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| **Dunbog Primary School**  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | 52 | | | | | **FME** | *6%* | | | | | **Attendance (%)** 97.82 | **Authorised** | 1.73 | **Unauthorised** | 0.45 | | **Exclusion (%)** | 0 | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £4901 | | | |   **Dunbog Primary School Vision, Values & Aims**  **‘We Care’ (about)**  learning  ourselves each other  school our community  Scotland and beyond    **Values**    **Six Pillars for Life**  Respect, Responsibility, Trustworthiness, Caring, Fairness, Citizenship  **Six Pillars for Learning**  Effort, Resilience, Confidence, Independence, Collaboration, Openness (Learning Powers)  **Aims**  **Our school aims to work with:**  **parents, carers, families and our community to:**   * **Promote a caring, positive, inclusive ethos where children are nurtured, supported & challenged to achieve their very best.** * **Ensure our pupils develop as responsbile, caring & confident members of society, who care about others and the world around them.** * **Provide a stimulating, relevant and rich curriculum through 21st Century pedagogy, which ensures a firm foundation of skills for learning, life and work.** * **Ensure pupils are at the centre of all we do and that they are Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected,& Included.** |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | |
| **Focused Priority:**  Improve use of digital literacy in the school and nursery environment including its use as a tool for parental communication | | |
| NIF Priority  Improvement in attainment for all, particularly in Literacy and Numeracy  NIF Driver  Improve use of digital literacy and skills in the school environment including its use as a tool for parental communication | HGIOS 4 Quality Indicators  2.2 2.3 2.7 | |
| **Progress:**  All new staff trained in the use of Seesaw. One member of staff identified and completed training to become Seesaw Ambassador. New Seesaw protocol created for any new starts throughout the session.  Parents encouraged through newsletters/flyers to promote use of Seesaw. All parents have now signed up and engage regularly. Survey of parents, carers showed almost allparents found Seesaw useful in engaging in their child’s learning and informing of progress.  Audit of current digital resources was undertaken and gaps identified. Budget restrictions haven’t allowed us to purchase a lot of the identified gaps in resources. However, fundraising options and grants have been explored and discussed with parent council. Parent council will fund 3 class ipads next session.  Staff further developed their use and skills using Glow including teams. All teachers were able to use new skills to have live interaction with classes during lockdown period which some previously were unable to do.  All class teachers engaged in training around the use of Sways to support learning and teaching. P6,7 children were taught these skills too and used within their learning across a variety of curricular areas. All classes used Fife PICT to develop ICT skills this session. P4-7 used Teams and Glow regularly as part of class teaching which significantly developed their skills in this area.  All children from P1-7 were trained to use Big Maths Online to support Numeracy development. All teachers were trained to use the resource, in the use of data from Big Maths and how to identify gaps in learning. | | |
| **Impact:**  All parents have signed up for Seesaw and have been able to access information about the progress in children’s learning throughout the year. Some children are developing their skills in adding to their journals independently.  P4-7 have made good progress in using Glow and Microsoft Teams. Almost all pupils can confidently submit and return work including set homework. P6-7 have developed their knowledge of various software packages including animation and programming.  All staff have developed their confidence in delivering ICT lessons and using the Fife Pict 3 to ensure appropriate pace and progression. However, due to limited ICT equipment in school, this remains a challenge and we aim to ensure children experience consistent, high quality ICT learning experiences. | | |
| **Next Steps:**  Continue to update staff skills through appropriate professional development courses including the use of Office 365 packages such as Sway.  Creation of peer ICT buddies once restrictions allow.  Purchase of new ipads and netbooks when funds available to allow better experiences of digital technology for all pupils. | | |
| **Improvement Priority 2**  Build on current opportunities to ensure we nurture and support the wellbeing of all our children/families.  To promote and develop an understanding of mental health and wellbeing, emotional literacy, ACEs and Trauma informed practices across school and nursery community | | |
| NIF Priority  Improvement in children and young people’s health and wellbeing  NIF Driver  Assessment of children’s progress  Parental Engagement | HGIOS 4 Quality Indicators  2.4 3.1.3.2 | |
