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| ***Strathmiglo Primary and Nursery*****Standards and Quality Report*****Achieving Excellence and Equity*** |

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| **Context**

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| **Setting/School Roll (including ELC/ASC)** | 76 Pupils P1-7 12 Pupils Nursery 88 including nursery |
| **FME**  | 7.6% |
| **Attendance (%)** *Power Bi May 2021* | **Authorised** |  | **Unauthorised** |  |
| **Exclusion (%)** | 0% |
| **Attainment Scotland Fund Allocation (PEF and SAC)** | £14 098 |

* Complete table above
* Give details of shared vision, values and aims of the school/ELC setting.
* ELC to only include setting roll
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| **Improvement for Recovery Priority Work****Session 2020 - 2021** |
| NIF Priority* Recovery, Improvement in children’s health and wellbeing
* Improvement in attainment, particularly in literacy and numeracy
* Closing the gap between the most and least disadvantaged children

NIF Driver* School Improvement
* Teacher Professionalism
* Performance Information
* Assessment of Children’s Progress
 | HGIOS 4 Quality Indicators1.2 Leadership of learning1.3 Leadership of Change1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning, Teaching and assessment2.4 Personalised Support2.6 Transitions2.7 Partnerships3.2 Raising attainment and achievement3.3 Increasing creativity and employabilityHGIOELC Quality Indicators1.2 Leadership of learning1.3 Leadership of change2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning, teaching and assessment2.5 Family Learning2.7 Partnerships3.2 Securing children’s progress3.3 Developing creativity skills for life and learning |
| **Priority 1: Emotional wellbeing of our learners and ensuring we are meeting the needs of our learners and community****Progress:** * Kitbag training from Fiona Liu (SfL) was undertaken by all staff members.
* Term Talk is a discussion class teachers have with their class to discuss progress in numeracy, literacy and health and wellbeing. It forms part of the pupil voice culture within Strathmiglo PS.
* Teachers use the Term Talk to ensure the children’s voices are heard before they plan the next block of lessons. This information is shared with parents trough SeeSaw**.** It is recorded in each classes assessment folder.
* Staff and children are familiar with the wellbeing indicators. They are displayed on the communal display boards and all classes contribute.
* Seesaw has been used as a tool to share the learning within school and allow teachers to communicate with parents more easily, due to the restrictions.
* On Seesaw weekly, each class adds targets for literacy, numeracy and one other curricular area. Each target has evidence and/or next steps in learning.
* Homework is also set weekly on Seesaw.
* Family Learning, from Nursery to P7, has also been a focus with one activity set each week. These are supported by web links or SWAY documents of how to support children with their learning focusing on specific topics, for example, Conceptual Numeracy. Comments from parents on Seesaw have been positive about this.
* SWAY was used weekly to communicate with parents during the lockdown period when school was closed to almost all children.

**Impact*** Currently there are no children needing Kitbag sessions but it is a tool staff know they can access if required.
* The children are able to discuss:
* What is going well and what they need to improve.
* What the teacher can do to help.
* What they enjoy do not enjoy about their learning.
* Parents have used Seesaw to ask questions about their child’s learning. Almost all children have had a like or comment on a piece of work.

**Next Steps*** Collect data through the resilience pyramids to measure health and wellbeing of individual children and allow for any necessary interventions to be targeted.
* Continue to develop Term Talk, including incorporating the wellbeing indicators with the 5 Ways to Wellbeing so it is embedded rather than added on.
* Newsletters will continue to be sent in SWAY format. 1-2 a term with updates.

**Priority 2: To continue to raise attainment across all areas of the curriculum****Progress*** Assessment folders are more robust and a clear assessment calendar is in place**:**
* Schonell Spelling twice a year August/February
* Termly writing; beginning of each term with a different focus
* Maths Topics pre-assessment and assessment
* Formative assessment visible in jotters
* The writing tracker displays the scores from the termly Big Write piece.
* The spelling tracker displays the children’s chronological age and their spelling age and highlights children that need support and progress made.
* Reflective Reading has been researched and classes have been trying the strategies described whilst maintaining the Workshop for Literacy approach.
* Reflective Reading is also being used to facilitate opportunities and contexts for listening and talking and assessing progress.
* Nursery children have had the opportunity to develop skills for real life situations using tape measures, tyres and other objects to make bridges and car tracks.
* Steps have been taken in nursery to enhance the writing area and involve children in joining in writing activities both responsive and intentionally planned.
* Nursery staff have developed questioning skills and know when to step back and when to step in to enrich the learning experiences.

