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| **Methilhill Primary School**  **Standards and Quality Report - *Achieving Excellence and Equity*** |

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| **Setting/School Roll** | 401 |
| **FME** | 50% |
| **Attainment Scotland Fund Allocation (PEF)** | £225,562 |
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| **Context: Methilhill Primary school is an open plan Non-Denominational school serving the catchment of Methilhill.**  This session we reviewed and updated our school vision and values.  **Vision: “Together we Learn, Together we Achieve”**  **School Values:** The following 3 values will be reflected by all stakeholders (children, parents, staff and the wider community) in all that they say and do.  In Methilhill P.S. we treat others and expect to be treated; **kindly**, **safely** and **respectfully** as we work together as a **team.**  **In Methilhill we aim to:**   * provide an inclusive learning environment that supports a positive learning culture. * create a welcoming ethos where children, staff, parents and the wider community come together to support our young people. * provide a rich and stimulating curriculum which is suited to the needs of all the children who attend MPS. | |

**Improvement for Recovery Priority Work Session 2020 – 2021**

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| **Focused Priority 1: Reconnection** | |
| **NIF Priorities:**  - Improvement in attainment, particularly in Literacy and Numeracy.  - Improvement in children and young people’s Health and Wellbeing.  - Closing the attainment gap between the most and least disadvantaged children – PEF.  - Improvement in employability skills and sustained, positive school leaver destinations for all young people.    **NIF Drivers:**School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children’s Progress, School Improvement and Performance Information | **HGIOS 4 Q.I** |
| 1.1, 1.2 and 1.3 |
| 2.2 and 2.3 |
| 3.2 and 3.3 |
| **Vision and Values –**By October 2020 we will have consulted and relaunched our Vision and Values. | |
| **Progress**  All stakeholders were involved in generating ideas for our new vision and values. These were voted on by our children, staff and parents. Children have been involved in creating new characters to launch the new vision and values in the new session. | |
| **Impact**  Children and families have not been made aware of the new vision and values yet. Staff have started to introduce the language of the new vision and values. | |
| **Next Steps**  Launch new vision and values across the school and community, incorporating into daily life with the children taking the lead on this. Promote through new visuals across the school and lanyards. Link the school vision and values to the weekly celebrating success and include in the Health and Wellbeing four week planning in the new session. | |
| **Curriculum Rationale –**By February 2021 we will have all aspects of Curriculum Rationale SWAY suite complete. | |
| **Progress**  A suite of Sways to outline our curriculum rationale has been created over the session by several members of staff.  [Raising Attainment SWAY](https://sway.office.com/K5Hz7tBvFRbgMcJe?ref=Link)~ With links to the following sways;  [Reading SWAY](https://sway.office.com/ek2eDZOO1Oq8n7Pj?ref=Link)  [Writing SWAY](https://sway.office.com/5oydPC0dNWF0uVDw?ref=Link)  [Numeracy SWAY](https://sway.office.com/9uPp2KC0zckYEofS?ref=Link)  [HWB SWAY](https://sway.office.com/xmZuagJ1fJ4FVlKQ?ref=email)  [DEN SWAY](https://sway.office.com/d1SKgSsxH2yj5Dux?ref=Link)  [PLAY SWAY](https://sway.office.com/fvd2kbf1cRddk5Ik?ref=Link) | |
| **Impact**  Staff feedback was gathered in May 2021, identifying that most staff felt the Reading, Writing and Numeracy SWAYs supported classroom pedagogy. Almost all staff felt that the HWB SWAY impacted on their pedagogy. Staff commented that SWAYs made expectations clear across the school and it was a helpful guide of strategies and resources to support learners. | |
| **Next Steps**  Update SWAY series to represent changes in planning and recording literacy, numeracy and HWB information.  Ensure SWAY series is in an easily accessible location for all staff to access.  Consider how to share information with parents. | |

