|  |
| --- |
| **Sinclairtown Primary School**    **“You can never aim too high!”**  **Standards and Quality Report**  ***Achieving Excellence and Equity***  **2020-21** |

**Context**



Sinclairtown Primary School serves a varied catchment area with families living in private housing, local authority and rented accommodation. The school has a very good reputation in the local area and we have a high level of placing requests, this session 49% of our school role live outwith catchment. 54% of our children live in SIMD 1 and 2.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Setting/School Roll (including ELC/ASC)** | 334 | | | |
| **FME** | 31% | | | |
| **Attendance (%) 91.82%** | **Authorised** | **3.54%** | **Unauthorised** | **4.64%** |
| **Exclusion (%)** | 0 | | | |
| **Attainment Scotland Fund Allocation (PEF and SAC)** | £109 256 | | | |

The school does not have its own nursery and most children in the catchment attend Gallatown nursery or the local private nursery, Daisy Chain. Our DHT and Primary 1 staff have built on the Virtual transition started last year and have enhanced this to include more information about the life of the school on Sways, virtual meet the teacher sessions through TEAMS, a virtual parental information session alongside planned small group ‘bubble’ visits to the school to meet their teacher ‘in person’. Enhanced transition visits have been organised outwith the school day to support parents of children with Additional support needs to have a more targeted visit and discussion with staff regarding how we will best meet the needs of the children. This sits alongside virtual transition meetings for these targeted children.

Our catchment high school is Viewforth High School at Windmill Campus. VHS staff and Cluster schools’ staff have worked well together this session to ensure a robust exchange of information and a series of Virtual Visits/ meetings have supported children and parents on a universal level. Meetings for targeted children have been organised from the start of Primary 7 to reassure parents and ensure a smooth transition to VHS. Visits to the building were organised for parents of children who will attend the DAS provision at VHS. Previous engagement for the children in faculty projects has not been possible this session, however, an art transition project has provided the children with the opportunity to complete a task in their primary class which will be displayed at High School. A cluster Numeracy project has seen P7 staff from across the cluster working together to support raising attainment and share baseline assessment data with the maths dept at VHS.

Evidence from our Pupil and Parent Questionnaires highlights that our staff know the children well and that the children feel safe, nurtured and listened to. There is an ethos where every child is valued and encouraged to ‘Aim High’ and the school promotes it’s REACH values. These positive relationships come from a strong sense of community within the school where many of our parents attended the school and some of the staff have been here for a number of years. We believe that our shared core values and a nurturing, safe environment is a strong foundation on which to raise attainment.

Our PEF allocation this session was intended to support school recovery after Covid and was planned around additional staffing and ICT. The small group recovery work in Literacy, Numeracy and Nurture for this session was limited, however, due to further restrictions and Lockdowns. The continuing Covid situation has had a considerable impact on our school community given it’s context and our attainment profile has been impacted considerably. Going forward into session 20-21, we will have greater capacity to build on the ICT skills learned during lockdown as we will have a number of new PEF funded devices. Additional PEF staffing will support ongoing small group literacy and numeracy interventions at early, first and second level.

Our plans for improvement have carried on under the same themes as the past two years- **Curriculum, Learning, Teaching and Assessment and Nuture.** Again, our collegiate plans have been interrupted this session due to the need to be responsive to Covid and supporting Remote learning. Despite planned activity not moving forward at the pace we had envisaged, we are proud of the flexability, creativity and Digital literacy staff have demonstrated as a result and our [report on Remote Learning](file://prcentralnas/SinclairtownPS/MGMT%20TEAM/Quality%20Improvement/Learning%20partnerships/20.21/SPS/outline%20of%20Remote%20Learning%20at%20Sinclairtown%20Primary%20school.docx) for our Learning Partnership highlights our successes. Our PT led staff collegiate sessions on Making Thinking Visible to support learner engagement and Quality Questioning, this will continue next session. Staff have continued to plan and implement Impact Cycles in collaborative Trios. Using baseline assessment informed planning for staff impact cycles and supported staff to Identify targeted groups. There is a feeling that our School Improvement has lost momentum due to Covid but we were keen not to lose sight of the wider Strategic focus of the school and hope that this can pick up pace again during session 21-22.

We also want to be able to capture the successes which the Pandemic has steered us towards strategically and these have been, as mentioned, digital literacy but staff and parents also highlighted that communication, relationships with parents and parental engagement in their child’s learning has been a positive this session.

Over the past three sessions we have been aiming for **Clarity** and **Consistency**. Clarity of vision and expectation and creating a consistency which showed collegiality and a shared vision and expectation across the school. We feel we are now in a position where there are shared expectations in terms of Learning and Teaching throughout the school alongside a shared vision of Nurture and the importance of a nurturing ethos as a foundation for learning. We have updated our curriculum rationale; we have clarified our SPS strategies for raising attainment, for Learning and teaching and for nurture approaches. Our aim next session will be to share our vision and ethos more widely with parents and the wider community.

The [Sinclairtown Recovery Plan](https://sway.office.com/1nZzTIEadM422zop?ref=Link) which was drafted last session will again be relevant as we move into 21-22. It is built on the SHANARRI principles and ensures that we aim to make school a safe environment for all. With this, and our shared school values as a foundation, we aim to deliver our vision of ‘Aiming High’.

|  |  |  |  |
| --- | --- | --- | --- |
| **School Improvement Priority Work Session 2020-21** | | | |
| **Priority 1:**   * To ensure our curriculum recovery supports the needs of all learners and the school community with a specific focus on Health and wellbeing, assessing needs and ensuring resilience in the first phase * To develop a coherent, progressive, whole school curriculum with a clear rationale and flexible learning pathways which lead to raised attainment and meet the needs and aspirations of all learners. | | | |
| **NIF Priorites**   * **Improvement in attainment, particularly in literacy and numeracy** * **Closing the attainment gap between the most and least disadvantaged** * **Improvement in employability skills**   **NIF Drivers**  Teacher Professionalism, Assessment of children’s progress, Performance Information, School Improvement | **HGIOS 4 Quality Indicators**  **Q.I 2.2- Curriculum, with particular focus on:**   * Rationale and design * Development of the curriculum * Curricular pathways * Skills for Learning, Life and Work | | |
| **Progress:**  **Recovery Curriculum:**   * All staff engaged in professional reading and collaborated on creating a detailed School Recovery rationale and plan for post lockdown recovery. This linked with Shanarri and included our shared nurture strategy Statements. This plan was shared with the wider school community on a SWAY presentation and was updated throughout the year in line with guidance and each lockdown recovery phase. * Staff training on the PACE approach was delivered virtually by our Ed Psyche as we returned to school in August. This encouraged staff to think about how they reconnect with children who have experienced Trauma. * All teachers were involved in planning and implementing baseline assessments in Reading, Writing and Maths and they used this data to inform curricular planning, allowing them to plan from where the learners were in their learning as opposed to where they should be.   **Experiencing the curriculum Outdoors:**   * We are aware of our unique school context and the wide scope that our school grounds and environment allow for Outdoor learning opportunities. Last session one of our staff development groups worked on gathering resources, including clothing, and developing our Outdoor Learning Rationale. This session saw more classes going outside to learn due to restrictions. The rationale for Outdoor learning is clear but implementation to embed this as an integral part of our curricular offer is not yet clear at all stages.   **Digital Literacy:**   * During the first Lockdown, we made use of the school website to provide daily learning, moving to TEAMS for P6 and P7 towards the end of the final term. It was recognised that our pupil engagement could be improved if staff were able to deliver more interactive learning on digital platforms such as TEAMS/ Seesaw. Staff training for P1-3 on SEESAW and P4-7 on TEAMS was delivered early in term. School provided time for 2 staff digital leads to ensure all classes were set up on a platform and all children had passwords. Our ICT lessons supported children to become familiar with the platforms. Homework was delivered and completed digitally.   **Skills Progression:**   * A skills progression planner has been created to encourage staff to integrate a progressive skills pathway into their curricular plans. This will also support staff and learners to identify the skills needed/ being developed during learning tasks. These skills form part of our SPS learning board.   **Curriculum Rationale**:   * The School Curriculum Rationale was updated in June 2020 after gathering information from all stakeholders. This needs to be developed further to take into account how the school gives opportunities to pupil and parent voice and also to define more clearly the school’s approaches to moderation and assessment and Wider achievement. | | | |
