nursery | | | | | **FME** | 22 | | | | | **Attendance (%)** | **Authorised** | 2.02% | **Unauthorised** | 0.85% | | **Exclusion (%)** | 0% | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £15272 | | | |   VISION:  We will work together as a school community to create a nurturing, inclusive environment where everyone feels safe, happy, confident and can fulfil their full potential.  VALUES:   * Respect * Responsibility * Resilience * Creativity   AIMS:  RELATIONSHIPS: Our school is at the heart of our community. Pupils, families and staff will work in partnership to nurture emotional, physical and mental wellbeing. All members of our school community will work together to make our school better.  LEARNING: All children and young people are encouraged to be all they can be through high quality learning and teaching. This will include learning through play and other rich, creative, child led experiences. Pupils are supported to be active and reflective learners that use feedback to move their learning forward. Our pupils will develop resilience and be prepared with the skills for learning, life and work.  ETHOS: Our four values are key to the ethos of our school and are shared and promoted by everyone. We are a caring, happy, friendly community where everyone is respected, valued and included. |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | |
| NIF Priority: Improvement in children and young people’s health and wellbeing  *To ensure the emotional well-being of all pupils*  NIF Driver | HGIOS 4 Quality Indicators  2.1 Safeguarding and child protection  2.2 Curriculum  3.1 Ensuring wellbeing, equality and inclusion  HGIOELC Quality Indicators  2.1 Safeguarding and child protection  2.2 Curriculum  3.1 Improving wellbeing, equality and inclusion | |
| **Progress:**   * Seasons for Growth group has been held with identified children and then followed up with KitBag sessions. * Used Pupil resilience toolkit with the whole school and that identified areas that children were feeling less confident in. There was a difficulty with measuring the progress as we were due to measure in January but children were in a lockdown at this time. * Branch Out was used during lockdown for P7 children to support them with their transition to secondary school. * Technical difficulties with Bounce Back programme made accessing the resource challenging, as a result staff were using other resources to explore emotions. * Cool in School was used within the infant stages to support their understanding of emotions and how to respond to certain behaviours. * Story books were used with the children to help them explore their emotions and identify triggers, responses etc. * All classes have charts in their room for children to identify their feelings. These were completed on daily basis and class teachers would then check in with individuals throughout the school day. * Friendly Friday introduced to help with social skills as this was an identified difficulty across the school after returning from lockdown. | | |
| **Impact:**   * All parents were positive about the impact of the Seasons Group for their child. * All children in Seasons group shared about their emotions and were open and honest with the group. * Kitbag group are sharing about emotions - all children engaged and opening up and being honest. Children are given opportunity to opt out but this has not happened. * Children spoke positively about Seasons and were keen to engage in the work. * In P6/7 class were not confident to talk about emotions as they felt self-conscious and were not willing to share. This was in part due to the nature of the class as they are reluctant to speak openly regarding most topics. * Friendly Friday gave the teacher opportunity to engage in small group discussions and children were more able to open up, this was particularly observed in the P6/7 environment. * The staff in P2/3 observed that during Friendly Friday children were engaging and interacting with others that they would not usually engage with. It also gave the class teacher the opportunity to speak to children in smaller groups. * Almost all children in P2/3 are good at identifying their emotions and the daily check in was part of the routine and they would look for the class teacher to do this each day. * Within the nursery class the children are able to identify simple emotions and explain how it makes them feel. Stories have been used to support children with this and there are symbols within the nursery to prompt conversation. Children are able to identify what their facial expression would be when feeling a certain emotion. | | |
| **Next Steps:**   * Plan a whole school approach using Bounce Back programme * Continue to plan for Seasons Groups/Lego therapy/kitbag. Children have been identified for this prior to the holidays. * Use resilience toolkit throughout the year – August, December, May * Continue to develop the focus of Friendly Friday. Investigate linking the focus to the 5 Ways of Wellbeing. | | |
| NIF Priority: Improvement in attainment, particularly in literacy and numeracy  *To ensure consistency of approaches in learning, teaching and assessment of writing*  NIF Driver | HGIOS 4 Quality Indicators  1.2 Leadership of Learning  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement  HGIOELC Quality Indicators  1.2 Leadership of Learning  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Securing children’s progress | |
| **Progress:**   * All classes re using PM writing to ensure consistency of approach. * All staff attended training on the use of PM. * Whole school focus on a certain text type so that there were opportunities to share learning experiences and teaching approaches. * Worked as a staff to look at success criteria and align with CfE levels. This was completed for all different text types. * Discussion took place around a standard for writing- to be completed and implemented. * Focus writing group at P5 due to attainment levels. This group completed daily writing supported by SfL and PSA staff. Almost all children showed progression in their learning at the end of the term. | | |