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| **Learning and Teaching –**By May 2021 there will be consistent use, in each class of our 4-Part Learning and Teaching model. |
| **Progress**  Staff are expected to plan for learning using the 4part model. Learning rounds have not taken place this year due to covid restrictions, which previously supported evaluation of the implementation of the 4 part model. Staff were asked to provide some qualitative feedback. |
| **Impact**  Staff feedback gathered in May 2021 identified that most staff felt that children were involved in co-creating LI/SC and understood what they are learning. Most staff felt that they planned for different types of questioning across the curriculum. The majority of staff felt that the children were involved in daily reflection of their learning as a result of feedback. The majority also felt that children were involved in discussions about how learning relates to DYW. |
| **Next Steps**  Include observation of the 4part model in learning rounds next session.  Gather pupils views of learning in focus groups. |
| **Assessment –**Create and implement an assessment overview which outlines a range of robust assessment approaches in Literacy and Numeracy and plans for regular moderation activities. |
| **Progress**  Literacy – Reading Assessment documentation has been trialled at First and Second Level using forms and using identified passages. Skills from Benchmarks were used to create appropriate questioning for pupils and to allow for staff to analyse results.  Numeracy – Teejay Assessments have been trialled across P2, P6 and P7.  Progress meetings were held in Nov, Feb and May to discuss teacher declarations, assessment data and to allow for moderation.  Benchmark split documentation was reviewed and adapted to ensure accuracy against National Benchmarks.  Literacy Reading progression was developed, to include all reading resources and to ensure levels were identified accurately. Reading resources were aligned to the National Attainment Levels to provide a more robust moderation document to support staff across the school. Staff were asked to review reading progress and align this with attainment declarations. |
| **Impact**  Qualitative data gathered through staff consultation identified that most staff felt the Literacy Records of understanding we confusing, repetitive and difficult to navigate resulting in the need to review how these are used for planning and assessment purposes. Work has begun on adapting these documents to align with local and national expectation as, as well as meeting our needs as a school.  The majority of staff felt the Numeracy Records of Understanding were helpful documents and worked well with Fife Numeracy Pathways. |
| **Next Steps**  Create an assessment overview calendar.  Moderation activities prior to progress meetings.  Staff to be involved in trialling school wide assessments in literacy and numeracy.  Review new assessment/ planning documentation in literacy and numeracy.  Staff professional reading/dialogue/collaboration on Teaching of Reading and Writing. |

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| **Focused Priority 2: Resilience** | |
| **NIF Priorities:**  - Improvement in attainment, particularly in Literacy and Numeracy.  - Improvement in children and young people’s Health and Wellbeing.  - Closing the attainment gap between the most and least disadvantaged children – PEF.  - Improvement in employability skills and sustained, positive school leaver destinations for all young people.    **NIF Drivers:**School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children’s Progress, School Improvement and Performance Information | **HGIOS 4 Q.I** |
| 1.2 and 1.3 |
| 2.2 and 2.3 |
| 3.1 and 3.2 |
| **HWB**- By March 2020 identified staff will create a learning pathway for HWB and share with all staff. | |
| **Progress**  Learning pathways in HWB have been created and used by class teachers this session. Our pathways show progression and universal, additional and intensive supports for mental, social and emotional wellbeing. In addition, the learning pathway also evidences how the life and ethos at Methilhill Primary School contributes to learning in HWB (Planned annual events etc). The new learning pathways demonstrate how the experiences and outcomes for HWB sit within the wellbeing indicators whilst also ensuring a distribution of outcomes in a level across stages (progression from P1 - P7). Within the learning pathways there are identified supports in relation to COVID – 19 as well as resources and partner agencies. | |
| **Impact:**  Upon evaluation with staff they identified the following:   * Almost all staff stated that it was easier to plan for HWB using the new pathways * Most feel that the learning pathways for HWB are clear * Almost all shared that the pathways reflected the wellbeing indicators * Most feel that the learning pathways reflect our context * Almost all feel that data has been used to inform our learning pathways * Almost all felt that our learning pathways identify universal, additional and intensive supports to support mental, social and emotional wellbeing | |
| **Next Steps**   * Identify more of a progression within Early Level * Develop ways to track and assess HWB * Incorporate and identify high quality resources that can be used across Early, First and Second Level * Share HWB with parents * Use the planning tools consistently * Ensure RSHP are not only used in T3 and T4 | |
| **Promoting Positive Relationships and Nurturing Approaches –**By Feb 2021 all staff have a clear awareness of the Promoting Positive Relationships and Nurturing Approaches Policy. | |
| **Progress**  The behaviour and relationship sway shares the aims of the behaviour and relationships policy. Consistent approaches and high expectations underpin this policy; a policy which guides staff on how to be proactive in their relationships and behaviour management. Our ongoing emphasis on relationship building with pupils supports our school community to:   * work together to uphold our schools values * encourage and support regulation so pupils are settled and ready to learn * enhance wellbeing of all | |
| **Impact**  All staff have viewed the Behaviour and Relationships Sway. The majority of staff show an understanding that all behaviour is a communication and that our emotions can affect our behaviour. All staff know the universal, additional and intensive supports that are available. | |
| **Next Steps**   * Revisit the policy in term 1 of 2021-2022 * Develop consistency of nurturing approaches, interactions and environments at universal level throughout MPS * Build capacity with all staff in using the approaches identified in the Behaviour and Relationships policy | |