**Impact*** Children are having more opportunities to use their listening and talking skills and develop comprehension through the reflective reading approach.
* Literacy and numeracy Termly Tracker Excel document tracks individual children, colour coded with green for on track, blue for +6 months, yellow for up to 6 months behind and red for more than 6 months behind average pace. This clearly demonstrates the progress of all children and highlights any interventions or supports needed. This also clearly illustrates progress within a level for individual children.
* Children in nursery are beginning to use more problem solving skills and ask for items to develop their own train of thought.

**Next Steps*** Curriculum Rationale for nursery and school to be created.
* The remote learning situation has reduced the children’s ability to talk as clearly about their next steps, particularly the children working from First Progressing-Second Progressing. This correlates with the attainment picture below.
* Moderation opportunities with stage partners in our partner school at Auchtermuchty PS.
* More opportunities for children to work in their vertical groups and committees if COVID restrictions allow.
* Reflective Reading to be more formally implemented to allow consistency of approach.
* Listening and talking tracker to have more robust evidence to support declarations.
* Learner Participation documentation to be used alongside the Four Arenas of Participation; initially linked to Learning, Teaching and Assessment and Personal Achievement.
* More opportunities for children in the nursery to problem solve and link their learning to real life situations.

**Priority 3: To ensure that all children are developing employability skills through progressive learning across all four contexts for learning with a focus on creativity, innovation and enterprise****Progress*** There is a draft progression and overview for Skills for Learning, Life and Work for Early-Second Level agreed with staff.
* IDL Planning sheets have been modified to include planning assessments to show evidence of application of skill and achieving benchmarks.
* Repairs for outdoor areas have been submitted and school and nursery are waiting on this being completed by buildings services.

**Impact*** Staff have more of an idea of the skills that need to be developed within the nursery and classroom for Learning, Life and Work.
* Outdoor Learning week was hugely successful using the school grounds and surrounding area.
* Partnership with a few local groups allowed to continue, e.g. Bowling.

**Next Steps*** Progression and overview for Skills for Learning, Life and Work to be shared with all stakeholders.
* Children to be able to use the language relating to the Skills for Learning, Life and Work.
* Outdoor area to be upgraded.
* Outdoor Learning progression to explored and discussed with children, staff and stakeholders.
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| **Attainment of Children and Young People**

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| Strathmiglo  | Primary 1 | Primary 2 | Primary 3 | Primary 4 | Primary 5 | Primary 6 | Primary 7 | Overall |
| Writing | **8/11****73%** | **7/10****70%** | **8/11****73%** | **7/12****58%** | **5/9****56%** | **6/12****50%** | **8/12****66%** | **49/77****64%** |
| Reading  | **8/11****73%** | **7/10****70%** | **7/11****64%** | **10/12****83%** | **7/9****78%** | **7/12****58%** | **9/12****75%** | **55/77****71%** |
| Listening and Talking  | **11/11****100%** | **7/10****70%** | **11/11****100%** | **10/12****83%** | **9/9****100%** | **11/12****92%** | **11/12****92%** | **70/77****91%** |
| Numeracy | **11/11****100%** | **8/10****80%** | **8/11****73%** | **9/12****75%** | **8/9****89%** | **4/12****33%** | **6/12****50%** | **54/77****70%** |