| **Progress**  All school staff were trained in the use of the Emotion Works programme. Teachers introduced the cogs during in school learning and, as part of Wellbeing Wednesdays, this was continued during home learning. Consistent language around emotion and feelings are being used throughout the school.  All staff engaged with professional learning around Our Minds Matter (GLOW) and all teachers worked with classes to develop awareness of the 5 themes (connect, be active, give, take notice, learn) and wellbeing indicators. During Health and Wellbeing week, each day had a different wellbeing theme based on one of the 5 ways. Wellbeing Buddies were introduced to all children in P1-3.  Play Well Packs sent home and promoted to parents (Sept 2020). Parents becoming more familiar with the Wellbeing Indicators and staff sharing learning taking place around the indicators with parents, carers through Seesaw.  Leaflets, Sways and Information on wellbeing were shared with parents. Our Support for Learning teacher made contact with families who required some additional, targeted support to share resources and advice.  Resources purchased to support emotional wellbeing and emotional literacy including story books, emotion stones, feeling puppets etc. Resources being used across the school.  All staff engaged with Fife Wellbeing Material and developed knowledge of strategies to support their own wellbeing including Mindful Walking, relaxation techniques etc. Nursery staff piloted ‘supervision’ which our cluster HTs have been undertaking for a few sessions. Nursery staff report this was a valuable activity and had a positive impact on their wellbeing. | | |
| **Impact**  Almost all children have increased their ability to talk about their feelings using language developed through the Emotion Works programme and other visuals such as 5 point scale. This is shown from the results of the baseline and follow up audit identifying emotion words, body sensations, triggers etc. All class teachers report the programme has helped with transition back in to the school building following periods of home learning or holidays.  Survey of parents, carers showed almost all were aware of the new Emotion Works programme through the new created parent leaflet and information Sways as well as the home learning. Most parents were aware of resources they could access at home to support the emotional wellbeing of their children including resources produced by CAMHS. Almost all families report having an understanding of the wellbeing indicators and the 5 themes and where to access support and suggested strategies to support mental wellbeing  Parental feedback was very positive about the anxiety and emotion groups we ran this year. All participating children have also indicated through surveys or consultation that they felt it benefitted their emotional wellbeing. Improved attendance for some identified children occurred. | | |
| **Next steps**  Update our HWB learning pathway to include Emotion Works, Kitbag and Connect and Grow.  New staff to be trained in use of Emotion Works. Twilight sessions through website.  Reestablishment of nurture groups and nurture room when restrictions allow including parent groups  Develop more outdoor learning experiences across the school to promote HWB. | | |
| **Improvement Priority 3**  Increased practitioner confidence in pedagogy and assessment in reading and a cohesive, consistent approach to teaching and learning and raising attainment in reading. | | |
| **Progress**  All teachers trained in use of PM Benchmarking tool. Teachers attended professional learning webinars led by Stephen Graham including Creating a balanced reading and writer. Follow up collegiate sessions allowed teachers to share practice and ideas.  New reading assessments and resources purchased to support reading development and progression.  P1 Teacher undertook Year 2 of Promoting Playful Pedagogy course online and continued to implement play-based approach in P1-3.  P1-3 teacher was trained in Vowel House and P1-5 now have this in place in classrooms.  Targeted intervention reading groups were identified and teachers and class teacher and PSAs worked with groups to challenge and support learners.  All teachers using increased assessment data including GL Assessments for reading, spelling, SNSA data. Interventions implemented based on data to help target identified pupils who are not attaining expect levels.  Events and activities were promoted and organised to develop a positive reading culture across whole school/nursery and wider community including First Minister’s Reading Challenge, Bookbug, World Nursery Rhyme Day and Home learning Book challenge. Kahoot Family reading quiz was organised to promote reading for enjoyment.  All children in school attended several live author events to increase motivation and engagement.  Supporting reading at home Sways shared with families. Nursery promoted promoting reading with parents and carers through Seesaw. | | |
