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| **Denend Primary School and Nursery**  \\prwestnas\DenendPS\MGMT TEAM\school-badge.gif  \\prwestnas\DenendPS\MGMT TEAM\School photo.jpg  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | 202 | | | | | **FME** | ***53%*** | | | | | **Attendance (%) 93.43%** | **Authorised** | **4.72%** | **Unauthorised** | **1.85%** | | **Exclusion (%)** | 0% | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £69, 313 | | | |   **Vision – Pride of Denend**  We aspire to achieve potential through learning, positive relationships and wellbeing.  **Shared School Values**  Learning, Wellbeing, Relationships, Pride  **Aims:**  We are committed to our own and others’ learning.  We build positive relationships based on respect, trust and understanding.  We have pride in our self, our school and our community.  We understand, value and nurture our own and others’ wellbeing.  We are ambitious and focus on developing skills to realise our potential. |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | | | |
| NIF Priority  *Supporting wellbeing across our school community through supportive and nurturing approaches*  NIF Driver  School leadership  Teacher professionalism | | | HGIOS 4 Quality Indicators  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support  HGIOELC Quality Indicators  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support | |
| **Progress:**   * Progression from Nursery to P7 in Emotion works developed and led by PT * Learning environments all now have visual timetables and calm space * Use of set texts across school to support wellbeing * Open and frank conversations about wellbeing with parents, staff and pupils * Parent Council have secured funding for support for next session (P5-7 wellbeing) * High level of contact with families over lockdown to support pupil and parent wellbeing – through email, telephone and letter * Improved use of outdoor areas for learning and keeping active * Junior leaders trained with Active schools, offering playground support in a covid safe way * Sports committee launched to keep a focus on fitness and keeping active * Principal teacher led some work on using self-regulation strategies in the playground across the school (targeted group and shared wider) * We have been able to offer one offering of football club and individual class groups for lego club * All pupils have received at least one award in assembly this year with there now being 5 regular awards | | | | |
| **Impact:**   * School and nursery is a calm and purposeful, safe place to be for children, this has been verified by our Educational Psychologist and ASIST team who are working with individuals this year * There are positive relationships between children and teachers with 100% of pupils in P4-7 saying they like the teachers and staff * Almost all children say they enjoy coming to school, feel safe and enjoy social times such as play times and eating lunch with friends (pupil survey) * Almost all pupils engage well in class and most of our pupils engaged well in home learning * Almost all children behave responsibly in school and are respectful and supportive of one another * There has been a marked increase in the numbers of issues out of school involving online platforms and social media such as snapchat since Lockdown 2 (involving 15 children, P5-7) * Attendance rates across the school are very high (93%) however there has been some targeted efforts required to support with parent/pupil anxiety related to covid * Some of our families have experienced break ups of families, deaths in families (sudden) and have been witness to domestic violence, these children have and still need targeted support. There have been more incidents involving the Police and Social work. Family support team, Includem and MST are currently supporting families in our school. Some work is needed still to target and support specific families with attendance | | | | |
| **Next Steps:**  Wellbeing will continue to be a school and cluster improvement priority next session.   * PSA training in supporting mental health and anxiety in P6-7 from Pedagogy Team and Primary mental health care team (CAMHS) * Team work opportunities to be funded through OMM for our P7 cohort ahead of transition to secondary school * P6/7 pupils to participate in regular reflection of their own wellbeing * Additional Targeted support for pupils in Seasons for Growth, Kitbag and lego therapy * Member of staff to be trained in Tree of Knowledge (NAME) and P5-7 pupils and parents to have access to this online resource to support and improve wellbeing * Staff to use HNIOS to audit current practice and plan for areas for improvement | | | | |
| NIF Priority  *Curriculum – Improvement in literacy and numeracy attainment*  NIF Driver  School leadership  Teacher professionalism | | HGIOS 4 Quality Indicators  2.3 Learning, Teaching and assessment  3.2 Raising attainment and achievement  2.7 - Partnerships  HGIOELC Quality Indicators  2.3 Learning, teaching and assessment  3.2 Securing Children’s progress | | |
| **Progress:**   * Curriculum rationale launched with clear expectations on using 4-part model in every classroom across P1-7 * P1 teacher continued to be supported by Promoting playful pedagogy sways, this was extended to P2 and P3 staff in Lockdown 2. * All classes had at least 1.5 hours additional teaching time a week with team teaching to target literacy. P1- P2 had 3 hours extra in terms 1 and 2. Primary 1-3 received additional PSA support through Scottish Government funding to target talking and listening and social skills development * New RSHP launched across second level * See Saw introduced as digital learning log in Nursery to P2, very positive response from parents and staff | | | | |