All of the children in Primary 1 achieved Early Progressing at the end of the session in listening and talking and numeracy. The majority of children achieved Early Progressing in writing and reading. The minority not on track continue to be tracked on the school overview and interventions are being monitored through planning and tracking meetings and summative assessments, laid out in the assessment calendar. End of year BASE data will also be used to target gaps in learning when the children start Primary 2.In Primary 4, most children achieved First Progressing in reading, listening and talking and numeracy. The majority of children achieved First Progressing in writing and this is being closely monitored with targeted children. SNSA data has been used to determine any gaps in learning for this session and the support for learning teacher has been doing individual assessments to determine supports needed within the classroom and next steps for a few children.In Primary 7 the majority (only just at 50%) achieved Second Level in numeracy and were on Third Level to start S1. In writing, the majority of children achieved Second Level. Most children in P7 achieved Second Level in Reading and almost all achieved Second Level for Listening and Talking. From the table, writing has the most significant development need across the cohorts from Primary 4-Primary 6. With the majority of children on track but only just making it out of the minority bracket.In Primary 3 and Primary 6 the reading percentages are significantly lower than the school average and in numeracy, P6 and P7 working at second level needs to be a focus for intervention.For next session, the tracking of progress and assessment evidence needs to continue to be robust and consistent to support these declarations. The tracking tables with clear guidance of what is in place to close the gap for all of the children not on track need to be maintained to the high standard they currently are at**.** By doing this we can see smaller impacts in children’s progress within each level even if they have not achieved the Initial Engagement or Progressing stages. |
| **Evidence of significant wider achievements** |
| Throughout the lockdown period when the usual clubs and activities were closed, children shared many different things they had been learning. Many were baking and measuring and making videos linking their work to numeracy topics. There were many outdoor natural art projects.As a school we need to develop how we track and record the development of wider achievement skills.  |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| In this second lockdown period, almost all families were ready for it with almost all children engaging with their teacher daily.From the remote learning survey 97% of families responded. The majority of our children were sharing devices in their household. This did significantly vary in the different age groups as in P1/2 most children (75%) shared devices but in P6/7 less than half (39%) had to share.77% of families thought the amount of work set was *‘about right’* and almost all families thought the *‘level of work/activities were about right’.* 91% of families thought feedback on work was helpful and most children enjoyed meeting with their teacher and class on TEAMS. Less than half of families surveyed thought they would like the opportunity to meet with a teacher individually to work through any challenges.Maths was the most popular activity set across all the age groups and the majority of families surveyedsaid there was *‘nothing’* we could do to improve the remote learning experience. A few families said they wanted *‘more TEAMS meetings’.* The combination of Seesaw and TEAMS was successful and parents were able to support their children access their work through Seesaw. Staff found this useful as they were able to set tasks in advance with the paid version. It also allowed the HT to see everything that was happening in the virtual school from the Seesaw dashboard.The TEAMS meetings and weekly SWAYs during the remote learning allowed everyone to keep connected to their class mates and teachers. |
|  **And check-ins with Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing) *(primary, special and secondary sector only)*** |
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| Number of devices provided to support learning at home | 7 devices |
| Additionality in staffing  | 0.2 FTE Teacher |

All staff said the introduction of the devices during the second lockdown allowed most children to be able to access the learning provided during the remote period. This was an improvement on the previous remote learning period when a few children were working on phones and sharing devices within households. If children were not accessing the learning it was not to do with not having access to a device. There were a few families that did have challenges with their WIFI due to their remote rural location.For one day a week a teacher did come and support groups within the school. This did become a challenge due to staffing and teachers having to self-isolate.  |
| **Attainment Scotland Fund Evaluation (PEF/SAC) *(primary, special and secondary sector only)*** |
| **Progress/Impact:**With the Pupil Equity Fund money for session 2020-21 extra PSA was funded. Within the role of PSA time was spent on literacy and numeracy. Supporting in the early years and on targeted groups to develop reading and writing and numeracy.Within the early years the majority of P1/2 children achieved all three literacy targets and most children achieved the expected levels in numeracy. The P1/2 teacher said the PSA support within her classroom this session was fundamental to these attainment figures.  |

**School/Setting Name Strathmiglo Primary School**

The rationale behind the drop in grades is linked to the pandemic and the two lockdowns. The teaching staff noticed that some of the skills that the children used in the classroom on a daily basis needed to be revisited and children needed to be upskilled in the use of the 4-Part-Model and in having meaningful self and peer assessment.

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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 | Good |
| **2.3 Learning, teaching and assessment** | Good | Good | Good | Very Good |
| **3.1 Ensuring wellbeing, equity and inclusion** | Satisfactory | Good | Good | Good |
| **3.2 Raising attainment and achievement** | Good | Good | Good | Very 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 | Satisfactory | Satisfactory | Satisfactory |
| **2.3 Learning, teaching and assessment** | Satisfactory | Satisfactory | Good | Satisfactory |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good | Good |
| **3.2 Securing children’s progress** | Satisfactory | Satisfactory | Satisfactory | Satisfactory |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** |
|  | **2018 - 2019** | **2019 - 2020** | **2020-2021** |
| **Quality of care and support** |  |  |  |
| **Quality of environment** |  |  |  |
| **Quality of staffing** |  |  |  |
| **Quality of leadership and management**  |  |  |  |