

***Leuchars Primary School and Nursery***

**Standards and Quality Report 2020-21**

***Achieving Excellence and Equity***

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| ***Leuchars Primary School and Nursery***  **Standards and Quality Report 2020-21**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | *227* | | | | | **FME** | *21* | | | | | **Attendance (%)** | **Authorised** | 95.94 | **Unauthorised** | 1.17 | | **Exclusion (%)** | *0* | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | *£28,670*  *+ 15% £32970*  *-2.5% 32,146*  *£40327 (inc. carry forward)* | | | |   Leuchars Primary School and Nursery serves the village of Leuchars, the MOD housing associated with Leuchars Station, a British Army base and the surrounding rural area. 41% of our Nursery roll and 60% of our School roll are comprised of Service Families. The high population of Service Families means that the school roll is transient. Children of Service Families often require additional supports due to the number of moves they may make. The School is also mindful of supporting the static population who experience frequent changes in peer group. The School catchment sits within SIMD Deciles 5 -10, however, due to the high percentage of MOD housing, the rating is not viewed as being an accurate reflection of relative deprivation.  Leuchars Primary School is situated in close proximity to Tentsmuir National Nature Reserve, Earlshall Castle and the historical town of St. Andrews. Six miles north of Leuchars, lies the city of Dundee which is has been recognised by the United Nations as a City of Design and home to the Dundee V&A, Scotland’s first design museum. The School seeks to provide a curriculum that takes advantaged of its geographical location, ensuring that children have varied learning experiences rich in culture and reflective of the local context.  Our shared vision is to meet the learning and pastoral needs of all our pupils and to build a strong community within the context of a transient population.  Our School and Nursery Values are:   * Respect and Tolerance * Inclusion and Equity * Friendship and Nurture * Effort and Resilience * Openness and Honesty   Our School and Nursry aims are:   * To educate our children and prepare them for the future. * To provide a safe, welcoming, nurturing environment. * To promote children’s rights, respect and tolerance. * To identify gaps in learning and experiences and meet the needs of every child.   To achieve these aims we will:   * Provide a variety of learning experiences which develop numeracy and literacy skills as well as the skills and attitudes of lifelong learners. * Celebrate diversity of cultures and experiences. * Value the contributions of families and the community. * Get to know our children and families well and ensure we are approachable. * Work with partner agencies to ensure all needs are met. * Make good use of data and information. * Promote positive behaviour, anti-bullying strategies, healthy and active lifestyles and achievement for all. |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | |
| **School Improvement Priority 1: Development of Pathways** | |
| NIF Priority  Improvement in attainment, particularly in literacy and numeracy.  NIF Driver  Teacher professionalism. | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators  1.2 Leadership of Learning - Professional engagement and collegiate working.  2.2 Curriculum – Rationale and design.  2.6 Transitions – Continuity and progression in learning.  3.2 Raising attainment and achievement – attainment in literacy and numeracy |
| **Progress:**   * All practitioners engaged with the Fife curricular pathways introduced during Session 2019/20: RME, Expressive Arts, Health and Wellbeing – *Physical Activity and Sport,* ICT, Modern Languages, Technologies – *Digital Literacy and Computing Science.* * Fife Maths and Literacy pyramids are now an established tool for planning; all practitioners engage with the pyramids to inform planning and most share the pyramids with learners. * All practitioners access the pathways via Glow, supporting consistent planning processes during remote learning. * School closures, remote working conditions and reduced curriculum limited progress made by Leadership Groups in establishing agreed progression pathways for: Science, Health and Wellbeing - *Mental, Emotional, Social and Physical Wellbeing, Planning for Choices and Changes and Relationships,* Social Studies, Technology – Food and Textile Technology, Technological Developments in Society and Business and Craft, Design, Engineering and Graphics. These agreed pathways therefore remain outstanding. * All teaching have engaged with and introduced the Rising Stars to learners. * Draft Core Curriculum produced and shared with all staff. | |
| **Impact:**   * All staff reported that engagement with Maths and Literacy Pyramids facilitates the identification of achievement of a level and a learners’ next steps. * Through professional dialogue, almost all practitioners demonstrate increased confidence in engaging with the established pathways and can identify the pathways that still require consolidation. * Active classroom displays incorporating pathways, evidence the majority of learners being aware of their targets and next steps. * All staff understand how to access and implement the new digital reading resource, Rising Stars. * Rising Stars reading scheme facilitated the evidence base that learners had accessed and engaged with reading tasks issued during remote learning. The majority of practitioners noted that this facilitated assessment of progress and increased professional confidence when identifying achievement of a level. * The majority of learners expressed increased enjoyment and motivation to engage with Rising Stars. | |
| **Next Steps:**   * Introduce Curricular Bundles for Technologies, Social Studies, Science and Expressive Arts; reduce bureaucracy, address the outstanding requirement for identified curricular pathways, promote consistency and depth of learning experiences. * Moderate the impact of Curricular Bundles, for the identified curricular areas. * Invest in additional Rising Stars resources and embed its use, as agreed tool for reading, across all stages. * Promote use of Rising Stars at home; promote engagement with parents/carers. * Moderate impact of Rising Stars; impact on learners and teacher engagement. * Complete Core Curriculum. | |