| **Impact:**   * Visible consistency in terms of feedback given in writing lessons – using success criteria for the genre and stage, children received this in lockdown also * Improvements in talking and listening attainment collated at P1, P4 and P7 * There have been gains in the attainment gap following lockdown 1, many of our learners are on track to move on a level by September/October 21 in writing * We did not see improvements in our numeracy and maths attainment so will focus on this area next year | | | | |
| **Next Steps:**   * RSHP progression and resource to be utilised across Early and First level from August 21 * Focus on Numeracy and maths, professional learning, sharing good practice, new resources and mental calculation programme * Use of seesaw as a learning log an communication with parents tool to be spread across the school * Introduce new PLJs and learning conversations to compliment current attainment discussions in nursery | | | | |
| NIF Priority  Assessment – Improved use of assessment techniques to identify and target support needs  NIF Driver  Assessment of children’s progress  Teacher professionalism | HGIOS 4 Quality Indicators  3.2 Raising attainment and achievement  2.3 Learning teaching and assessment  HGIOELC Quality Indicators  3.2 Securing Children’s progress  2.3 Learning, teaching and assessment | | | |
| **Progress:**   * Nursery observation training and CFE reporting training * Standardised assessments informed planning and tracking meetings and targeted support * P1 observations in play has supported planning and noting significant observations * Learning Sampling activities -not all completed for the year due to lockdown * Attendance concerns addressed with some children and families and supports agreed * Most learners have access to a good level of universal support * Improved use of assessment data in planning for ASN – including PSA and teacher in meetings with parents and other professionals * Using pre- early level milestones to support assessment and planning for a P1 pupil with ASN | | | | |
| **Impact:**   * Some improvements in attendance data for target groups, others still to improve * Reading interventions having a positive impact on groups of targeted learners at P4-7 * Speech and Language skills have improved for a group of learners who have had targeted support in this area using SAL resources (76% on track to attain levels expected) * Attainment in reading across P1, P4 and P7 is reported at 71%- this is an improvement on predictions at the start of the session. | | | | |
| **Next Steps:**   * Sharing next steps with children to be improved and more consistent * Learning conversations and New PLJ format to be used in nursery * Further training for new staff in interpreting BASE and SNSA data | | | | |
| **Attainment of Children and Young People** | | | | |
| Denend PS attainment May 2021   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Stage | Talking/Listening | Reading | Writing | Number, money and measurement | Info handling | Shape, position and movement | | P1 | 68% | 64% | 68% | 68% | 73% | 73% | | P4 | 67% | 58% | 46% | 63% | 34% | 67% | | P7 | 86% | 78% | 58% | 64% | 64% | 64% | | Collated P1, P4, P7 | 76% | 71% | 61% | 65% | 57% | 67% |   There has been a significant dip in writing and numeracy attainment particularly this session. The projected attainment data and staff observations are that the writing figures will improve by October 21. This is reflective of there not being enough assessment evidence and opportunities to write in class for our P4-7 pupils particularly. In Numeracy and Mathematics we feel less confident that this will be the case and we will therefore focus our attention on improving our practice in teaching numeracy and raising attainment in this curricular area next session. | | | | |
| **Evidence of significant wider achievements** | | | |
| Ardroy on Tour – Over the course of 3 days in December Instructors from Ardroy Outdoor Education Centre visited the school as an alternative for the P7 residential experience that had been booked. All P7s participated in adventurous and educational activities within our local environment incorporating resilience, problem solving, collaboration and critical thinking.  STEM science day – in May P5/6 pupils participated in the National Power Grid Challenge, a virtual STEM day allowing pupils to take on the role of National Grid electrical engineers. Pupils created circuits and learned about the importance of the National Grid and explored how to create simple series circuits using LEDs, Play-Doh, and a power supply. Working scientifically, pupils also looked at identifying the effects of changing elements in the circuit.  Active School Pentathlon – In May all pupils across the school participated in the Active Schools Pentathlon. The athletics competition allowed pupils to engage in personal challenge with the support of our Active School Coordinator  In November 19 Junior Leaders were recruited from P6 and P7 classes. With the support of our Active Sports Coordinator our Junior Leaders have had the role of organising and running games activities at lunchtimes for P1-3 classes, and assisting in the organisation of our Pentathlon Sports event. Being a Junior Leader has boosted their confidence, increased their leadership skills, provided opportunities to work co-operatively, shar ideas, taken responsibility, and work with children younger than them.  In November we created our Sports Committee, consisting of 8 pupils from across the school, supported by our PT and Active School Coordinator. The role of the Sports Committee is ‘to make Denend a good place for sports, to help people learn new skills, to make people happy and active and to gain a Sports Scotland School Sport Award.’ The Committee has had limited impact this session, however pupils have spoken at virtual assemblies and engaged with an Athletics Lunch Club when circumstances have allowed. | | | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | | | |
| **Strengths identified: Engagement data**   * Nursery/school expectations- remote learning shared with and agreed upon * Remote learning offering resulting in high levels of pupil engagement -not tailing off when P1-3s returned * 37 devices allocated to families in October 2020 * Differentiated learning tasks including teacher devised resources, videos, live interactions and lessons and also utilising school subscriptions such as Education city, Sum Dog, IDL to support and track progress in learning * Keeping a focus on attainment and progress in learning through online planning folders, including records of understanding and planning and attainment conversations with SLT * Delivery of the curriculum and celebrating success * Weekly virtual assemblies reached a large audience – over 200 views initially now still at 170 views last week with P1-3 back. This continued our sense of community * Quality of feedback has been very good, parents and children have recognised this * Use of See-saw and Teams as platforms for delivery. See-saw is being used to bridge the gap for transition of P1/2 and nursery back in * Individually tailoring programmes, support or individual families relating to context * Targeted support continued for children and meeting learners needs – by way of clicker 8, immersive reader, and using Epic books as a virtual teaching resource * Supporting staff, pupil and parent wellbeing * Good progress in learning for a groups of P1-3 learners who have benefitted from 1-1 support, tailored activities during lockdown * Working well in partnership with parents – well attended parent council meeting, parent partnership group, high response from surveys * Working well with partner agencies, SW, Includem, PSS. EP during lockdown to tailor approaches/packages of remote and in school learning for individual pupils * Staff meetings, support provided- positive staff feedback from survey. * Remote learning surveys acted upon by teachers   **Planned next steps:**   * See – Saw to be used as a learning log across the school moving forward – purchasing See-Saw for schools * Develop an approach to home-school learning which identifies the types of ways families can support and lead learning at home in both formal and informal ways. Learning is everywhere and can be at all times. Consultation on this Term 4. * More rigorous use of data to track improvements – attainment tracker to continue to be used and PLJs /nursery planning to focus on observations, next steps in learning and sharing these with parents. | | | |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)** | | | |
| Julie – recovery support targeted at closing attainment gap in literacy  Leadership with digital support for staff-  pupil engagement across school lockdown – higher % - live lessons, video lessons, upload work, receive feedback to move learning forward. Reading impact  Increased teacher confidence in IT  Family support for IT.  PSA support focused on p1 and P2  Focused re recovery support extra – P1, P2, P3 initially and P7 – literacy – impact reduced due to lockdown1  Attainment data, pupil engagement in lockdown, parental survey during lockdown   |  |  | | --- | --- | | Number of devices provided to support learning at home | 37 | | Additionality in staffing | 1.0fte teacher 4.5 hours PSA 2 per week |   Our additional teacher was used in the infant department to release our PT and as additional targeted support time to improve literacy and wellbeing. This additional support has allowed our P1-3 teachers to work to close the poverty related attainment gap. Our additional PSA hours were also used in P1 and P3. Our reading attainment has improved at P1 and p2 as most of our learners are either on track with a few ahead in their learning compared to expected levels for their age. In terms of wellbeing being able to take groups of learners to the forest for outdoor learning has helped our P1 and P2 children to develop confidence and resilience as well as independence and team work.  Our additional teacher time in Lockdown 2 was used to support families with mental health with door-**stPTep** visits and calls as well as individual IT support for families. Our teacher also led the teaching staff in CPD on live lessons and helped build confidence and ability for our staff to add this in to their remote learning toolkit. | | | |
| **Attainment Scotland Fund Evaluation (PEF)** | | | |
| **Progress:**   * Emotional support to return from 2 lockdowns to support anxiety through kit bag, lego therapy and emotional check ins * **8** P7 pupils successfully participated in the First Chances programme, 4 of them winning awards and 4 of them being commended for their ‘perfect paragraphs’ * PT introduced an Emotion Works progression from nursery to P7 and led this through the whole school community including with parents * PT led a model for improvement project on emotional regulation in the playground with a group of P3-5 children * PT and additional teaching support provided 1.5 hours additional teaching time per week for P4-7 to support literacy | | | |
| **Impact:**   * Limited impact with First Chances programme due to the Virtual nature of the intervention this session * Almost all classes use emotion works well to support emotional regulation of learners. Additional support and guidance needed for 2 teachers * Reading attainment and talking/Listening at P7 has improved to 78% and 86% * A group of learners at P5 and P6 have also shown improvements of 3 months from the start of the session | | | |

**Denend Primary School and Nursery**

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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** | Satisfactory | Good | Good |  |
| **3.2 Raising attainment and achievement** | Satisfactory | Satisfactory | Good |  |

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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** | Satisfactory | Good | Good |  |
| **3.2 Securing children’s progress** | Satisfactory | Satisfactory | 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** |  | **-** |  |
| **Quality of staffing** |  | **-** |  |
| **Quality of leadership and management** |  | **Very Good** |  |