| **Impact:**   * In P6/7 it was observed that children were responding well to the structure and knowing what is included in certain genres of writing. * Learning partnership focussed on writing and the standard of writing was commented upon positively by other HT staff. * Graph showing improvement in writing for P5 group.     C:\Users\nwallace-ly\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\489EA821.tmp   * In P1/2 there is improved staff confidence in knowing exactly what has to be covered and this has given more structure to writing with younger children. * P2/3 it has been observed that there has been an improvement in writing, particularly with those who are less confident. The modelling and whole class writing is giving them more confidence to go and write on their own. * P4/5 children are constructing own success criteria and children more aware of the elements that they have to include. * Nursery staff have carried out an audit of the core provision to ensure that there are opportunities for literacy in each area. Some nursery children engage well with the mark making opportunities that are available to them. | | |
| **Next Steps:**   * Ensuring across each class that all text types are covered. This will be done by creating a rolling programme so that there is continuity and consistency of approach. This will ensure that children are building on previous learning and exploring new text types. * Ensure that moderation is taking place between classes. Ensure that time is set aside for staff to observe each other and moderate lessons and writing. * Look outward to other schools for moderation purposes. St Monans and Crail have been identified as possible schools to work alongside in session 2021-22. * As a staff explore how feedback is given to children in writing and agree a consistent approach. * Ensure that the standard for writing is implemented across the school. * Nursery staff to continue to refresh and evaluate the literacy provision within the core areas. Identify ways in which to engage all children in literacy activities. | | |
| NIF Priority: Improvement in attainment, particularly literacy and numeracy  *To ensure that digital technology is embedded across learning and teaching and is used in a consistent manner*  NIF Driver | HGIOS 4 Quality Indicators  1.2 Leadership of learning  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement  HGIOELC Quality Indicators  1.2 Leadership of learning  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Securing children’s progress | |
| **Progress:**   * Children in P2 – P7 using IDL on a regular basis throughout the week. Targeted individuals also using IDL on a daily basis. * P6 children using Teams for virtual meetings with nursery. This enabled some of the transition work to take place. * Regular information put on Teams for parents/carers to see the learning. * P6/7 updating OneNote regularly with evidence of learning. * Virtual assemblies held on a weekly basis. Every second week the P6/7 children would be responsible for hosting the assembly. Towards the end of term all classed had the opportunity to create an activity to be shared at assembly * P6/7 who completed the Junior Leaders training were able to post and upload videos so that children in other classes could carry out the activities. * Moved to using Assignments during home learning and this improved return of work and made it easier for teacher feedback * Scottish poetry competition, House challenges etc were still able to take place, albeit virtually. * Nursery implemented the use of SeeSaw to communicate and engage with parents/carers and this was well received. * Sways were sent out to children coming in to P1 and nursery with videos and pictures that could be shared with children to support their transition. | | |
| **Impact:**   * The daily use of IDL for targeted individuals has meant that almost all are showing an improvement in scores. * Children in P6 are becoming more efficient in their use of Clicker 8, which is having a positive impact on their writing. * In P5 Clicker used much more effectively and with greater independence with identified children. * Virtual assemblies have given continued ethos across the school as children are able to see each other and still have the opportunity to celebrate success. * During remote learning there was an increase in the number of children accessing learning and there were fewer difficulties with access for families. * During remote learning there was an increase in the amount of time of direct teaching that children received. Almost all parents/carers with happy with the time that their child was receiving with their class teacher. * Parents/Carers have commented positively on the use of SeeSaw within the nursery and are beginning to use the app to communicate information to the nursery. BookBug and Peep sessions were also received positively and most families sent back some information through SeeSaw. | | |
| **Next Steps:**   * As a staff identify how children are recording work digitally. Agree a whole school approach to the systems that are being used. * Continue to hold events virtually, if required, as this has helped to continue the whole school ethos. * Roll out the use of SeeSaw to Primary 3. This will require staff training and an agreement on the use of this within the school. * Ensure that programmes are being used efficiently and effectively across the school. Clicker 8 to be used by a wider group to support learning. | | |
| **Attainment of Children and Young People** | | |