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| **Focused Priority 3: Recovery** | |
| **NIF Priorities:**  - Improvement in attainment, particularly in Literacy and Numeracy.  - Improvement in children and young people’s Health and Wellbeing.  - Closing the attainment gap between the most and least disadvantaged children – PEF.  - Improvement in employability skills and sustained, positive school leaver destinations for all young people.    **NIF Drivers:**School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children’s Progress, School Improvement and Performance Information | **HGIOS 4 Q.I** |
| 1.1 and 1.3 |
| 2.3 and 2.4 |
| 3.2 and 3.3 |
| **Raising Attainment**  65% of children in P1, P4 and P7 will be on track for Reading by 2021  60% of children in P1, P4 and P7 will be on track for Writing by 2021  70% of children in P1, P4 and P7 will be on track for Numeracy by 2021 | |
| **Progress**    Curriculum development work to review literacy planning documentation and moderation activities for staff.  SLT met with staff for attainment progress meetings in Nov, Feb and May to discuss attainment declarations and progress across Literacy and Numeracy.  Targeted interventions across the school (See attainment (PEF) section below).  SfL has consulted with staff regarding universal support strategies as well as targeted interventions to support attainment.  There is a high percentage of Additional Support Need across all stages of the school. | |
| **Impact**  Lockdown impacted on pupil's engagement in learning (See Home Learning figures below).  Detailed assessment information has been gathered to support attainment declarations and support planning next steps. Staff have been involved in identifying the gaps in literacy and numeracy, which are significant as a result of non engagement in lockdown as well as a high level of Additional Support Needs across all stages. | |
| **Next Steps**  Use the local authority attainment stretch aims to improve attainment in Literacy and Numeracy.  Targeted interventions across all stages, taking into consideration ASN and how all are pupils are being supported/challenged.  Staff curriculum development sessions in Literacy and Numeracy. | |
| **Playful Pedagogy -**Primary 1 staff will continue to implement Purposeful Playful Pedagogy approach and support colleagues in P2 to implement key play principles to enhance learning opportunities at Early and First Level. | |
| **Progress**  P1 staff accessed the PPP course materials virtually to extend their learning. They went through the slides and resources, engaging in professional dialogue where appropriate.  Lack of time to engage in purposeful and planned outdoor education sessions meant that this part of the outcome has still to be addressed further.  Some P1 staff have engaged in professional reading and dialogue surrounding using the Leuven Scales to measure levels of engagement, however this was something that needed to be developed further.  Previous PPP course resources were collated by an additional CT and shared within a Play section of the whole staff professional learning Team (Microsoft Team).  A [play SWAY](https://sway.office.com/fvd2kbf1cRddk5Ik?ref=Link) was created to reflect current pedagogy, information and what play looks like at Methilhill.  In-house research was conducted to gather information from practitioners (both class teachers and support staff) from Primary 1-3. This information was collated, analysed and shared with members of the Senior Leadership Team. | |
| **Impact**  Staff more aware of using observations to their advantage, using the “so what?” analogy when considering what the impact of their observations were. Some staff now feel more confident in identifying the key skills they are observing, as their knowledge of the Early curriculum has improved. With this, they were able to support their professional judgements surrounding attainment, with assessment information gathered in both formal settings and through play.  Staff have access to all play materials provided on the PPP course which they can engage in and put into their own practice.  The qualitative information that was gathered, allowed a deeper understanding of the views of current practitioners regarding play. They were able to explain their understanding of play pedagogy, how they incorporate play in their routines and what would support them further in their play journey. It is hoped that through analysing this data, next steps can be generated and used for developing play next session.  [Play Pedagogy study](https://sway.office.com/ePu3dpDpGf96t58O?ref=Link) | |
| **Next Steps**  P1 staff believed there was still a requirement to engage in professional learning surrounding outdoor learning experiences and levels of engagement in play. They are also continuing to develop their skills for focused observations within the play setting.  Continue to promote staff to engage in the PPP materials should they wish to do so.  Analysis of the questionnaire data to obtain next steps in our play journey. | |

