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| **Aberhill Primary**  **Standards and Quality Report**  ***Achieving Excellence and Equity***    **June 2021** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | Almost all children fall into SIMD categories 1-3 (except 2 care experienced children)  School roll is currently 275 | | | | | **FME** | 53% | | | | | **Attendance (%)** 88.6% | **Authorised** | **4.3%** | **Unauthorised** | **7%** | | **Exclusion (%)** | 0.44% | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £171,521 | | | |   Our ethos and our practice reflect our shared vision ***‘Aberhill. Together Everyone Achieves More.’***  Our school values are;  **P**ersisitence, **E**mpathy, **R**esilience, **F**lexibility, **O**ptimism, **R**espect, **M**otivation  **Please note that we are currently in the process of updating our vision, values and aims. I will update this section once this process has been completed.** |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | |
| NIF Priority  Improvement in children and young people's health and wellbeing  NIF Drivers   * Teacher’s professionalism * Assessment of children’s progress * Performance information | HGIOS 4 Quality Indicators  1.1/2.2/2.3/2.5/3.1 | |
| Progress:   * All children have completed the Emotion Works Recovery programme. Baseline assessment was carried out to identify the bank of emotions children could identify and talk about * All staff had access to Emotion Works Recovery on-line training * NCCT teachers are in the process of upskilling/familiarising children with the Wellbeing indicators * Collegiate time was given over to all staff on a 3-weekly basis to foster staff wellbeing | | |
| **Impact:**   * Almost all children can now recognise and name their own emotions. This has led to learners been able to self-regulate more readily. Almost all are now in a greater place to have a restorative discussion following an incident. * Most children can name the wellbeing indicators and give examples of for each indicator * All staff have benefitted from protected “me-time” and speak of how this has helped them reenergise themselves | | |
| **Next Steps:**   * Emotion Works and the development of emotional literacy will continue into session 2021-22 * Less NCCT will be be spent of wellbeing indicators next session. * Once restrictions lift further, staff are keen to take part in pre-arranged collegiate wellbeing activities, eg. beach walk | | |
| **Attainment of Children and Young People** | | |
| **Attainment Overview**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Reading** | **Writing** | **Listening and Talking** | **Numeracy** | | **P1** | **50%** | **48%** | **70%** | **68%** | | **P4** | **53%** | **53%** | **57%** | **57%** | | **P7** | **53%** | **50%** | **79%** | **62%** | | | |
| **Outcomes for Young People** | | |
| n/a secondary only | | |
| **Evidence of significant wider achievements** | |
| * All staff and almost all learners have a far wider skillset re. Remote learning. * Teamwork/share- Far more evidence of all staff sharing links they had found, activity grids they had completed and professional reading they had undertaken with colleagues. * Parental engagement. Moving forward, there will still be a role for Microsoft Forms, virtual Parent council meetings and potentially virtual parent’s evenings as engagement levels were higher virtually than in person. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| Successes   * Moving from 3 platforms to 2 increased engagement levels. It was felt that the one way nature of the parent app didn’t help with 2-way communication. SeeSaw proved much easier for parents to engage with across P1-3 whereas Microsofft Teams leant itself more to extended levels of engagement. * Averaged an 9% increase in engagement across all classes from lockdown 1 to 2. Looking closer at the engagement levels there were similar increases across both SeeSaw and Teams. * Listening and acting upon parental feedback, eg. Sticking more closely to a weekly timetable * Parent Council meetings were consistently better attended   Challenges   * Still room for improvement re. Remote learning * Reaching those hardest to engage families (although far less now) | |
| **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 | 91 | | Additionality in staffing | 0.6 FTE plus 0.2 PSA2 |   Initially our 0.6 post focused on targeted learners across P4 and P5 to close the gap in their literacy skills. The teacher worked and planned closely with the class teachers and shared progress regularly. Unfortunately, we then had to place our additional teacher in class full-time to cover a teacher who had hit the 28-week mark of her pregnancy. Similarly, our additional PSA started off working with targeted groups of P2 and P3 learners to support and develop their phonics. Unfortunately, she is now also covering a PSA who has moved on from us.  This has unfortunately led to there being minimal impact for our targeted groups, but we look to continue providing this additional support if possible next session.  Govt. Funded IT devices were provided for identified families using the accompanying flowchart. **Most** families who were provided with a device engaged to some extent from then on. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | |
| Progress:  EYO- play based learning. My PEF funded EYO took a greater role in sharing information with parents primarily via SeeSaw when our children were learning remotely. When back in school she has now created a communication classroom for our sizeable number of P1s who lack communication skills for a variety of reasons.  PEF funded PSA 1.0- Working closely with my EYO to enhance speech and language skills in P1s and a smaller number of P2s. Time has also been created to allow her to work with 1st level learners on their social skills. Leuven scale results show a slight rise in scores but this initiative is still in it’s infancy and will be continued next session where i’d hope to see a greater improvement.  0.2 FTE/0.6 FTE –early numeracy/literacy. Both teachers target early/first level groups and/or individuals. In terms of CfE declarations there has been minimal progress but, when I drill down at the smaller steps each child has taken there has been progress made with all targeted learners. | |
| Impact:  Overall I can say that **al**l targeted learners have benefitted from PEF funded targeted interventions. Our SNSA data, leuven scale work and class-based literacy assessments show this progress and this is supported by teacher evidence collated throughout the session for **almost al**l learners. There is ongoing dialogue between SLT and teachers re. the gathering of evidence to ensure we have class-based data to support the targeted work undertaken. | |

**School/Setting Name \_\_\_\_\_Aberhill Primary\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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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** |  |  |  |

**Appendix B**

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  Improvement in young people’s health and wellbeing | | | | | |
| **Focused Priority: Priority 1: Relationships, Sexual Health and Parenthood** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.3/2.4/3.1 | | | **n/a** | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| 1. Improve the consistency of the teaching and learning of Relationships, Sexual Health and Parenthood across the whole school. **This will ensure learners will receive a progressive programme with consistent vocabulary used from P1-7 and a skills development again from P1-7. This will enable our learners to have a greater understanding of their own physical and emotional development as well as that of their peers.** | 1. Through professional dialogue, staff will develop a shared understanding of the skills/knowledge appropriate to each stage across the school 2. Adapt the Education Scotland RSHP resource to reflect what has been agreed as an appropriate, incremental development of skills/knowledge 3. Ensure any staff development needs are addressed through appropriate training 4. Teachers will start to implement the programme consistently 5. Collegiate time will be given to share good practice and to evaluate the programme and make any necessary adjustments 6. Parents will be informed of how RSHP will be delivered across the school and information/resources shared on our school website | Strategic lead - L Duncan  Operational lead –  J Bellfield | | * Staff views will be sought through collegiate time discussions to ensure a shared understanding, the appropriate and incremental development of the skills/knowledge taught and successful implementation of the programme is being achieved * Quality assurance observations will be used to evidence how appropriate content is and the consistency and quality of delivery * Learners' views will be sought to evaluate quality and consistency of teaching and learning | **Numbers refer to strategic action**s   1. This has already been done 2. This is in the process of being completed 3. Aug – Oct 21 but will continue as staff changes occur 4. Will begin late Aug/early Sept 21 5. Collegiate time will be given over on late nights with a greater amount of time given between Aug 21 and Feb 22. Thereafter it is hoped that high quality teaching and learning will be evident 6. Aug 21 |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and **numeracy** at **Early level.** | | | | | |
| **Focused Priority: Priority 2: Early Level Conceptual Numeracy Skills** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.1/1.3/3.2 | | | n/a | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| 1. Improve attainment in numeracy for all our P1 learners with a particular focus on a targeted group based on the initial P! BASE results. **This will ensure learners have the necessary foundations upon which to develop all numeracy skills without gaps being identified at later stages.** | 1. P1 teachers will become familiar with the Whiterose Maths programme and use this to plan conceptual teaching and learning experiences maintaining a play-based approach. This will support a more cohesive skills progression in the planning of teaching and learning in conceptual numeracy 2. P1 teachers will collect evidence of learning through observation, working with children directly and work produced and use this to inform assessment and planning of next steps 3. Teachers will engage in professional dialogue to monitor and evaluate the effectiveness of teaching and learning using Whiterose maths and liaise with G Blyth on an ongoing basis 4. From BASE assessments carried out in Aug/Sept ‘21, learners with scores of 70-85 will be identified as a focus group for raising attainment in numeracy 5. The focus group will receive targeted support from class teachers/support assistants to support them being on track with their learning. The focus group will be the measure for this priority. | Strategic lead – G Blyth  Operational lead –  E Motion | | * Evidence gathered from P1 teachers should show incremental development of skills in numeracy for the targeted group * BASE scores in numeracy for the targeted group should increase to within the 85-100 score range. Numeracy BASE scores for most children should show an increase * CfE declarations for the targeted group should evidence them being on track in numeracy | **Numbers refer to strategic actions**   1. This is already in progress and staff will be ready to plan using Whiterose in Aug 2021 2. This will be ongoing throughout session 21/22 3. Some collegiate time will be given over to allow this to happen and will be ongoing throughout session 21/22 4. Oct 21 5. Oct 21 – May 22 |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**  **Promotion of high quality teaching and learning** | | | | | |
| **Focused Priority: Priority 3: Moderation of Writing** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.1/2/3/3.2 | | | **n/a** | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| 1. Develop a shared understanding of the moderation cycle with a focus on writing across all CfE levels, Early – Second. **This will lead to a more accurate evaluation of an achievement of a level. Learners should be able to use the language of assessment and know what their next steps are.** | 1. Input spread over 2 or 3 sessions on what moderation is; the purpose of moderation and the moderation cycle 2. Staff will become familiar with using the moderation tool on Pobble 3. Staff will work in CfE level groups (Early, First and Second) to moderate writing by looking at what has been produced by the learner; assessing it against a reference framework and making an explicit response 4. Collegiate time will be given to come together as a staff to discuss progress 5. Staff will get together to discuss next steps and how we transfer what we’ve learned moderating writing to other areas of the curriculum | Responsibility for staff input and overview –  L Duncan  Operational lead (Pobble) –  M Pitblado | | * Ongoing professional dialogue around the quality of writing and skills being demonstrated will be evident amongst staff * Through discussion and debate and sharing professional judgement, staff will have developed a shared understanding of what constitutes achievement of a level in writing. This will be evident in the recorded outcomes of the moderation process using the Pobble tool and discussions with SLT * Through quality assurance monitoring and planning and tracking meetings with SLT, it will be clear that there has been an improvement in assessment and pedagogic practice which will enhance learning and teaching and lead to consistency in the interpretation of writing criteria, benchmarks and quality of work, making judgements valid and reliable across levels | **Numbers refer to strategic actions**   1. Oct/Nov 21 2. Oct/Nov 21 3. Nov 21 – May 22 4. End of Jan 22 5. June 22   Collegiate time will be given over to groups working together and for staff input sessions |
| **Ongoing Evaluation** | | | | | |
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