| **Session 2020-21 CfE Declarations**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Stage** | **Reading** | **Writing** | **Listening and Talking** | **Info Handling** | **N,M,N** | **S,P,M** | | **P1** | 77 | 77 | 77 | 77 | 77 | 77 | | **P4** | 78 | 78 | 78 | 78 | 78 | 78 | | **P7** | 100 | 100 | 67 | 100 | 100 | 100 | |  |  |  |  |  |  |  |  * The P7 cohort only had six children in it so the figures need to take this into account. * Writing will continue to be a focus during the next session with the aim of 80% plus achieving their expected level. * Within the current P5 cohort there is a need to ensure that appropriate support is given to individuals as there are gaps in learning evident across this group. * Ensure that support is given to children in the P1/2/3 class next session as the P2 and P3 children have gaps in their phonic knowledge which will be addressed. | | |
| **Evidence of significant wider achievements** | |
| Children in P6/7 took part in The Big Street survey. This involved the children going in to their local community and identifying areas where there were difficulties with transport and getting around the village. This information was shared with the local community council and with the school during an assembly.  Children in P6/7 took part in Junior sports leader led by Active Schools. This was then shared with the other children in the school through assemblies.  Whole school focus on Heart Start during remote learning. Children were given weekly tasks to complete and were able to upload their progress on Teams.  Throughout the year the school has continued their links with library. The library group have asked the children to help name a new mascot for the library and have also asked for their recommendations for new books for the library. Library staff were also asked to help judge entries for the school John Wood Award.  Throughout the school year children from all classes have continued to take part in SumDog competitions, with the children in P2/3 winning one of the Fife Challenges. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| Successes   * Daily meetings/interactions with children * Children more able to use Teams * Identified learners (ASN) being in school meant that there was more engagement with learning * Using assignments helped with effective feedback * Whole school channel enabled staff to hold special days and challenges to promote the school ethos * Over 80% of children were engaging with their learning on a regular basis and returning work to staff. * Parents/carers have a more realistic understanding of the school and what is involved. * Video access made it easier to see children and therefore gauge understanding better.   Challenges –   * Engagement of pupils who need to be engaged was not consistent and has impacted on their learning on the return. * Ensuring that differentiation was happening without making parents aware of where individual children are. This was particularly in the younger classes. * In some meetings children are reluctant to speak so made engaging children more difficult | |
| **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 | 9 | | Additionality in staffing | 0.2 |  * Being able to allocate devices to families meant that more children engaged in online learning during the period of lockdown. It also meant that there were fewer children sharing devices within a family so children were able to work at the same time. * 0.2 of the additionality was to work with small groups and individuals to support in literacy and numeracy. This was across the school and children were grouped according to areas of difficulty. This did have some impact, although there were occasions where this additionality had to be used to cover classes due to staff absence. All children who were in these targeted groups made progress and were able to move on to further concepts. * The 0.2 additionality was also used to support the delivery of RSHP this year. Due to children not being able to complete this work during the first lockdown there were significant gaps. The 0.2 additionality was used to ensure that children were learning for their age and stage due to the composite classes. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | |
| **Progress:**   * Resources purchased to support the delivery or writing across the school. * Additional PSA hours purchased to support groups and individuals. * Resources purchased to support learning and teaching in literacy and numeracy. * Digital subscriptions purchased, including IDL, SumDog and Clicker 8, to support children’s learning. | |
| **Impact:**   * Throughout the school year, and during the period of remote learning, children have been able to access the digital programmes that have been purchased. This has had a positive impact, particularly on reading and spelling ages, with almost all children having an increase in their reading and spelling ages. * Clicker 8 home licenses were sent home during remote learning so children were able to continue using the supports available to them in school. * Teaching of writing has been enhanced with the use of the PM writing resource. There is beginning to be a more consistent approach used across the school and children are responding well to the structure. * PSA support has meant that individuals and groups have had additional support to ensure their continued achievement. This support also enabled the P5 group to have daily writing sessions. | |

**School/Setting Name \_\_Pittenweem Primary School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **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 |  |
| **2.3 Learning, teaching and assessment** | Satisfactory | Satisfactory | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Raising attainment and achievement** | Satisfactory | Satisfactory | Satisfactory |  |

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| **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** | Satisfactory | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Satisfactory | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Securing children’s progress** | Very Good | Very Good | Good |  |

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| **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** | **Very Good** |  |  |
| **Quality of leadership and management** | **Not assessed** |  |  |