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| **Digital Schools**– By June 2021 all staff will be engaged with Digital Schools Professional Learning and developing our Digital Learning School Culture. |
| **Progress**  Staff have started to use PICT for planning and assessment. Professional Learning carried out by SLT into Developing Digital Cultures. Questionnaires were completed by Teaching Staff to ascertain current progress and future CPD opportunities to fully support and empower Staff in becoming a fully Literate and Digital School. |
| **Impact**  Staff forms was shared in May 2021 to audit the school culture and use of technology to deliver the curriculum. The majority of staff identified that;   * The use of digital technology supported learning & teaching. * Digital technology was used to improve motivation and self-esteem. * School used digital technology to communicate with learners, parents/carers, staff and the wider community * There is a school-wide scheme for recognising and celebrating learner’s digital technology achievements * Use a range of digital technology for planning and administration. * There is collaboration with other schools but with a limited digital focus.   A minority felt that;   * The school website is mainly an information source. |
| **Next Steps**  Publish new website.  Achieve Digital Schools Award.  Build a digitally literate staff team.  Targeted interventions in Digital Learning. |
| **1+2**– By June 2021 all children in all classes will be taught French. |
| **Progress**  All Staff now teach French over the course of their week, embedding it into their daily practice. Some P5-7 Staff also teach Spanish. Several CPD opportunities have been undertaken by almost all staff members. These include FC-led inputs around Pedagogy, Power Language Platform learning and also Camembear familiarisation and confidence building. This has altered practitioners' perceptions hugely and allowed for a more regular and robust approach to 1 + 2 teaching. Observations were carried out over the full range of classes P1-7 and feedback was provided both individually and collectively in order to move towards the Scottish Government target of 2022. This highlighted the path we are on and what we need to do together to move us forward as a school. Inputs were then given at the start of the session to promote the use of Education Scotland’s planning tool with a real focus on targeted learning appropriate to the needs and abilities of the learners. Our DHT also joined the PL 1+ 2 team for Fife to ascertain further information about 1 + 2 language learning outwith the cluster and look to tighten up links with LA. Further work was then carried out in conjunction with Edinburgh University, on a national scale, with a view to using the previewed tools in the new academic year. |
| **Impact**  Staff are now aware of the process of Language Teaching and Learning and the consistency that this should entail. Using the Education Scotland planned progressions have allowed for the identification of skills planning and delivery of such lessons. Observations showed that almost all staff were confident in delivering a lesson but also highlighted the need for that consistency of approach to be drawn out. Furthermore, observations underlined the need for a progressive and immersive method to elicit the most from learners and in turn, add the most value. Children throughout the building now use French and Spanish as part of their daily greetings when moving around the building, both with each other and when communicating with staff. This can be further enhanced through the development of interactive displays and environments in classrooms. Training, as indicated above, has allowed us to promote Language learning and build confidence through the delivery of this. Many staff members have also identified 1 + 2 as either an area of success over the past academic year or an area to further develop. |
| **Next Steps**  All Staff should now look to develop their consistency of approach, building on previous learning, extending and consolidating learning and moving on where appropriate, planning for challenges throughout. Staff now need to focus primarily on filling gaps and targeting learning as appropriate in order to teach the full entitlement of language learning mapped against the experiences and outcomes over each of the levels. The benchmarks should then be moderated against the progress of learners at key stages as per the BGE framework. All remaining staff who have not already undertaken recent training should undertake the FC-led training in August 2021 to allow for a fully trained staff. Lastly, staff will complete, as a starting point in September, the new national TILES (Transforming Improvement in Languages Educations) tool to highlight strengths which can then be shared as good practice across the staff, development areas of each individual and a collective plan for the entire teaching staff team. |

