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| ***Foulford Primary School and Nursery***    **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | **431 (*369 P1-7 and 62 ELC)*** *- from Census September 2020* | | | | | **FME** | **182 pupils** *- from Healthy Living Survey February 2020* | | | | | **Attendance (%)** | **Authorised** | **5.5%** | **Unauthorised** | **2.4%** | | **Exclusion (%)** | **0%** | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | **£79.638** | | | |   Our Foulford values to be ***Respectful, Resilient, Positive and Aspirational*** were agreed and established in 2018 in collaboration with our learners, parents and staff. They depict our vision ***One Team, One Dream – Aspire to be the best!*** *We all strive to* work together to achieve the best outcomes for all of our learners at Foulford. Our aims are outlined below and also have the underlying message of improvement and positive outcomes for all learners.   * Ensure that everyone feels included, valued, respected, supported and safe. * Ensure that staff, children, parents, partner organisations and the wider school community work together to provide an enriched and highly motivating learning environment. * Raise attainment across the school and nursery. * Promote and develop a culture of achievement and success across the school and nursery. * Provide a curriculum which supports and challenges all children to develop the qualities, skills and attributes required to become successful learners, confident individuals, responsible citizens and effective contributors in learning work and life. * Ensure that our curriculum is inclusive and relevant for all learners. |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | | |
| **Priority 1** - **To improve children and staff’s emotional and mental wellbeing within the school and nursery setting *(Developing a consistent approach to emotional Literacy)*** | | | |
| **NIF Priority**  Improvement in children and young people's health and wellbeing  **NIF Driver**   * Teacher professionalism * Assessment of children's progress * School improvement | | **HGIOS 4 Quality Indicators**  3.1 Improve the wellbeing, equality and inclusion  2.4 Personalised support  2.1 Safeguarding and child protection  **HGIOELC Quality Indicators**  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support  2.1 Safeguarding and child protection | |
| **Progress:**   * All staff in nursery and school have engaged in an online professional learning activity to increase their understanding when supporting learners to recognise, name and regulate their emotions. ***Emotion Works*** was used. * All staff engaged in ***Managing Anxiety*** professional learning delivered by the ***CAMHS*** team after recognising that within all classes, we had at least 1 child struggling with anxiety and attending school after return from both lockdowns. * This session we have had 9 children affected by a parental bereavement and an increase in the number of family separations our learners have experienced. All staff have engaged in professional learning ***‘Bereavement Support’*** from NHS colleagues to ensure they are equipped with the skills to support learners recognising and managing these emotions. * We have had two staff trained and accredited to run ***Seasons for Growth*** training and have had two successful groups run this session. Seasons for Growth does not support learners in P1, so we have a pilot approach on ***Play Therapy*** as a targeted intervention for 4 of our P1 learners who have lost a parent. * A presentation explaining the key components of Emotion Works was shared with all parents and carers and feedback gathered from parents and learners in P4-7 in May regarding learner’s ability to recognise and manage their emotions. * An increased focus on learning and teaching opportunities for recognising and naming emotions, recognising body sensations linked to emotions and identifying triggers for specific emotions. * Continued to use ***Kit Bag*** and ***Lego Therapy*** with identified learners to support emotional literacy. * Staff wellbeing sessions delivered by CAMHS to reflect on strategies staff are using to be mindful of their own wellbeing. * During lockdown staff worked together to identify which learners they would deem as vulnerable due to their mental and emotional wellbeing and agreed an in school/working from home model that enabled our most vulnerable learners to have face-to-face contact with their own teacher every week. | | | |
| **Impact:**  As a result of using Emotion works as a consistent resource to support emotional literacy, we now have a shared language that all staff use to support conversations with learners. This language was also shared with all parents and 76% of parents felt their child was now able to recognise and name their emotions, whilst 24% of parents felt we should continue to focus on this shared approach. From observations, within nursery, children previously only used 4 key emotion words to describe their emotions. Observations now evidence that most children have widened their emotional vocabulary and are confidently using language such as angry, tired, lonely, excited, proud and happy. 75% of nursery parents, who gave feedback felt that staff supported their child to recognise and name their child’s emotions, others did not know if this happened.  Almost all staff now feel confident in managing anxiety and normalising these behaviours for the learners within the class. Our SfL staff have worked with an infant group of 6 learners and an upper group of 4 learners with a focus on learning what anxiety is, how it feels and identifying strategies that can help. This has led to all 10 learner's having individual strategies that help them and their attendance has improved. Almost all staff feel they have positive and nurturing relationships with all learners in their class and can identify appropriate strategies to support their wellbeing.  After the return from lockdown all staff reported that our most vulnerable learners in all classes were able to manage their relationships with peers and staff more confidently than they had at the previous lockdown. This evidenced that keeping the routines in place and the face-to-face contact helped create a feeling of safety for vulnerable learners.  Staff feedback indicates that all staff are aware of and understand the wellbeing indicators when assessing learner's wellbeing. It was recognised that almost all relationships within the school community were positive and were based on mutual respect.  Most learners in P4-7 (87.5%) felt that they could recognise and name their feelings accurately and most felt they could use an appropriate strategy to help regulate their emotions (82.5%). Only 15% of children in P4-7 were able to identify all 8 of the wellbeing indicators. The other 85% were able to name safe and respected. This should be a continued focus. | | | |