| **Impact**  All learners will receive and engage with high quality, excellence and equitable experiences to meet their needs in literacy and language  Enhanced pedagogical knowledge of the teaching of reading. All teachers reported the Stephen Graham webinars and training material enhanced their knowledge of the teaching of reading and they now consider how they are ‘creating the balanced read’. Most children in P4-7 can now talk confidently about what aspects of reading they are developing during reading sessions.  Assessment and moderation of reading is now much more robust. PM Benchmarking toolkit is being used across the school. All teachers are using data more analytically. When restrictions allow, more opportunities for cross class moderation groups will be utilised.  Targeted support and intervention groups has resulted in all identified children making progress in reading and although some children are still not attaining expected levels, the prediction dates for achievement of the level has shortened. | | |
| **Next steps**  Early in the session, review targeted intervention groups based in current data and assessment undertaken at the beginning of the new session.  Develop more material/family learning sessions for parents to increase knowledge of how they can best support the literacy development of their child.  Creating of literacy bags for P1 families. | | |
| **Attainment of Children and Young People** | | |
| **Session 2020/2021**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Reading | Writing | L&T | Numeracy | SPM | IH | | P7 | 82 | 82 | 82 | 91 | 91 | 91 | | P4 | 63 | 38 | 88 | 38 | 38 | 88 | | P1 | 100 | 100 | 100 | 100 | 100 | 100 | | School | 82 | 73 | 90 | 76 | 76 | 93 |   Since returning in August, all staff have made Literacy, Numeracy and HWB a focus and looked to incorporate these curricular areas into BGE lessons where possible to allow children to transfer skills.  Assessment carried out in August and September allowed us to identify pupils who were not where expected and put support measures in place. As a result, children now attaining expected levels in reading has increased.  We have small numbers of pupils in each year group so percentages can look very low despite only a few children not achieving expected levels, However, drilling down in to the data shows the current P4 and P5 group as target cohort for raising attainment in reading and writing next session Writing attainment across the school has decreased this session and in particular achievement at First Level has gone down significantly. This will be a priority in our Improvement Plan for next session. Numeracy attainment has also decreased. We have made plans to do a refresher on conceptual numeracy next session and also have already introduced Big Maths Online to promote and develop confidence within the 4 operations. | | |
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| **Evidence of significant wider achievements** | |
| The school took part in a community project to raise funds for our local community park. This involved ‘Walking to Malawi’ Children increased their physical activity skills and stamina as well as developing their understanding of local community organisations and global issues. The children achieved their fundraising target and their miles target in Term 4.  Children developed their art and creative skills working with the family coordinator form the National Galleries of Scotland.  In partnership with Fife College, P6 and P7 pupils developed their STEM skills through a variety of virtual challenges. P6/7 also participated in RAF challenges and developed their Science skills working with St Andrews University.  P5 pupils developed their leadership skills through Junior Leaders training with Active Schools. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| Prior to the lockdown period, we prepared BGE Sways for Early, First and Second Level which were shared with all families. This helped provide pupils with access to learning tasks should they have required to self-isolate for any reason. We updated these Sways each term with new tasks to be completed. We also set up a number of software applications and packages for pupils which supported learning at home including IDL, Lexia, Big Maths etc. This proved successful as children who were unexpectedly asked to self isolate had instant access to online material to complete while class teachers worked with their own classes.  Our expectations for remote learning was shared with parents in a Sway in advance of the lockdown period. <https://sway.office.com/cAiCugVhJcuy7GTX?ref=Link&loc=play> We set Numeracy and Literacy tasks daily and in addition another area of the BGE was set each day. Teachers had daily check with children to monitor attendance and as confidence with Teams grew, staff completed live video calls with pupils through Microsoft Teams.  We monitored engagement of pupils and had a high level of engagement with figures of engagement sitting above 90% each week. Non-engagement was addressed through phone calls to families offering additional support and places in school where appropriate.  We surveyed families during the remote learning period to find out what was working well and what could be improved. 94% of families who responded said the learning tasks and lessons were good, 90% felt the amount of work set was right and 86% found the level of challenge of work was appropriate. Using this information, we adapted some of our delivery including offering additional work when requested, providing support where families felt they couldn’t complete all tasks, reviewing differentiation in learning. This information would prove valuable should we return to a period of remote learning in future.  **Challenges**   * Our challenges were access to technology. We were able to provide families with necessary IT equipment. However due to rural locations, internet access was not always great. To provide a solution to this, we provided paper learning packs, pre recorded lessons etc. * Families juggling childcare, home learning and work reported finding it difficult to organise their days, especially if they had more than one child at home. After discussion with staff and feedback from families, it was agreed we would send out learning tasks the previous evening so families had an opportunity to look at learning in advance, gather any resources required, organise how there day could work etc. Positive feedback received after this change. * As the weeks passed, we did begin to see as dip in engagement slightly. We introduced a few additional whole school activities to re-motivate and engage pupils.   **Successes**   * Families were much more confident during this lockdown period in the use of our Seesaw and Teams platforms as a result of the continued use of these for communication, homework etc. * Children had developed their digital literacy skills in school and therefore could confidently access their set learning. Software packages we had set up/purchased allowed children to access differentiated material which allowed progression in their learning. (IDL, Big Maths) * The ability to have our keyworker/vulnerable children in our own school was much more beneficial for families and higher uptake resulting in higher engagement of pupils. * Social times, check in through Teams with classes, games etc received positive feedback from pupils and parents, * Special live sessions **–** which were really well attended and great feedback. Linked with St Andrews university to deliver a science input, linked with a parent who is a chef to deliver a live cookalong. High engagement and feedback and which continued upon return. * Pupils responded well to individual messages from HT, certificate etc, to raise engagement and produce high quality work. * Wellbeing Wednesdays allowed us to continue our focus from our School Improvement Priority around Emotional Wellbeing and the delivery of our Emotion Works programme | |
| **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 | 5 | | Additionality in staffing | 0.2 FTE class teacher |   Using results of our Digital Access survey, we allocated the 4 Government devices and reconfigured school devices to support families. All children who received devices subsequently engaged in remote learning.  With our additional staffing this year, we have released class teachers for targeted interventions with identified children. All teachers report there has been a positive impact on the progression of learning in all identified children. Children have made good progress in reading and all children working with class teachers during this time increased their confidence and reading ages.  Staff were able to work with children experiencing anxiety or having trouble with the transition back to school. Barriers to their learning were therefore overcome. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | |
| **Progress:**  Additional PSA hours were used to provide targeted interventions to support reading and numeracy. PSA delivered Kitbag sessions and Lego Therapy. | |
| **Impact:**  All children who were part of targeted intervention groups have made progress in the learning. In P1-3, all children have increased their awareness of phonics, sight vocabulary and fluency in reading. In P4-7, identified children have developed their comprehension skills through targeted reading comprehension group sessions.  All children who were part of kitbag or lego groups have reported feeling safer and happier in school through our pupil surveys. Staff report children are more settled in class. PSAs have been able to develop positive relationship with children with ASN and pupils were able to remain in class the majority of the time and continue to make progress in the learning. | |

**School/Setting Name Dunbog Primary School**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Good | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Raising attainment and achievement** | Good | Good | Good |  |

**Appendix B**

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**   **Improvement in attainment, particularly in literacy and numeracy** | | | | | |