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| **School Improvement Priority 2: Playful Pedagogy** | |
| NIF Priority  Improvement in attainment, particularly in literacy and numeracy.  NIF Driver  Teacher professionalism. | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators   * 1. Self-Evaluation for Self-Improvement – Impact on learners successes and achievements.   2.2 Curriculum – Development of the Curriculum.  1.3 Leadership of Change – Implementing improvement and change. |
| **Progress:**   * Focus has been on writing this session * Links to the ‘Workshop for Literacy’ approach have been identified specifically creating a variety of environments for writing * Contextualised observation was conducted to support assessment and both teachers reflected on how they could offer daily opportunities for writing using engaging stimulus and meaningful contexts. * Evidence of progress was collected in October/November (spells and recipes). * We undertook a revisit to the audit to consider progress to date and help us establish next steps. * We agreed to continue to use Fife Pyramids in our planning, focussing on groups rather than individuals * During November evaluations it was identified that pace and challenge, in writing, was a priority – planning conducted accordingly/ writing stations were introduced * Teaching of reading with digital resources was explored and implemented | |
| **Impact:**   * P1 class teachers report a positive impact on their understanding of how best to support learning at the early stage * Improved scores against the Leuvens Scale of Emotional Wellbeing and Engagement at the end of Session 2020/21 compared to at the start of session * The majority of learners demonstrated improved autonomy of learning * Collaborative planning has reduced bureaucracy and ensured consistent learning experiences for all learners * More effective use of observation and focussed observations has informed the class teacher’s knowledge of the children’s learning; this has supported the identification of next steps. This has been of particular benefit during a disrupted school year (C-19 impact) * 75% of P1 children have achieved Early Level in Numeracy, Reading, Writing and Listening and Talking * 82% of P1 children have achieved early level in Reading and Writing | |
| **Next Steps:**   * To progress PPP into P2 * P1 teachers to share practice with all colleagues during T1 of Session 2021/22, promoting awareness of the pedagogy and ensuring a collective understanding amongst all teaching staff * Cascade the Fife resources that have been shared throughout the last two years and working collegiately to further embed PPP | |

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| **School Improvement Priority 3: Enhancing Parental Engagement through Digital Technology** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people.  NIF Driver  Parental Engagement. | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators   * 1. Leadership of Change – Strategic planning for continuous improvement.   2.2 Curriculum – Skills for learning life and work.  3.3 Increasing Creativity and Employability – Digital literacy. |
| **Progress:**   * Digital Leadership Group successfully led a series of collegiate training sessions introducing and upskilling colleagues on MS Teams and other supportive applications. * All practitioners shared teaching and learning via MS Teams (P2/ Nursery Seesaw – pilot) during periods of remote learning. * All practitioners continued to share teaching and learning via MS Teams (P2/ Nursery Seesaw – pilot) post remote learning. * MS Team is now an established digital platform in the school; all learners have access, almost all engage. * Scottish Government funded 1FTE practitioner, took a lead role in the Digital Leadership Group and had the remit of supporting colleagues, learners and families in accessing and engaging with digital platforms prior, during and post remote learning periods. * Successful application made to Connecting Scotland Award resulting in the provision of thirty devices (thirty Chrome Books and twenty MiFi) to families without access/ limited access to digital technologies. * Several comprehensive technology audits were complete providing data on access to digital devices and internet connection at home and within school, facilitating the identification of families who required support. * Digital access support guides and videos were produced to assist access to and engagement with digital platforms used to share teaching and learning. * The school now have a Twitter page which is used to share learner’s successes and achievements. * Streamlined communications; platforms introduced and established. | |
| **Impact:**   * Through professional dialogue and Agile Action Plan evaluation sessions, all members of staff noted increased confidence engaging with digital technologies used to support teaching and learning. * All members of staff now engage with identified digital platforms to support teaching and learning; positive shift in ethos/attitudes to using digital technologies. * Collegiate working evidenced in connection with upskilling MS Teams and other digital applications; collegiate training sessions, support from Digital Leadership Group. * Positive feedback received from school community regarding the introduction of Seesaw to share teaching and learning in P2 and Nursery. P2 parental/carer feedback questionnaire recorded 100% of parents/carers engaging with the platform and reporting a positive impact on the learning experiences of their child. * Comprehensive ‘access to technology’ audit completed; all members of School Community confirmed as having access to device suitable for remote learning enabling class teachers to support remote learning accordingly. * Established a supportive link with the Children’s Education Directorate Team. * Pupil Focus Group demonstrated a comprehensive understanding of the importance of digital literacy, the platforms used at school/home and their next steps in learning re. digital technologies and computing science. | |
| **Next Steps:**   * Redraft homework policy to reflect digital developments. * Ensure that all practitioners are making meaningful links to skills for learning life and work when engaging with digital technologies. * Establish pupil led Digital Leaders. * Maintain links with the Children’s Education Directorate Team with a view to progressing the school’s ICT strategy. * iPad training for all staff, supporting teaching of digital technologies. * Introduce Seesaw as the main platform for sharing teaching and learning in Nursery, P1 and P2. * Nursery, P1 and P2 practitioners to engage in moderation processes evaluating the impact of Seesaw on teaching and learning and parental engagement and to share experiences of Seesaw with colleagues with a view to introducing the platform across all stages. * All practitioners to engage with Twitter and use as a tool to share learner’s successes and achievements. | |

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| **School Improvement Priority 4: Supporting the development of receptive and expressive language skills.** | |
| NIF Priority  Improvement in attainment, particularly in literacy and numeracy.  NIF Driver  Teacher professionalism. | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators  3.2 Securing children’s progress – progress in communication, early language, mathematics, health and wellbeing. |
| **Progress:**   * Individuals not attaining the expected level in receptive and/or expressive language skills were identified using the e-LIPS tool * ‘Fife High Five’ identified as a series of support strategies to be consistently by the Nursery Team to support language development * The Team became increasingly confident using Fife High Five and use is now embedded in practice * We recognised that emotional self-regulation and lack of expressive language are linked for several of our children. The ‘Fix it Folder’ was introduced to support children accordingly * Support strategies used with targeted groups / individuals | |
| **Impact:**   * The ‘Fix it Folder’ had a positive impact on emotional regulation for almost all targeted children * Evidence from the target children’s PLJs demonstrates that, almost all, use spoken language to support their interactions in nursery * During observations and professional dialogue, it has been noted staff were regularly adding language in interactions (e.g. Child: “I can see a plane” adult: “Yes, it’s flying overhead”)/ recasting/ playing games including syllable clapping and through intentional promotion ensuring either a story /rhymes are shared daily. * 85% of children have achieved the expected level for age/ stage in either receptive language, spoken language or comprehension, an increase of 14% from the start of session. * The majority of targeted children have made significant progress moving from red to amber or amber to green within the marking scheme. | |
| **Next Steps:**   * Continue to use ‘Fife High Five’ * New staff should be supported to become familiar with all the communication strategies used to support our learners * Continue to use e-LIPS * Progress made by targeted children should be systematically evidenced in their PLJs * Continue to use The Fix it Folder to support children who benefit from a visual approach | |

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| **Attainment of Children and Young People** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Numeracy** | **Listening and Talking** | **Reading** | **Writing** | | **P1** | 93% | 93% | 93% | 93% | | **P4** | 83% | 81% | 81% | 78% | | **P7** | 85% | 85% | 78% | 85% | | **Overall** | 87% | 86% | 84% | 85% |   **Attainment Over Three Years**   |  |  |  |  | | --- | --- | --- | --- | | Specific aspect of Learning | % Pupils in P1, 4 and 7 achieving expected level by June 2019 | % Pupils in P1, 4 and 7 achieving expected level by June 2020 | % Pupils in P1, 4 and 7 achieving expected level by June 2021 | | Listening and Talking | 93% | 85% | 65% | | Writing | 87% | 79% | 55% | | Reading | 94% | 80% | 62% | | Numeracy | 92% | 70% | 71% |   There has been an increase in the percentages of pupil’s achieving the expected level at the end of P1, 4 and 7 over time, until Session 2020, in which a noted decrease across Numeracy, Listening and Talking, Reading and Writing has been recorded, the decrease in attainment continued in Session 2021 for all areas bar Numeracy, in which a 1% increase in attainment has been recorded. The decreased attainment can be attributed to the impact of C-19; disruptions caused by home/school learning, remote teaching and learning approaches, variance in parent/carer’s ability to access and support learners, disruption to support for learning teaching and learning in respect of identified learners and lack of supporting evidence to determine achievement of a level.  It is predicted that the return to school, following C-19 school closures, will provide listening and talking opportunities and an increased evidence base for assessing achievement of a level in Writing. Reading remains an area for support and improvement and consistent approaches to Numeracy across the school is required to increase attainment.  The school is aware of the need to monitor and support the attainment of all pupils in our school and in line with the Scottish Government’s closing the gap agenda, of the needs of those in poverty. In the context of our school, SIMD data is not a reliable measure of those living in poverty as it does not accurately reflect those in private rentals or military quarters. Attainment over time is also impacted by the transient role, during the current session 2020/21.  18% of the whole school roll are registered as having free school meal entitlement. 8% of learners who have free school meal entitlement are not on track in one area of their learning in Numeracy and Literacy.  9% of learners who have identified/suspected\* additional support need are not on track in one area of their learning in Numeracy and Literacy.  Plans are in place for all learners who are not currently on track. Consultation with the Educational Psychologist, NHS and other partners, Child’s Plans, use of assisted technologies and visual aides are mechanism used to support targeted groups of learners and individuals. Practitioners also receive support from the Support for Learning Teacher and an ‘All Stage’ overview spreadsheet has been created which records, tracks and monitors supports and interventions in place for all learners. These measures have been implemented with the aim of closing the gap between targeted learners and their peers and raising overall attainment.  *\*a suspected additional support needs means a child currently under investigation by another agency or our support for learning teacher or a child for whom there is a family history of ASN which has not yet been confirmed in them.* |
| **Evidence of significant wider achievements** |
| * Wider achievements were acknowledged and celebrated at the start of session by all stages engaging in a range of tasks and activities which recorded children’s successes and achievements out with school by making links with the Four Contexts of Learning. * Weekly Sway Assemblies led by the SLT promoted the school values, shared learning and named pupil Stars of the Week. * It was the intention that all classes would create two Sway presentations to share learning. Less than half of the classes reached this target, due to school closures. * Christmas Variety Sway celebrated learning across all stages of the School and Nursery. * The school Twitter page was introduced sharing learner’s successes and achievements. Twitter continued during the school closures and was led by the SLT and a few practitioners. * Connections were made with the Byre Theatre, St. Andrews. The P7 class worked in collaboration with local artists to produce a piece of sound art, called the ‘The Turning’. The project promoted wellbeing and mindfulness approaches which the P7 children have continued to engage with. The project instilled pride and confidence with our learners, promoted the school within the community and also established a new community link. * Active Schools have supported the continuation of activities throughout the session, ensuring that all children have the opportunity to engage and enjoy the successes and achievements that are gained from taking part in physical activity. * The school took part in the Active Schools Wellbeing pilot programme. Pupil group feedback was positive; increased motivation to engage in physical activity, acknowledgement that their voice as pupil ambassadors was valued and a positive connection with the Active School co-ordinator who will continue to support children as they transition to Madras College. |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| **Successes**   * All practitioners engage with and report increased confidence using remote learning platforms and digital technologies, for example, but not limited to: MS Teams, GLOW, Outlook, MS Sway, MS Forms etc. This has had the impact of increased practitioner engagement, confidence and application of digital technologies to enhance and share learning. * Established clear expectations regarding remote learning curriculum across whole school community. * Increased engagement with and knowledge of understanding of Curriculum Experiences and Outcomes in relation to Digital Technologies and Computing Science by learners and practitioners. * Increased knowledge and understanding of the technical abilities of our families and any challenges they have. This information was acquired via parent/carer surveys and direct contact (via telephone/ email) with our families. This knowledge has helped identify the next steps in learning for practitioners, learners and families. * How to guides and information posters have been produced to assist with access to remote learning. These have now been uploaded to the school website thus adding to the supports the school provide to parents/carers in supporting teaching and learning. * Increased engagement with parents/carers with our SLF teacher; identifying targeted supports, discussion strategies to assist with learning at home. * Established network of audit and support from the Children’s Education Directorate Team, facilitating improvements in the digital infrastructure of the school. * Expediated engagement with the new digital reading resource ‘Rising Stars’. * In certain circumstances remote access has facilitated the ease in which professionals are able to meet to provide multi-agency supports, resulting in more timeous interventions. * Reliance on remote transition measures have benefitted some learners and families who, due to a military move for example, are not yet living in the area. * Remote transition measures offer the opportunity for learners and families to re-visit transition Sways or presentations at multiple times during holiday periods, thus preparing the learners for their next step in education and in some circumstances alleviating any worry or anxiety they may have.   **Challenges**   * The stipulation for remote collegiate meetings, In-Service inputs and working group meetings negatively impacted the pace of school improvement, resulting in there being outstanding actions within the Agile Action Plan. * Community partnerships have been negatively hindered, impacting on opportunities for learners to engage with community partners, intergenerational projects, community developments, activities promoting skills for learning life and work experiences and community celebrations. * Opportunities to share learning by inviting parents/carers on site has not been possible. * The allocation and rigid stipulation of remaining in class bubbles has meant that children have not experienced day to day horizontal transitions, for example, break times, lunchtimes and opportunities for going off-site. * Children have not had the experience of developing peer relationships out with their class bubble. * Preparation for significant vertical transitions has been limited by restrictions on ‘face to face’ transition * Increased necessity for adult support to facilitate minor conflicts between children has been noted across the community. The intensive nature of class bubbles has been suggested for this change. * Increased levels of concern regarding the appropriate access and use of social media, especially for learners inf P5 and up. There has been an increased level of complaints from learners and families regarding misuse of social media and chat groups. In response, the school has increased its level of safeguarding measures to address these concerns e.g. increased teaching and learning inputs from class teachers and SLT regarding staying safe on line, this is in addition to the NSPCC and Community Police supports which form part of the established schools safeguarding measures. |
| **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 | Connecting Scotland Award: Thirty Chrome Books  Scottish Government: Fifteen Chrome Books | | Additionality in staffing | Leuchars Primary School was allocated a 1FTE member of teaching staff and a 0.2 FTE PSA by the Scottish Government to address the challenges of C-19.  **1FTE member of teaching staff**   * The Scottish Government funded practitioner (“SG practitioner”) positively impacted progress made in connection with the Agile Action Plan Priority of Enhancing Parental Engagement through Digital Technology. * Took a lead role in the Digital Leadership Group and had the remit of supporting colleagues, learners and families in accessing and engaging with digital platforms prior, during and post remote learning periods. * Actioned a series of questionnaires and surveys which were issued to children, families and staff to gather baseline, progress and evaluative data in connection with access to, understanding of and confidence using a variety of digital devices/ applications. The data was analysed and actioned accordingly; facilitating the support for all regarding digital solutions. * In collaboration with SLT, was successful in applying for the Connecting Scotland Award, which provided devices to families and thus promoted and enhanced remote learning experiences. * Provided both pastoral and technical supports during periods of remote learning. * Undertook a shared NCCT role in which digital technologies/ computing science was a focus of teaching and learning. * Supported in the remote transition and enhanced transition processes in preparation for session 2021/22.   **0.2 FTE PSA**   * Appointed 09/11/2020 * The additionality meant that children P1 received PSA support. * The class supported by the PSA had previously missed out of PSA support as a direct consequence of the Return to School Risk Assessment and the stipulation that adults could not be in contact with more than one class during a set period. * The PSA facilitated the opportunity for the Class Teacher to plan intensive targeted supports, provide increased one to one support and to increase the variety of learning experiences and opportunities for all children. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** |
| **Progress:**   * Completed purchase of identified texts and resources within the Rising Stars reading scheme. * Completed purchase of iPads and related charging caddy and IT maintenance charges. * Completed purchase of digital subscriptions, Sumdog and Linguascope, * Supply Teacher Costs. * Allocation of funds for Nurture Teacher was not utilised. |
| **Impact and Next Steps:**  **Purchase of identified texts and resources within the Rising Stars reading scheme**   * All practitioners are engaging with the new resource. * All practitioners provided positive feedback regarding the merits of the scheme during school closure noting that the scheme enabled all learners to access a progressive scheme of reading and related assessment activities. * Almost all learners accessed the resource during school closures. * All learners access the resource during on-site provision. * Almost all practitioners noted increased motivation and engagement with the resource by previously reluctant readers. * All practitioners noted the need to invest in the resource further.   *Next Steps:*   * To gather qualitative and quantitate data from learners regarding engagement and motivation. * To raise attainment from 62% achievement of a level. * To purchase additional resources. * To review attainment data over time to assess impact of the resource.   **Purchase of iPads and related charging caddy and IT maintenance charges**   * Responsive re-allocation of funds to address the shortfall in technologies within the school. * SG practitioner, with support from the Children’s Education Directorate Team, identified iPads as being the most cost-effective device for the school. * Due to the Authority technology embargo, purchase of the iPads was delayed and the school is still waiting for delivery. * It has not been possible to undertake impact analysis.   *Next Steps:*   * Digital Leadership Group to identify suitable apps. * SLT to facilitate iPad training. * SLT to organise learning visits focussing on digital technologies to assess and evaluate impact of purchase on teaching and learning.   **Completed purchase of digital subscriptions, Sumdog and Linguascope**   * Responsive re-allocation of funds to support the continuation of the Core Curriculum in Numeracy and Modern Languages during school closures. * Almost all practitioners engaged with the resources, meaning that the appropriation of subscriptions allowed continuous learning experiences. * Sumdog and Linguascope have now been included within the School’s Core curriculum. There will be an expectation for all practitioners to engage with the resources from the start of Session 2021/22.   *Next Steps:*   * SLT to organise learning visits focussing on engagement with Sumdog and Linguascope to assess and evaluate impact of purchase on teaching and learning. * SLT to discuss impact of Sumdog and Linguascope on learning with Pupil Groups. * SLT to facilitate moderation and share learning colleagues focusing on use of and engagement with Sumdog and Linguascope. * Whole staff to discuss the appropriateness of Sumdog and Linguascope for homework with a view of incorporating the resources into the homework policy.   **Supply Teacher Costs**   * Responsive re-allocation of funds to ensure class cover following C-19 related absence. * Class cover enabled the school to run without interruption during on-site periods of teaching and learning thus ensuring that children were accessing their entitlements to learning.   **Allocation of funds for Nurture Teacher was not utilised**   * The Return to School Risk Assessment prohibited adults working with children from different class bubbles. * Nurture provision, under the Risk Assessment was deemed not to be a cost-effective use of funding as only a limited number of children would be able to benefit; the rationale for PEF would not have been recognised.   *Next Steps:*   * All practitioners, with support from SFL teachers and SLT, to identify children who would benefit from nurture interventions. * SLT to work in collaboration with Nurture Practitioner to create an appropriate model of Nurture support; approaches, environment, resources and assessment processes. |

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

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

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2018 - 2019** | **2019 - 2020** | **2020-2021** |
| **Quality of care and support** | **5- Very Good** | **No Inspection** | **No Inspection** |
| **Quality of environment** | **5- Very Good** | **No Inspection** | **No Inspection** |
| **Quality of staffing** | **Not Assessed** | **No Inspection** | **No Inspection** |
| **Quality of leadership and management** | **Not Assessed** | **No Inspection** | **No Inspection** |