| **Next Steps:**  Although staff use the language of the wellbeing indicators with the children, this is not something that has had a significant impact due to the focus being on sharing the shared language from emotion works, focusing learners recognising and labelling emotions.  Across both settings we should continue to support learners to recognise all 8 wellbeing indicators and to self-evaluate their own wellbeing against these to identify strengths and next steps.  Our shared language approach and our use of Emotion Works should be continued to be used to embed across all stages and support learners’ to recognise and regulate their own emotions. It will also be important to continue to communicate this regularly with parents and carers across both settings. | | | |
| **Priority 2: To improve the use of feedback, assessment and moderation to improve outcomes for all learners** *(with a focus on numeracy initially)* | | | |
| **NIF Priority**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children and young people   **NIF Driver**   * Teacher professionalism * Assessment of children's progress * School improvement * Performance Information | **Quality Indicators (HGIOS4)**  3.1 Improve the wellbeing, equality and inclusion  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Rasing attainment and achievement  **Quality Indicators (HGIOELC)**  3.1 Ensuring wellbeing, equality and inclusion  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Securing progress | | |
| **Progress:**  ***This aspect for improvement was not fully carried out due to both lockdowns and remote learning for term 2. Consideration has been given to how we address this priority going forward.***   * All class teachers engaged in professional reading and discussion about a culture for assessment and feedback. All staff then evaluated their class environments and identified areas for improvement to create a positive culture that encourages feedback to improve. * All class teachers engaged in 2 out of 4 planned attainment discussions with SLT as a result of returning from two lockdowns. Staff required further time to assess where children were in learning based on assessment information gathered. * All class teachers engaged in professional dialogue with colleagues in two similar settings through Learning Partnership discussions. * ELips data was used to identify focus areas for individuals in nursery. * Nursery keyworkers all participated in two attainment discussions with DHT to moderate against the benchmarks to identify intentional promotions required. | | | |
| **Impact:**  As a result of a period of remote learning, feedback was at the forefront of staff’s thinking. All staff had to reflect and consider how they would be able to give learners effective feedback using Seesaw and Teams. Most staff were creative in their thinking and successful feedback strategies were shared. The most successful was audio feedback via Seesaw or feedback during live individual, group or class sessions. Written feedback was time consuming and not as effective.  As a result of covid guidance and having to minimise movement of adults within schools, class and peer observations, learner and jotter sampling did not take place. This has had an impact on the evidence we have gathered to support improvement in feedback learners received. 79% of our learners in P4-7 feel they know what they are good at in reading, 77% for writing and 84% for numeracy. In comparison this number is reduced for learners being able to articulate their next steps in reading only 57% felt confident, 67% could identify next steps for writing and numeracy.  72% of parents feel their child received appropriate feedback during remote learning and 20% felt that this is an area the school should continue to develop. | | | |
| **Next Steps:**  ***This area for improvement was not fully carried out. Consideration has been given as to how to best improve feedback, gathering assessment information and moderation of CfE declarations. Below are detailed next steps which will be addressed through the Quality Assurance calendar.***   * Continue with TLC with a focus on improving feedback to learners either through reading or writing * Additional staff to participate in Model for Improvement training to look at targeted areas for improvement. * To identify a quality assurance calendar that incorporates, learner sampling, attainment discussions, pupil, staff and parental feedback, jotter sampling, class visits, critical friends, learning partnership discussions and visits and moderation of assessment information. * Using the above processes supports will be identified to improve assessment evidence gathered and accurate CfE declarations. | | | |
| **Priority 3: To improve the use of digital literacy in nursery and school** | | | |
| **NIF Priority**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in employability skills *(and sustained, positive school-leaver destinations for all young people)*   **NIF Driver**   * Teacher professionalism * School improvement * Parental Engagement | | **Quality Indicators (HGIOS4)**  3.1 Improve the wellbeing, equality and inclusion  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  3.3 Increased creativity and employability  **Quality Indicators (HGIOELC)**  3.1 Ensuring wellbeing, equality and inclusion  2.2 Curriculum  2.3 Learning, teaching and assessment  3.3 Increased creativity and skills for life and learning | |
| **Progress**   * Almost all class teachers engaged in online professional learning opportunities for Microsoft Teams, Sway and Forms. * All children in P4-7 were able to access Glow and send an email to their class teachers. * Seesaw was used to communicate with parents and carers for learners in nursery – P3 and then used to support remote learning during lockdown. * All children in P4-7 were able to access learning tasks through Teams, then complete and submit work through this online tool. * Additional netbooks, video cameras, cameras, Beebots were purchased to support the delivery of ICT * School participation in Fife development ***A Digital Culture in school***led by the Pedagogy Team. * New school website designed via GlowBlogs and launched. * All classes sharing and celebrating achievements and learning experiences via Twitter. * Class teacher leads ran twilight sessions to support staff wanting to use Clicker 8 to support learners' progress. * Parent/teacher consultations were completed via video link and review meetings were also completed online. | | | |
| **Impact**  As a result of guidance imposed on schools because of the pandemic it was necessary to change how we communicated with our parents and learners regarding progress in learning for their child.  All class teachers were able to offer continuation in learning for all learners during the period of remote learning. Almost all parents and carers (92.5%) felt that their child was able to use Seesaw or Teams to support their child to access remote learning. 87.5% of children in P4-7 felt that they could access Teams online and submit work independently.  Almost all of our learners engaged in learning during periods of remote learning or isolation. Levels of engagement were tracked and monitored frequently, and any barriers linked to access to a device were managed. Families were provided with devices and supported by staff to access all the online tools successfully. Any children still struggling, due to vulnerable circumstances were offered a place in the school during remote learning.  Most staff were able to use Microsoft Forms, Sway and Teams as a way in which to communicate and support learners’, parents and carers effectively with new learning. These were also used to collect feedback from the learners’ about progress in learning and supported the staff to plan for next steps. | | | |
| **Next Steps**   * As a setting we have completed an audit and an action plan to ensure that we create a culture for digital literacy I nursery and school * To achieve our Digital Schools Award * To have a consistent planning and progression to support staff in the delivery of digital skills which are age appropriate. This will be in the form of the Fife PICT planning and support materials. | | | |
| **Attainment of Children and Young People** | | | |
| Our overall attainment for P1, P4 and P7 in literacy is 81.6% and for Numeracy it is 78.4%. Both figures are higher than our stretch targets for this academic session.  As a result of a term of remote learning, we have an 8% decrease in reading in P1, but a slight increase in writing, listening & talking and numeracy. At the start of session 2020-2021 we had noticed from our BASE assessments that a significant number of children starting P1 with a reduction in their phonological awareness in particular, rhyme and letter recognition. This has impacted on our start point, and staff have used robust regular assessments to track progress and plan appropriate interventions.  In both P4 and P7 we have had a slight increase in reading, due to targeted interventions with a focus on phonics and decoding skills. However, this is not transferring to encoding skills in writing where P4 attainment remains at 72% and it had dropped by 11% in P7.  We need to consider our achievement of early reading and writing skills which start off positively, but the number of children attaining levels in reading and writing at P4 and P7 decreases. This could be linked to cohorts of children, but assessment evidence and CfE declarations are not consistent.  There needs to be better use of data to plan targeted interventions with SMART targets monitored regularly over a short period of time. We will have additional staff trained in the Model for Improvement and upskill staff to use data effectively which leads to improvement.  Our attainment within stages P2, P3 and P5 looks positive, however, come our next milestone point in November 2021, we will potentially have an increased number of learners’ off track in reading, writing and numeracy. These will be our targeted areas for our additional staffing for session 2021-2022. | | | |
| **Evidence of significant wider achievements** | | |
| Over this year we have had a significant focus on developing the learner’s ability to name and recognise their own emotions and be able to identify the body sensations that match these emotions. We have also helped children to develop their understanding of triggers that cause specific emotions in them.  We have used the outdoor environment, to offer all children daily opportunities to be outdoors and appreciate the importance of being active for good wellbeing.  All classes have had daily opportunities to work as a group or class to learn how to listen to other views, compromise and negotiate in games.  All children in P4-7 can now access Microsoft Teams through GLOW and access their email and assignments set by the class teacher.  All children across the setting have had daily opportunities to engage in outdoor learning and learn outdoors. This has had an impact on staff and learner wellbeing and will be something we will continue to promote going forward. | | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | | |
| **Success**   * Our engagement levels were always between 75-95% engagement with remote learning. * Clear expectations for staff and learners about remote learning opportunities that would be offered. * All staff were able to offer live interactions with the children, this was daily in P4-7. * Parents and Carers could contact class teachers and members of the leadership team for support for their child’s learning and/or wellbeing. * Positive relationships between families, children and staff were enhanced due to everyone understanding the holistic demands on families and children during the pandemic. This resulted in open and solution focused conversations between home and school, with the child at the centre. * School staff were able to support families with food donations and in some cases shopping vouchers for food and clothing for the children. * Staff worked together to create a model that ensured all children who were identified as vulnerable, or child of keyworker had face-to-face contact with their own class teacher for half of the week. * Staff worked in teams to support children from their own class and their stage partner. This helped reduce workload and make things more manageable for the staff during this time. * Feedback from parents and carers confirmed that they felt the flexibility to complete tasks over a week allowed them to balance supporting their child’s learning as well as work from home. * Parent/teacher meetings were held online via video call and this allowed staff to have a face-to-face discussion with parents regarding their child’s progress.   **Challenges**   * It is recognised feedback is crucial to helping learners move forward, however, it was very time consuming for staff to give constructive feedback for every task for every child on a daily basis. It was agreed that feedback would be given on 3 key pieces across the week. * Staff found it challenging to know if individuals had completed tasks independently, so this affected staff being anxious about professional judgements. * Communicating with parents and carers about their child’s progress in learning due to the limited time in schools and conversations with the children. | | |
| **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 | 41 | | Additionality in staffing | An additional probationer |   The additional devices allowed us to remove the barrier of technology as a reason why a child was not able to engage during period of remote learning. Some families required significant support to get connected, which was provided by staff. This was much easier in the second lockdown with the additional devices being provided.  Our additional staffing (probationer) did not have any impact on improved outcomes for learners, due to teacher competency. This had a significant impact on other staff members capacity to improve outcomes for learners due to the support that the member of staff required. | | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | | |
| **Progress:**  *T*hrough consultation with all stakeholders, it was identified that our priority needed to be on supporting some of our learners’ wellbeing and challenges with anxiety, bereavement, family separations and their ability to access all aspects of the curriculum. Priorities identified were a consistent shared language for emotions, appropriate support groups and targeted interventions for literacy.  All staff participated in professional learning by undertaking the Emotion Works online learning course. All staff then discussed as a department how they were introducing this with the learners in their class/playroom, to ensure there was a clear progression and realistic goals.  Our Infant DHT identified two areas to target within literacy in P2 and P3. In P3, a group of children were targeted to improve their ability to recognise to read and write their high frequency words, reading scheme sight vocabulary and their ability to blend ccvc words.  In P2, a group of children who were off track in writing the focus was to increase their ability to construct and write a sentence independently using the colourful semantics. An additional group were identified who required to develop their core sight vocabulary for reading.  Our Upper DHT focussed on editing skills with a group in P4 and a group in P7. These children were off track slightly due to common errors that could be corrected with effective self-editing.  We were able to have an additional member of staff trained in Seasons for Growth and were able to offer an upper school and infant group session over the school year.  Our SfL teacher was able to target normalising anxiety with a small group of children in P2 and 3, where anxiety was impacting on their attendance at school and engagement in learning.  Additional PSA staff enabled us to ensure that identified children in P1, P2 and P5 were able to develop their social and emotional skills to help them create and sustain positive relationships with peers. | | |
| **Impact:**  From our parent and learner feedback we are confident that almost all of our parents and our children in P4-7 feel they are able to recognise and name their emotion and identify how this makes their body feels.  Our SfL staff focusing on normalising anxiety were able to evidence that all children could talk about what anxiety was and how they recognised it in themselves and how what strategies they could use to manage this. The main evidence was the reduced worries that the children wanted to voice by the end of the intervention as they were able to regulate their own worries using strategies, they had learned.  All children who engaged with Seasons for Growth were able to articulate how it was good to share their experiences with children that had experienced similar things and emotions. This gave them comfort knowing that others’ had had the same experience.  Our Infant DHT was able to work with targeted children in P3 for decoding cvc/ccvc words and P2 for writing. In P2 a group of 12 children were unable to write a sentence or include any key components. After 12 inputs using Colourful Semantics all 11 children were able to write between 3 and 7 sentences which included 4 key sentence components. One child had increased to include 3 key components consistently. The children in P3 were all able to decode cvc/cvcc words with increased accuracy and were able to encode with more confidence and accuracy. | | |

**School/Setting Name Foulford Primary 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 | Good | N/A |
| **2.3 Learning, teaching and assessment** | Satisfactory | Good | Good | Good |
| **3.1 Ensuring wellbeing, equity and inclusion** | Satisfactory | Good | Very Good | N/A |
| **3.2 Raising attainment and achievement** | Satisfactory | Satisfactory | Satisfactory | Satisfactory |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Very Good | Very Good | Very Good | N/A |
| **2.3 Learning, teaching and assessment** | Very Good | Very Good | Very Good | Very Good |
| **3.1 Ensuring wellbeing, equity and inclusion** | Very Good | Very Good | Very Good | N/A |
| **3.2 Securing children’s progress** | Very Good | Very Good | Very Good | Very 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** |  | **Very Good** |  |
| **Quality of staffing** |  | **N/A** |  |
| **Quality of leadership and management** |  | **N/A** |  |