| **Focused Priority:**  Increase the percentage of children attaining national expected standards of attainment in writing to 80% and close the attainment gap between the most and least disadvantaged children. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.4 Personalised Support  3.2 Raising attainment | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Increase the percentage of children attaining national expected standards of attainment in writing and close the attainment gap between the most and least disadvantaged children.  All pupils will receive well-planned, high quality learning opportunities in writing through further development of consistent approaches in pedagogy and assessment. | Evaluate where we are now with regards to the schools approach to teaching writing.  Agree planning / assessment calendar for the year  Agree structure of the week for writing opportunities  Introduce a writing profile to clearly demonstrate progress from Nursery – P7  Introduce ‘Free Writing Friday’ -  Talk for Writing Twilight sessions for  all teaching staff in collaboration with Learning Partnership schools.  Follow up collegiate session on our Dunbog Approach to teaching of writing. Creation of Dunbog Standard to be included in our Learning, Teaching and Assessment manual.  Targeted individuals to work 1:1 or small groups with PSA to develop reading and writing skills using active, multi sensory approach to learning (supported by the SfL teacher) to close attainment gap.  10 Minute Sentence Writing Adventure Target Intervention Groups with PSA and SfL teacher  Codecracker, Rapid Reader interventions to continue. Regular review of data and progress  Focus on fine motor skills in P1-3. Identified children to be part of targeted groups. Purchase of appropriate resources to support fine motor skill development. Parent leaflets/sways to be developed to share activities parents can do at home to support fine motor skills.  Literacy audit in P1-3 classroom. Development of literacy opportunities outdoors for nursery and early years.  Creation of P1 Literacy bags | All teaching staff  HT/ All teaching staff  All teaching staff  All teaching staff  All teaching staff  All teaching staff  All teaching staff  HT, SfL and PSAs,  SfL/PSAs  SfL/PSA  P1-3 teacher, HT  HT, P1-3 teacher and SfL | | Initial questionnaire of pupils re writing motivation and engagement.  Staff survey  Benchmark writing identification of gap survey – pre and post training  Baseline assessment. Levelled programme. Track progression.  Big Writing Criteria Scale data, moderation activities termly.  Feedback from parents on literacy bags | Term 2 – Oct – Dec  Ongoing  Training of PSA in term 1  Training of PSA in term 1  Ongoing  Term 1 launch  Term 1 and 2 launch  Term 1  Term 2 and Term 3 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

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| **National Improvement Framework Priority:**  Improvement in children and young people’s health and wellbeing | | | | | |
| **Focused Priority: To increase the inclusion and participation, and therefore attainment, of all pupils and targeted pupils through a consistent approach focusing on cluster wide inclusive physical learning environments and socially accessible environments.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| **HGIOS4 Quality Indicators**  2.4 Personalised Support  3.1 Ensuring wellbeing, equity and inclusion  3.2 Raising attainment | | | **HGIOELC Quality Indicators**  2.4 Personalised Support  3.1 Ensuring wellbeing, equity and inclusion  3.2 Securing children’s progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Consistent approach across of inclusive practices across the whole school  Increased participation and engagement in learning and a reduction in barriers to learning, in class for targeted pupils.  Increased staff awareness, implementation and consistency of supporting inclusion through physical learning environments and socially accessible environments (CICS) and pupil profiling (CPS)  Targeted approach for P7 pupils to support transition  Increased emotional wellbeing and resilience of pupils. | All classroom teachers, PSAs to engage with Circles Framework using the self evaluation material and activities to identify current practice, areas of strength and developments including completion of the CPS (Circle Participation Scale)  Develop consistent use of use of visuals and use of language across the school.  Regular collegiate sessions to discuss progress/change/best practice shared at staff meetings.  As part of the Cluster Improvement Plan, HT and SfL teacher to share progress, create a consistent cluster universal pupil profile for all pupils with SfL and/or ASN  Circles framework CPS to support pupil profiling – common template to be developed for the cluster - create a cluster universal pupil profile for all pupils with SfL and/or ASN  Completion of agreed Pupil Profile to be used as BBHS pupil profiles for P7 transition to support AMG applications and transitions for pupils with Sfl/ASN  Continue to embed Emotion Works across the school to support emotion wellbeing.  Introduce Treehouse from tree of Knowledge to support resilience, growth mindset | HT, Class teachers, PSAs,  HT and SfL teacher  HT and SfL teacher  HT, SfL teacher and P7 class teacher  HT, all staff | | Circles Framework Planning Page, CICS, observations, Walkabouts, data of pupils out with learning environments, photographs, pupil feedback, attendance records,  Cluster feedback, staff feedback, increased confidence and observations of class/targeted pupils.  Completed templates, feedback from peers, increased confidence within staff identifying strategies/supports etc. Feedback from BBHS staff  Staff feedback  Parent and pupil surveys | August 21 (in service initial input)  Collegiate session Term 1 and term 2  Dec – May 22  Dec – May 22  Dec – May 22  Aug 21 – Jun 22  Treehouse (October 2021) |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |