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| **Hill of Beath Primary School & Nursery Standards and Quality Report**    ***Achieving Excellence and Equity 2020 – 21*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (incl ELC)** | **217** | | | | | **FME** | **25%** | | | | | **Attendance (%) *92.5%*** | **Authorised** | **5%** | **Unauthorised** | **2.5%** | | **Exclusion (%)** | ***0%*** | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | ***£60 445 (+ £48 256 = £108 701)*** | | | |   **Shared vision, values and aims of the school/ELC setting**  Hill of Beath Primary is a non-denominational school serving the village of Hill of Beath which acts as a dormitory settlement for nearby Dunfermline. The recent building of 150 new houses in the village has resulted in an increase in school/ELC population and diversity. The ELC has been re-located to a nearby site (Feb 2020) and the school has been extended (Aug 2021). This increased capacity, coupled with the advent of 1140 hours legislation, has seen the school roll rise to 171 and the ELC roll to 51. For the first time ever, the school is due to enrol a double stream of Primary 1 pupils for the academic session 2021/22. Because of these changing demographics, the school’s Vision, Values & Aims and Curriculum Rationale were due to be re-viewed in session 2020/21. Due to the impact of Covid 19 on the school/ELC’s ability to fully engage all stakeholders in this process, it was decided to postpone this work until school session 2021/22. An evaluative process will be launched in Autumn 2021 to consider how well the current Curriculum Rationale reflects the aspirations of the school community and how well current Vision, Values and Aims support this. | |
| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | |
| NIF Priority 1  Improvement in Attainment (esp Literacy & Numeracy)  NIF Drivers  School Leadership  Teacher Professionalism  Assessment of children’s Progress  School Improvement  Performance Information | HGIOS 4 Quality Indicators  1.1 Self-evaluation for self-improvement  1.2 Leadership of Learning  1.3 Leadership of Change  2.2 Curriculum  2.3 Learning, Teaching & Assessment  2.4 Personalised Support  3.2 Raising attainment and achievement  HGIOELC Quality Indicators  Leadership & Management: 1.1, 1.2, 1.3 – Looking at evidence-based improvement and ensuring impact. Leadership of learning and of continuous improvement/change.  Learning provision: 2.2, 2.3, 2.4–  Learning and development pathways. Planning, tracking and monitoring & assessment.  Successes & Achievements: 3.2 – Progress in early literacy/numeracy & progress over time. |
| **Progress:**  **Raising attainment & achievement (esp in literacy & numeracy):**   * ***Collegiate sessions re The Moderation Cycle (i****ncluding IT as a curricular area). Collegiate sessions used to develop a language of learning for staff/pupils and a shared understanding of what moderation means and looks like at Hill of Beath PS* * ***Playful Pedagogy (P1 – 3)*** *– Staff group working to develop a progressive programme of play activities to develop early Numeracy/Literacy skills.* * ***Training of Pupil Support Staff*** *to upskill in the use of IT and support strategies in literacy/numeracy. Re-defining the role of Support for Learning Staff (PSA/SfLT) and sharing this with all staff, pupils and parents/carers.* * ***ELC outdoor area*** *being developed as a learning environment for Literacy & Numeracy.* * ***Improvement in attainment in writing –*** *increased motivation & expectation in writing.* * ***Integration of maths across the curriculum –*** *using outdoors, idl & active learning strategies to promote conceptual numeracy and to support pupils/parents.* | |
| **Impact:**  **Raising attainment & achievement (esp in literacy & numeracy):**   * ***The Moderation Cycle*** *discussions took place to explore shared expectations/judgements. Achievement of a Level assessments were carried out with all P1, 4 & 7 pupils and common strengths/development areas identified. Staff identified shared assessment strategies. The impact this initiative had on outcomes for children (and staff) was restricted as Covid limited in-school attendance and prohibited face-to-face collegiate activity.* * ***Playful Pedagogy (P1 – 3)*** *PT introduced P1 & 2 teachers to the school’s Action Plan for PPP. She shared strategies for active learning and the gathering of robust evidence. Again, this initiative was restricted as physical interaction was limited by Covid risk assessment.* * ***Pupil Support Staff CPD*** *prompted a change in the perception of the Support Role for all and maximised the support available for identified individuals/groups. All support staff liaise with class teachers to identify individual, targeted, universal support needs/strategies.* * ***ELC Outdoor Area*** *was developed to promote literacy/numeracy. Children were involved in the planning/construction of the area and staff received CPD in Quality Observation. All staff achieved accreditation through Education Scotland’s ‘Virtual Nature School’ programme. All children had access to outdoor learning and most pupils have observations in PLJs linked to this work.* * ***Improved writing*** *– A genre overview was developed to support pupils in becoming more familiar with writing in a range of genres for different audiences. Most pupils have evidence of this in jotters or in on-line pieces of writing.* | |
| **Next Steps:**  ***The Moderation Cycle*** *will be revisited during 2021/22 and Improvement Methodology introduced*  ***Playful Pedagogy*** *strategies will be revisited with P1 & 2 classes and introduced to P3. Fife’s new audit tool used to inform next steps. P1 & 2 are target Covid recovery groups and Play will be a critical development.*  ***Role of Support Staff*** *– going forward, Support Staff will continue to attend planning meetings with the SfLT/CT & SLT so that their raised profile is maintained, and their knowledge is maximised. They will receive regular CPD alongside teachers (PEF funded cover) and will continue to attend Planning/evaluation sessions. CT/SfLA/SfLT will develop tracking records for groups/individuals.*  ***ELC Outdoor Area/Outdoor Learning*** *will be further developed and opportunities for outdoor learning will be shared with parents/carers. Work around outdoor language to be developed.* | |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | |
| NIF Priority 2  Closing the Attainment Gap between the most & least disadvantaged children & young people  (Focus on health & wellbeing)  NIF Drivers  Teacher Professionalism  Parental Engagement  Assessment of children’s Progress  Performance Information | HGIOS 4 Quality Indicators  1.4 Leadership & Management of staff  1.5 Management of Resources  2.1 Safeguarding & Child Protection  2.4 Personalised Support  3.1 Ensuring Wellbeing, Equality & Inclusion  3.3 Increasing creativity & employability  HGIOELC Quality Indicators  Leadership & Management: 1.1, 1.3, 1.4, 1.5 – Looking at evidence-based improvement and ensuring impact. Managing resources and pastoral support  Learning provision: 2.1, 2.5, 2.6, 2.7 –  Promoting inclusion and ensuring equity  Successes & achievements: 3.1, 3.3 – ensuring wellbeing and increasing creativity/skills for life | |
| **Progress:**  **Closing the Gap: Equity** *– Target areas to reduce barriers to learning/stigma have included:*   * ***The provision of IT*** *devices/connectivity, CPD for staff and IT support for staff and families* * ***Optimising links*** *with partner agencies, third sector and charities to support family needs* * ***Regular on-line, telephone and face-to-face meetings with families*** *to engage/support/ challenge learners and to maximise pupil aspiration/engagement in learning.* * ***Training of Pupil Support Staff*** *to upskill in the use of IT, support strategies and pedagogy. Re-defining the role of Support for Learning Staff (PSA/SfLT) and sharing this with all staff, pupils and parents/carers.*   *Aug – Dec 2020 SfLT & PSAs working in classes on a rota basis and attending planning*  *Jan – March 2021 PSAs partnered with CTs to co-delivered lessons/assessments.*  *April – June 2021 Support staff/CTs and SLT jointly planning support for groups/classes.* | | |
| **Impact:**  **Closing the Gap: Equity**   * ***IT*** *facilitated access to on-line teaching, social interaction with peers and a research facility.* * *All pupils have access to an IT/connectivity and can access all on-line learning* * ***Partnership links*** *supported Child/Family Protection, provided physical comfort (food, toiletries, clothing), offered advice (employment rights, benefits, housing, health) and signposted parents/carers to practical support re wellbeing for children and adults.* * *All families signposted to advice/sources of support. Vulnerable families targeted.* * ***Regular 1:1 communication*** *allowed all families to remain connected to the school/ELC community. Peer networks were also set-up between groups of staff, parents and pupils.* * *All families have regular contact with key staff. Vulnerable families prioritised.* * ***Pupil Support Staff CPD*** *prompted a change in the perception of the Support Role for all and maximised the support available for identified individuals/groups.* * *All support staff able to identify the need for individual, targeted, universal support.*   **Communication** *– Parents/carers of all pupils (ELC – P7) were issued with Seesaw accounts to share pupil targets/progress. During the remote learning period this became the main communication tool between home and ELC/school (along with telephone calls to support pupils/families where necessary – and visits where necessary). Scottish Government devices were issued to families who lacked IT access/connectivity. All families reported having access to in-school/ELC sessions and/or remote learning capability during lockdown.* | | |
| **Next Steps:**  *Role of Support Staff – going forward, Support Staff will continue to attend planning meetings with the SfLT/CT & SLT so that their raised profile is maintained, and their knowledge is maximised. They will receive regular CPD alongside teachers (PEF funded cover) and will continue to attend Planning/evaluation sessions.*  *IT skills developed during 2020/21 will be maintained (via the use of Seesaw/Teams/GLOW) going forward and opportunities for pupil and family learning related to IT will be explored. The school/ELC has joined the Digital Schools Award programme and undertaken a digital capability audit as part of a Local Authority Digital Leaders offering. A detailed Action Plan is being developed for this and will be financed/supported using PEF funding. Forty ipads have been purchased (PEF) and will be utilised to deliver raising attainment initiatives and to promote the use IT for creativity.* | | |
| **Attainment of Children and Young People** | | |
| **Attainment overview for session 2020/21**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | ***School Stage*** | ***Reading*** | ***Writing*** | ***Listening & Talking*** | ***Numeracy*** | | ***P1*** | *88%* | *76%* | *94%* | *82%* | | ***P4*** | *84%* | *61%* | *86%* | *75%* | | ***P7*** | *71%* | *67%* | *96%* | *75%* | | ***P1, 4 & 7*** | *81%* | *68%* | *92%* | *77%* | | Successes – Listening and Talking continues to be a strength with most teachers reporting this as an area where teaching/assessment transferred well to on-line learning, so was largely unaffected by remote learning. Numeracy performance remains almost unchanged over the session, but the use of ‘Achievement of a Level’ 1:1 assessments in P1, 4 and 7 helped identify areas that are challenging to pupil, and this information will be used to help teachers consider new approaches. Reading performance shows a similar pattern to Numeracy and again, ‘Achievement of a Level’ assessments will be used to refine teaching strategies in key areas.  Gaps – As above, assessment evidence will be used to explore and refine teaching strategies in Reading and Numeracy. Writing performance fell by around 10% across all ages/stages. This is an area that parents, pupils and staff reported difficulty with during the period of remote learning from March – July 2020 from Jan – March 2021. Particular concerns were around pupil motivation, parental confidence in supporting pupils and teachers being unable to scaffold and support writing lessons in the way they can in school eg lack of access to Clicker/Wordtalk and to SfLT/PSA support. This will be a focus area for all classes/staff in school session 2021/22. Time will be ring-fenced for moderation activities (marking against benchmarks) and staff CPD. Development of common approaches via observation, staff discussion, small test of change leading to incremental improvement. | | | | | | | |
| **Evidence of significant wider achievements** | |
| ***Digital Skills confidence*** *– All families are able to engage in on-line teaching & learning, to download resources/upload work and to engage in evaluative conversations re same. All staff have completed a Digital Learning Audit and identified personal CPD targets. Records of Understanding (RU) planners are being used in P1 – 7 to track increased pace of achievement. In addition to the acquisition of digital skills for life, this has helped pupils and staff to show transferrable skills across the curriculum and to develop creativity in their approach to teaching, learning & assessment and to become confident in the use of a shared language for learning/assessment. Whole staff CPD input using Barefoot ICT activities/site.*  ***Communication with home*** *– The use of Seesaw as a communication tool between home and school/ELC is embedded. All pupils have individual accounts and pupil work samples are used to prompt conversations about teaching, learning and assessment. The use of on-line platforms for Parent/Teacher meetings, virtual assemblies and Parent Council meetings has become established. Virtual meetings as a forum for class social events and parent groups has provided peer support and promoted the sharing of ideas. In addition to the practical application of IT skills, this has promoted pupils’ listening/talking and presentation skills and honed audience awareness.*  ***Engagement of Parent Council*** *– The School/ELC Parent Council has fostered a sense of collaboration across the school/ELC community through events including a Covid Community Snake of stones, quizes, cinema evenings a Scots Poetry competition and links with a local piper.**In collaboration with school/ELC staff they have organised pupil parties and N5/P7 graduation events. These opportunities have fostered creativity and collaborative skills between pupils.*  ***Outdoor Learning in ELC*** *– All ELC and SLT staff**collaborated to attain* ***accreditation from*** *Education Scotland for work done through its ‘Virtual Nature school’ programme. This involved tutored sessions focussed on Quality Observations and the use of Provocations to develop rich language. This was supplemented by ELC/school-based CPD on Building the Ambition: Being Me. Further develop Virtual Nature School practice this session. Development of N4 – P7 Outdoor Learning Programme.*  ***Wider Community*** *– Existing links with local businesses/organisations and cultural sources have been maintained and adapted to serve a virtual audience eg a local piper, singer, author and Hill of Beath Community Council have all provided on-line materials/challenges for pupils over the school session. In addition to the development of specific curricular skills, this work has reinforced the importance of pupils becoming Responsible Citizens and taking on an active community role.* | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| Key challenges during the period of remote learning Jan – March 2021 included -   * Provision of IT devices/connectivity for all & IT training * Engagement of families * Moderation of pupil performance * Supporting parents to manage learning for siblings * Supporting parents to manage learning alongside their own workload * Parents reported difficulties assessing pupil health needs * Providing social contact with peers/other parents * Providing appropriate challenge across all curricular areas. * Promoting high quality experiences in writing for pupils * Motivating pupils and engaging family support * Maintaining social connection for pupils, parents and staff – building community   Key successes during the remote learning period Jan – March 2021 included –   * Provision of devices using Scottish Government devices. All families could access 1 (and sometimes more) devices. This had a strong update and allowed on-line contact between teacher and pupil. * The provision of IT devices/connectivity allowed a wider coverage of curricular areas and increased differentiation of tasks compared to the previous ‘lockdown’ * The Seesaw App continued to be well used as a sharing of work platform by parents and staff, however, it was also heavily used as a communication tool for teacher/parent liaison. * Microsoft Form questionnaires were used regularly to gather parental thoughts in relation to workload, timing of teacher conferences, issuing of tasks, etc * On-line video conferences were offered to all parents (with a telephone call alternative) as a revised form of Parent-Teacher Meetings to reflect on progress. * On-line platforms with capacity for language conversion were used to support EAL * The school/ELC developed ways of linking with the community for celebrations of learning – Poetry competition and Scots ‘Night’, Learning Showcases, etc. * On-line teaching and social interaction between peers and between teacher/ pupil, teacher/parent. This proved a great support to parents seeking support/affirmation * Parent groups – in consultation with the Parent Council – arranged on-line film nights and quizzes for children to retain the class identity/sense of belonging. * School/ELC tracking of pupil engagement/performance allowed efficient and effective interventions to support pupils/families to prioritise pupil learning. * Strong communication between school/ELC and partners in Social Work, NHS, etc ensured a quick response to parents seeking help – particularly for our most vulnerable children/families. * Key worker and vulnerable pupil places were very well attended/supported. | |
| **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 | 11 Scottish Government Laptops  1 Laptop from Connecting Scotland Grant Bid  6 connectivity devices (Dongles) | | Additionality in staffing | 0.4 Teacher Time (SfLT to support SfLAs/CTs) |   All laptops issued to families (initially 1 per family, then 2nd devices were issued to bigger families) – usage varied across the group, but most were used 3 – 5 days per week. Older children (P5 – 7) were much more likely to use devices more often, particularly to access GLOW/ Teams meetings with their class. Seesaw was used by almost all P1 – 5 families to access/submit pupils’ work. ELC exclusively used Seesaw to deliver daily curricular input and to maintain weekly contact with families (or by phone/face-to-face meetings). Vulnerable children/families had more frequent – sometimes daily - contact. Devices were also used to access remote support eg Speech & Language sessions on-line and ESL support. These allowed all families to remain connected with school/ELC and to access the same resources/support.  Additionality in staffing allowed extra support/advice to be offered to families in either the use of IT to support learning, or in the learning tasks themselves. It also allowed all PSAs to be trained in the support of universal, targeted and intense support for learning. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | |
| **Progress:**  ***CT –*** *Upskilling in IT via CPD sessions. Creative response to motivation/pupil engagement in remote learning. Differentiation of remote learning materials & assessment against a level.*  ***PSAs*** *– training in commonly used IT programmes – Sumdog, IDL, Clicker, GLOW, Teams, etc and in wellbeing recovery work – Mindfulness, Kit bag, Lego Therapy, Restorative Approaches, etc*  ***Support for Learning*** *– delivery of CPD to PSAs and home-learning/recovery support to parents*  ***Library hours*** *–**Delivery of reading materials to children ensuing Covid compliance*  ***Admin hours*** *– IT technical support and keeping families connected to school/ELC*  ***IT equipment*** *- used to support in-house learning for vulnerable and key workers.*  ***Outdoor/Play equipment*** *- used to promote learning outdoors* | |
| **Impact:**  ***Support in bubble groups*** *(for vulnerable during remote learning; for all when pupils returned to school/ELC). In-house teaching was very well attended with almost all eligible children having full attendance. This built strong peer-peer, staff-staff and pupil-staff relationships (feedback from pupils/staff) and improved pupil performance (work produced) and confidence (feedback from pupils).*  ***IT audit for Fife’s Digital Leaders*** *identified CPD needs. NCCT worked with staff to compile an Action Plan to gain a Digital Literacy Award. This will build confidence and capacity across the school/ELC and will form the basis for Family Learning in the session ahead.*  ***School lending library system*** *has been established allowing children to borrow books and their choices to be tracked. This will inform library purchases. Pupil librarians have been trained and a system has been established for matching reading ages to library stock/pupil choice.*  ***Admin hours*** *have been used to support all staff, parents and pupils with communication (particularly during remote learning).* | |

**School/Setting Name - Hill of Beath Primary School & 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** | **Good** | **Good** | **Good** | N/A |
| **3.1 Ensuring wellbeing, equity and inclusion** | **Good** | **Good** | **Good** | N/A |
| **3.2 Raising attainment and achievement** | **Good** | **Good** | **Satisfactory** | N/A |

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

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