| **Impact**   * The whole school community has a shared understanding of Universal, Targeted and Intensive support offered to children on their return to school and in response to the pandemic. Almost all parents who responded to our questionnaire said that their child was treated fairly and with respect in school and that they feel their child is safe. Most children said that they feel safe in school. * Almost all children had a settled return to school post lockdowns. Almost all staff use the PACE approach when responding to the needs of more unsettled learners. * All Teachers were able to use baseline assessments and make use of the data gathered to identify gaps which in turn supported them to plan the ‘recovery’ curriculum in their class. * Our pupil learning council said that they were concerned about the return to school and worried about being behind in their learning. At the end of this session, most children agreed that they enjoy learning in school. * There is a clear rationale for Outdoor Learning at SPS. All classes have experienced learning outdoors this session in literacy, numeracy and health and wellbeing (PE). This needs to be continued as an integral part of the curriculum and staff should continue to develop their ideas and resources. Some staff are more confident than others when planning for learning outdoors. Learners have enjoyed learning outdoors and would like this to continue. * All children and Staff are familiar with TEAMS/ SEESAW learning platforms alongside a variety of other apps to support learning. Digital literacy was a curricular priority early in term 1. This had an impact on children’s engagement during our school Isolation period in late September/ October when the majority of children engaged online daily. During the second Lockdown, most of the children at SPS were engaging daily. A combination of live and recorded teaching also enhanced the online learning experience. The Scottish government provided school with 58 additional laptop devices which were allocated to families based on the criteria from Fife Digital Learning TEAM. A few children who were allocated devices continued not to engage. Most parents who commented on our survey agreed that the online learning was appropriate to their child’s level and almost all said the learning was challenging enough. The majority of children in P4-7 believed that the level of tasks and learning provided was just right. * Almost all parents were happy with the level of home-school communication online during the lockdown periods and have highlighted that the ability to interact with their child’s teacher online was a strength of approach during this session. * Parental skill in ICT is limited in a few cases which contributed to a lack of engagement from a few children. * All teachers are aware of the skills progression formats developed this session but the use of and implementation of this has been varied across the school. The majority of children in P5-7 can identify what skills they are learning, however, they are not sure of the progression or next steps to develop the skills like they are in their learning. | | | |
| **Next Steps:**   * Input for staff on how to plan and develop learning outdoors in a way which becomes integral to the curriculum rather than an ‘add on’ as our learners clearly engage in this kind of learning. If restrictions allow, staff and learners should experience the environment beyond the school gates- Ravencraig Park, the beach. * Continue to use digital platforms for homework tasks. * Ensure that all children have access to technology. * The purchase of new technology (30 ipads and 30 Chromebooks) will allow use to develop our ICT curriculum in both a universal and targeted way. * Continue to develop and use technology as a home/ school communication tool. * Parent sessions on ICT and digital platforms to upskill parents to support their children. * A block of ICT will be delivered as NCCT alongside sessions for PSAs/ teachers on apps and programmes for targeted children. Ensure all teachers are planning an effective curriculum for ICT using Fife PICT. * Pupil voice groups have been limited this year due to bubble restrictions. We need to continue to provide opportunities to listen to our learners when developing our curriculum to ensure that we are meeting their needs. This may need to be done virtually. * There needs to be increased clarity around the school’s rationale for wider achievement, pupil voice and assessment and moderation. | | | |
| **Priority 2:**   * To improve pedagogy by looking at research based evidence of what improves learning outcomes for children. * To apply this research based on self-evaluation evidence gathered about what we know we need in our context. * To embed a culture of critical collaborative practitioner enquiry in order to raise attainment at SPS. | | | |
| **NIF Priorites**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged   **NIF Drivers**  School Leadership, Teacher Professionalism, Assessment of Children’s Progress, School Improvement, Performance information | **HGIOS 4 Quality Indicators**  **Q.I 2.3- Learning, Teaching and Assessment with a focus on:**   * Quality of teaching   **NIF Priority:**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged * Effective use of assessment data * Planning, Tracking and monitoring   **1.1- Self-Evaluation for Self-Improvement with focus on:**   * Analysis and evaluation of intelligence and data * Impact on learners successes and achievements   **3.2- Raising attainment and achievement**   * Attainment in Literacy and Numeracy * Attainment over time * Overall quality of learners’ achievement | | |
| **Progress:**   * Our SPS REACH values are visible and embedded throughout the school. Linking the school values to house points and REACH certificates supports children to link our values to their learning and development in school. * The use of digital technology is beginning to develop across the school and the purchase of new digital equipment will support future teaching and learning approaches in this area. * Across the school, children have opportunities to lead their learning and most children contribute to planning of IDL. * All teaching staff have contributing to the planning of baseline assessments on the return to school in August. All staff used the data gathered from these baselines to plan their teaching and learning based on what the children needed to know. Careful interrogation of the data and information from tracking, supported staff to identify small groups to work with our raising attainment staff. Teachers also used the data to plan impact cycles based on an area of literacy or numeracy where they believed the children needed intensive teaching. Teachers worked together in trios to collaborate and challenge each other when planning impact cycles. * SPS has been working on Visible Learning for the past 4 sessions. There is evidence that our children are becoming assessment capable visible learners. This is mainly due to our established shared language of learning. Most children have said that they know what their Learning Intentions and Steps to success are, they know how they are doing in their learning and are involved in discussions about this. Most children said that they know what their next steps are and that they feel challenged in their learning tasks. * Collegiate tasks for this session included continuing our VL work by working on Quality Questioning which drives the learning forward and also beginning to plan for holistic assessment to allow for application of skills. We decided to incorporate Making Thinking Visible routines as part of our quality questioning work to establish a classroom culture which encourages learners to plan, create, question and engage independently. This has been led by our PT as she had been involved in previous professional enquiry. We started this work in November at the inset day and teachers had implemented the ‘See, Think, Wonder’ routine as well as ‘Colour, Symbol, Image’. The Primary 5 classes responded well to the approach and continued with this virtually during lockdown. The overall impact of this lost momentum when we went into another Lockdown and the need to be responsive to that situation meant that we are not as far ahead in this as we had hoped at this stage. This work will continue next session. * Primary 7 class teachers and SLT were involved in a Cluster Attainment project in Maths. SPS staff were confident in gathering the baseline data and identifying next steps due to this being already established in school. Having identified mental strategies as an approach to embedding concepts and increasing confidence. Teachers established a routine to implement the improvement and they were able to use the data collected to show learners progress. | | | |
| **Impact:**   * Staff have become much more confident in their delivery of teaching and learning online. All teachers delivered learning online. Most delivered lessons which took into account the 7 principles of curricular design. All teachers maintained ‘live’ interactions with learners during the 2nd Lockdown. Most teachers challenged themselves to record lessons and a minority of teachers engaged in ‘live’ lessons with their learners online. Some children said they missed the face to face interactions with their teacher but almost all children valued the opportunity to have class meetings to discuss learning and interact with their peers. The majority of children found their online learning was pitched correctly whilst a few felt this was not challenging enough. * Teachers are more aware of how to use assessment evidence to inform teaching and learning which meets the needs of the learners. Each class used baseline evidence from diagnostic assessments to identify small groups of learners who would work with Raising attainment staff to achieve identified outcomes. This approach was beginning to have an impact for some learners, we were restricted as we could not mix bubbles and the work was also interrupted due to class isolations, lockdowns and staff cover. The impact on the learners could not be identified as having a positive affect on attainment due to so many other factors contributing to the intervention not being consistent. * The use of the SPS learning board is consistent across all classes with quality LI and Steps to Success evident in almost all. Staff believe this session has allowed them time to embed this during this session. Most children have opportunities to co- create steps to success and identify how they get feedback. Most children say that they are aware of how they are doing in their learning and that they are challenged to meet their learning goals. Teachers could make more use of quality questioning and feedback to move the learning forward and also make use of questioning to assess understanding in order to be more responsive to the learners. * The shared language of learning is consistent and established within the school but needs to be clearly defined and shared across the school community so new staff are aware this. Also sharing our approach with parents would support them to understand how are learners are learning in school. * The Primary 7 Mental maths small test of change showed impact on learner’s attainment and confidence in maths. It also promoted collaboration across the cluster. This is something we had been trying to achieve through some of the other whole cluster interventions we have planned but because all schools are at a different stage of development, the ‘big’ projects have not resulted in true collaboration. It looks like a focused, timed project may have more scope and impact for this type of collaboration. | | | |
| **Next Steps:**   * Continue to make effective use of assessment evidence to identify next steps for learners. To use this evidence to meet learners needs and to identify small groups for targeted interventions in order to raise attainment. * Employ a 0.5 Gov funded/ 0.5 PEF funded Raising Attainment teacher to support small group interventions across the school. * Continue to plan robust impact cycles but to ensure that these are backed up with professional reading and knowledge of what works to raise attainment. Make use of a coaching model to ensure staff trios are challenging each other when planning interventions. An uninterrupted, more settled school year will allow impact cycles to be followed through and evaluated to inform the next cycle. Re-establish Trio observations to encourage staff to support and challenge each other. * Ensure that staff and support staff have shared planning on supports to be given to targeted learners in class. * Strategies to support targeted groups and individuals, ie use of technology, need to be more explicit in teachers’ planning. Tracking for these individuals needs to measure the rate of progress. * Continue staff development on ‘Making Thinking Visible’ in order to establish the classroom as safe space for questioning and challenging our learners where they feel encouraged to think more deeply and respond confidently in learning situations. * Ensure AIFL assessment information is used to drive the direction of the learning for the learner. Revisit AIFL strategies including the use of quality questioning which encourages higher order thinking skills. * As well as making use of diagnostic assessment, staff will engage in professional learning and planning around the design of holistic assessments to assess the learners application of skills in real life contexts. (Link skills development to learning and understanding). * Opportunities to collaborate on assessment and data gathering at cluster level would re-establish the cluster approach to VL and also support teacher professional Judgement and moderation across the cluster. * Define our SPS learning and teaching strategy more formally so this can be shared with the school community. Re-establish Pupil Learning council to support pupil voice within this. | | | |
| **Priority 3:**   * Our main focus during term 1 was to support the emotional wellbeing of our learners and ensure we were meeting the needs of learners and the school community * **Image result for grass clipartImage result for grass clipart**To ensure that we nurture the needs of all learners in a positive and supportive way to maximise their successes and achievements. * To provide opportunities for families to learn together | | | |
| **NIF Priorites**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged * Improvement in children’s health and wellbeing   **NIF Drivers**  School Leadership, Teacher Professionalism, Assessment of Children’s Progress, School parental engagement | **HGIOS 4 Quality Indicators**  **Q.I 3.1- Ensuring wellbeing, equality and inclusion with a focus on:**   * Wellbeing * Inclusion and Equality   **Q.I 2.4- Personalised support with a focus on:**   * Universal support * Targeted support   **Q.I 2.7- Partnerships with a focus on:**   * The development and promotion of partnerships | | |
| **Progress:**   * The school Covid Recovery plan was structured around the SHANARRI wellbeing indicators and based on our SPS nuture strategy (established last session). * Ed psyche delivered training on the PACE approach. The support from Ed psyche on the planning and development of nurture within school has continued and this has also fed into the Cluster plan. * SLT, Ed psyche and LS carried out a self-evaluation of nurturing approaches and from this, we drew up a school action plan. This also fed into the Cluster action plan. Part of the plan which is yet to transpire is our community marketplace event which will allow us to work in partnership with the local area to promote available supports. This has been on hold since March 2020 due to Covid. * We had a cluster sharing of an aspect of nurture work across the cluster schools on the February inset. This allowed staff to see the impact of PACE and Emotion works in the cluster and also how our school vision and values can underpin our nurturing environment. SPS shared the SPS nurture journey. * Our small nurture group work involving lego design, kitbag and mindfulness sessions needed to be delivered in class bubbles this session and our lunchtime groups were limited due to staggered breaks and bubbles. However, our PEF funded nurture PSA continued to run groups. Class teachers continued to use Leuven scales to identify children and ongoing conversations with parents regarding children settling back into the school environment also informed the structure of the groups. Our SfL teacher and PEF PSA establish the groups together. * Nurturing classroom environments were a feature of our Week 1 and 2 classroom set-up guidance this session. * Pupil voice continues to be part of our preparation for review meetings for targeted pupil and also part of multi-agency meetings. * Our staff wellbeing representative has set up a staff wellbeing noticeboard on an online Wakelet as a space to share wellbeing ideas, apps and positive thinking to support staff mental health. We have also set up a wellbeing Wednesday gift each week. * Staff continue to promote children’s rights through our Class Charters and our HWB programme. More needs to be done to incorportate and make children’s rights across all aspects of our school community in line with new legislation in Scotland. * As an introduction to the 5 Ways to Wellbeing, our current probationer, who used to work for SAMH in Fife, delivered a virtual session for staff on the inservice day in May. Staff members then contributed to the planning of a weekly Virtual assembly related to each of the 5 Ways. | | | |
| **Impact:**   * Most children say that they feel safe in school. Almost all believe that they have an adult in school who cares about them and most children feel that they are listened to by adults and peers. * Almost all parents who completed our survey feel their child is treated fairly and with respect. Almost all feel their child is supported to feel comfortable and that staff know their children as individuals. * The Recovery plan was shared with parents on SWAY and this also allowed us to share the school nurture strategy with the wider school community. Parents felt reassured that universal and targeted supports were in place. * Almost all of our learners were settled on return to school and the classroom- this allowed support staff to target their support to individuals who found the transition back to school more challenging. * Most classroom environments reflect HNIO classroom. * Our Beehive room has been created as an additional nurture space for Targeted infant children who require a more bespoke setting to support their needs. * Nurture groups have been limited this session due to restrictions. * Pupil voice is valued at all meetings for targeted pupils. * Most Staff realise that their wellbeing is being considered in the workplace. Staff feel valued by colleagues when they receive a Wellbeing Wednesday gift. * Whole school awareness of 5 ways to Wellbeing. This will be highlighted again and shared with parents when we return to school in August 21. | | | |
| **Next Steps:**   * Continue to work towards RRS silver award next session. Re-establish a pupil group and establish a parent group to support this work. * Plan for our Community marketplace when restrictions are eased. * Nurture to feature on our transition notes to identify children who may need targeted support to settle in school when we return after the holidays, this can then be reviewed once the new class is settled. * Sharing of 5 ways to wellbeing with the wider school community. | | | |
| **Attainment of Children and Young People:**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **P1** | | | **P4** | | | **P7** | | | |  | 2018-19 | 2019-20 | 2020-21 | 2018-19 | 2019-20 | 2020-21 | 2018-19 | 2019-20 | 2020-21 | | **Reading** | 87% | 69% | 43% | 74% | 70% | 58% | 72% | 70% | 43% | | **Writing** | 70% | 87% | 49% | 69% | 66% | 48% | 69% | 64% | 34% | | **Listening and talking** | 70% | 88% | 65% | 83% | 74% | 65% | 79% | 76% | 73% | | **Numeracy and maths** | 91% | 85% | 45% | 66% | 68% | 46% | 72% | 75% | 38% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **P1** | | | | | **P4** | | | | | **P7** | | | | | |  | **16-17** | **17-18** | **18-19** | **19-20** | **20-21** | **16-17** | **17-18** | **18-19** | **19-20** | **20-21** | **16-17** | **17-18** | **18-19** | **19-20** | **20-21** | | **Literacy** | **57.7%** | **58%** | **76%** | **81%** | **52%** | **62.75%** | **55%** | **75%** | **70%** | **57%** | **48.75%** | **85%** | **73%** | **70%** | **50%** | | **Numeracy** | **92.3%** | **52%** | **91%** | **85%** | **45%** | **63.6%** | **58%** | **66%** | **68%** | **46%** | **56.1%** | **78%** | **72%** | **75%** | **38%** |  |  |  |  |  | | --- | --- | --- | --- | |  | **Total %** | | | |  | **18-19** | **19-20** | **20-21** | | **Literacy (P1, P4, P7)** | **75%** | **74%** | **53%** | | **Numeracy (P1, P4, P7)** | **76%** | **76%** | **43%** |   It is evident that disruption of schooling over the past year has had a significant impact on the attainment of our learners and on our whole school attainment picture. Teacher professional judgement has also been impacted as a result of being unable to gather evidence of progress and achievement in some instances. Children who have been on track throughout the school have, for a variety of reasons, slipped behind. Most children who engaged throughout have continued to achieve in line with predictions.  Additional staffing capacity and continuous work on planning and implementing impact cycles within classes and for targeted groups based on robust assessment evidence will support us to ‘close the gap’ and ensure that all learners continue to make progress. | | | |
| **Evidence of significant wider achievements:**  **Creativity:**  Free Connected Cliparts, Download Free Connected Cliparts png images, Free  ClipArts on Clipart Library   * Primary 7 Christmas Enterprise- included making prototypes, doing market research within the school, creating an online ‘Sway’ catalogue for parents and children to place orders. Making goods and delivering after quarantine.   Free Responsibility Cliparts, Download Free Responsibility Cliparts png  images, Free ClipArts on Clipart Library**Responsibility:**   * Taking ownership of Remote learning. * Improving mental maths skills- P7   **Communication:**  Effective-Communication-Skills-Clipart-8 - Avantix   * Planning for IDL and topic work * Online communication with teachers and class groups throughout   lockdown.   * + - P7 Transition TEAMS collaboration with VHS. SPS TEAMS   collaboration between P1 and nursery.  Resilience Stock Illustrations – 2,161 Resilience Stock Illustrations,  Vectors &amp; Clipart - Dreamstime**Resilience:**   * Continuing to learn despite lockdowns and isolation periods and adapting quickly to each situation. * All children participated in a whole school Mini topic at the beginning of term on Growth Mindsets   **Leadership:**   * leadership-clipart – PolarisHouse Captains, Vice captains and carers   P7 Duties  Pupil council representatives  Learning council representatives in each class  **Other:** Crest award as part of British Science week | | |
| **What have been the successes and challenges of school closure period (school/ class isolation, remote learning between January- March 2021)**  **Successes:**   * Our remote learning guidance outlined the need for core literacy and numeracy tasks to continue with Literacy and numeracy across learning being an expectation to allow for breadth and balance of learning in other curricular areas. Moderation shows that most classes provided a breadth of subjects with the appropriate level of challenge and enjoyment, pace and relevance. Most parents who participated in our online survey said that their children received enough learning. Most parents felt there was a good balance of online and offline learning. * Most children experienced learning which links with prior knowledge and is based on the school planning. Most children told us that they experienced lessons delivered by their teacher online and that this was helpful. Most parents also highlighted the support their children were given through online tutorials. * All children are offered personalisation and choice within their remote learning provision. Most children said that they found their remote learning interesting. * The majority of learning was differentiated to meet the needs of all learners. Teachers set up specific ‘channels’ within their class ‘Teams’ to support differentiation. Learners on Seesaw are directed to their tasks. Where moderation highlighted this as not happening, this was addressed with staff through learning and teaching discussions. Most children are said that there online learning was just right for their level, and that they get enough work. * All children who responded to our pupil survey felt that their teacher was responsive to their questions about their learning. * The majority of learners were offered opportunities for consolidation and extension and targeted groups were being supported in the majority of cases. P4 was highlighted as an example of good practice by SLT for supporting a variety of groups throughout the week on online meetings. Where this was the case, parents highlighted how beneficial this was for their children. * Targeted support was given to some individuals and was responsive to conversations with families in some cases. * Children with targeted interventions from partners such as SALT and DLD, were facilitated to attend these appointments in school. * Almost all children who participated in our online survey said that their lessons had clear learning intentions and success criteria. Most children also felt that they received feedback which identified their next steps. Almost all parents who responded to our parent survey believed that their children received feedback on their learning. * Almost all parents were confident that they could contact their child’s teacher if they had questions or queries. Staff also felt that communication with parents through their GLOW email allowed them to establish good lines of communication in most cases and offer further support such as TEAMS calls to the children or telephone conversations with parent/ child to support with particular issues. Parent comments on the survey highlighted this communication as a positive to support their child’s progress in online learning. * Moderation of Staff provision of learning showed that most of our children were receiving remote learning in line with the school guidance and expectations. * Ongoing communication between staff and parents in a range of ways- email, phonecalls, teams meets, home visits. * Staff collaboration with stage partners to deliver high quality learning and teaching online was very good. * Levels of engagement improved by 26% since lockdown 1. * Increased confidence of some of our more vulnerable children who attended school in the bubbles. These children benefitted from the daily routine but also the adult to children ratios which supported continued progress for this group.   **Challenges:**   * Pupil and parental engagement: despite phone calls and emails a few of our families did not engage in remote learning at all. * A few parents believed the children were given too much work to do at home and they found it challenging to support children’s learning whilst also working. * A few parents reported that they needed support with technology to be able to help their child access their online learning. * A few of our ASN learners struggled to engage in learning at home because they were not in the school building. Alternative learning programmes were assigned in some cases. * Tracking discussions during periods of remote learning highlighted that staff were reluctant to move learners on to the next level as they lacked the clarity to support their TPJ. Teachers wanted to wait until children returned to school. There were a number of reasons for this: some children were being heavily supported at home with their tasks, others were not engaging consistently, and a few did not engage at all, therefore, staff could not equate engagement to progress. * On return to school, P1-3 teachers were able to see very quickly that gaps had emerged for some learners and others, who had engaged consistently were ready to move on. Previous groupings and tracking needed to be updated to reflect this. * On return from lockdown 1, teachers carried out intensive diagnostic assessments which then informed impact cycles for class groups but also interventions for targeted groups. Whilst there was not a whole school diagnostic approach on return from lockdown 2, teachers were able to carry out assessment processes to inform where the children were in relation to their pre-lockdown learning. This supported teachers to have tracking discussions and update targeted groups and interventions in line with the needs of the children in their class. * Lockdown has had a visible effect on our children’s learning as highlighted on our attainment statistics this session. | | |
| **What has been the 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 | 58 | | Additionality in staffing | 1FTE teacher- O.6 from August and 0.4 additionality |  * Digital devices were allocated based on Fife digital learning team questionnaires and also based on feedback from parental questionnaires and knowledge of our families. In almost all cases, children/ families who were given a device engaged in online learning. Few children with allocated devices continued not to engage. * Staffing additionality made it possible for teachers to identify targeted groups in each class to benefit from intensive, targeted support. Groups were identified based on baseline assessment data on return to school in August. Teachers then discussed this at tracking meetings and an intervention was planned with the recovery teacher. Whilst these interventions began to make an impact, we were quickly hit by class isolations and staff isolations which meant the recovery staff were required to cover classes. * During the second lockdown, the additional staffing made it possible for non-class committed staff to cover bubbles in the school hub which allowed class teachers to support learning online. * On return to school in April, we had two pregnant staff who had to work from home from 28 weeks and this again meant that our recovery staffing supported classes to ensure consistency of a teacher. | | |
| **Attainment Scotland Fund Evaluation (PEF/ SAC)** | | |
| **Progress:**   * Funding a 0.06 probationer Teacher allowed us to have 2 for 1 probationers and this meant that our PEF funded PT was non class committed this session. The aim was to support raising attainment for targeted groups in Primary 7 and also support the continued implementation of Visible Learning with a particular focus on Making thinking Visible and Quality Questioning to encourage Higher Order Thinking Skills. * There continues to be a culture of planning and implementing impact cycles and this session teacher’s cycles were informed by more robust baseline data, however, the need to adapt to the changing learning and teaching environments this session meant that cycles were partially completed within a need for teachers to adapt between online and in person learning. * Funding a Class Teacher to release an experienced teacher to raise attainment in Literacy in P4,5 and 6. * School has purchased 30 chromebooks and 30 ipads this session as we are more aware of the digital divide experienced by many of our children and families. We have taken delivery of the chromebooks last week and are still waiting delivery of the ipads so the impact of this will not be visible until next session, however, we are planning to continue the work begun on digital development during lockdown and ensure that all our learners develop their didgital literacy in line with the Fife PICT Planners. We also intend to deliver virtual sessions to parents on the use of digital platforms to support learning. * We increased our PSA hours from PEF to continue our nurture group work from last session. Teachers use the Leuven scales alongside our knowledge of children and families to identify small targeted groups who would benefit from intensive emotional support. Last session we ran a number of groups which had a considerable impact on the engagement of the majority of learners who participated. This session, we needed to think more creatively as groups could not mix bubbles, therefore, the sessions were targeted to children in class bubbles. We ran nurture groups based on Kit bag and Lego Therapy in P3/4. P4 and P2. There was a P5 group based on ‘Thriving with ADHD’ and a P7 girls group to support coping with anxieties. | | |
| **Impact:**   * Our PEF funded PT role supported targeted literacy groups in Primary 7 and our raising attainment teacher supported targeted literacy groups in P4-6. (P1-3 Raising attainment groups were supported by our DHT and government funded additionality teacher). These groups were identified through baseline assessments and targets set based on identified gaps in learning as part of the teacher’s impact cycle planning. The impact of this on the children’s confidence and engagement in reading and comprehension skills was beginning to become evident but was interrupted during Lockdown. Our PT and RA teacher needed to support ‘bubbles’ during lockdown. Our RA teacher went into the P6 class in April to cover the teacher when she was 28 weeks pregnant. * Weekly walkthroughs by the PT ensure that expected standards, as articulated collegiately, are maintained and that there aims to be a consistency of the learning and teaching experience by all our learners. Evidence and good practice is shared at staff meetings and our PT also supported new staff members in ensuring quality LI and Steps to Success. Most of our learners can identify and articulate their Learning Intentions and Steps to success. Virtual walkthroughs continued during Lockdown to ensure consistency of learning and teaching online as part of our Remote Learning strategy. The 4-part model continued to be a feature of online learning in most classes. * Our PT has begun to define our rationale for Learning and Teaching with the help of the Pupil Learning Council in a strategy document. This will continue next session. * Staff development on Making Thinking Visible has started with P5 teachers implementing this with classes including completing the routines online. The children are keen to share their thinking and can think independently and share ideas. Staff recognise the need to develop questioning to enable higher order thinking skills. In most classes, questioning is still used to illicit or deepen understanding. * Nurture became more of a universal feature this session as part of our Recovery Plan. Staff awareness of the needs of learners was evident through the Leuven scales and communications with families. Staff have suggested that this information becomes part of our transition process so that groups can be planned to start on return next session rather than waiting for a settling in period and then groups to be reviewed again early in the new term. * A small number of Nurture groups were possible within class bubbles and almost all children who participated report feeling listened to and developing confidence as an impact. All children who participated in the groups engaged well. | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | Satisfactory | Good | Very Good |  |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Good | Good |  |
| 3.2 Raising attainment and achievement | Satisfactory | Satisfactory | Weak |  |