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| **Attainment of Children** |
| Children’s attainment has been impacted by the Global pandemic. Over the last 2 sessions attainment has decreased in all areas.  In reading the minority of children are now on track for reading. Reading will be a SIP Priority next session and will also be a shared priority across our Leaning Partnership. Writing attainment will also be a target area and supported through Cluster Collaboration. Numeracy will be our focus area for QI recovery work with a focus at P6 and P7. |

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| **MPS Attainment Summary** | | | | |
| **Overall**  P1, P4 and P7 | Reading | Writing | Listening and Talking | Numeracy |
| 2018 | 66.8% | 68.9% | 79.3% | 73.6% |
| 2019 | 66.1% | 66.1% | 80.4% | 67.3% |
| 2020 | 53.3% | 48.9% | 62.6% | 59.3% |
| 2021 | 48% | 50.3% | 60.5% | 56.5% |

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| **Evidence of Wider Achievement** |
| Wider achievements were recognised and shared with children and families through weekly sharing of success sways during home learning.  Staff feedback identified the development of leadership skills within sport opportunities, making links with Active Schools.  P7s developed their communication, team work, leadership and enterprise skills during a Fife Social Enterprise Dragon’s Den project. P7 pupils also worked in partnership with Fife College Coding Programme to developing computer science and coding skills.  A group of P7 pupils have also worked in a Natural Connections group developing teamwork skills.  P5s took part in the River Leven Trout project for a second year, which saw children release the trout into the local area, learning about sustainability and building knowledge of the local area.  Children were involved in a schoolwide Scotland project sharing some exceptional photography skills.  During P2 Outdoor learning to the local Dam, children developed a number of skills linked to IDL and HWB planning; road safety, community litter picking and DYW.  Children were given the opportunity across the whole school to share their wider achievements as part of Children’s mental health week. A few parents completed the feedback form to gather views on Children’s mental health week. All parents felt the activities and learning had a positive impact on their child. Parents especially liked the [Special guests](https://twitter.com/MethilhillPS/status/1356984547720761347?s=20) videos during this week. A few pupils completed the forms feedback. The majority of children enjoyed the mental health activities.  Wider achievements during lockdown were shared wider through the use of twitter. <https://twitter.com/methilhillps?lang=en> |

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| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | | | |
| [Expectations for Home Learning](https://sway.office.com/hMueGhgCAoFlrRfp?ref=Link) SWAY was shared with parents.  **Kitbag for home**  [Kitbag for home Sway](https://sway.office.com/8y0SYr1D9r61sneW?ref=Link&loc=play) was shared during lockdown learning to support our families. Mini kitbags have also been shared with families and feedback gathered. | | | |
| Use of Seesaw to support parent engagement and home learning.  Use of digital technology to support learners and provide differentiation.  Staff used the digital technology tools available in Seesaw – video / audio recordings as well as tools to respond to engage learners daily. | | | |
| **Home Learning Weekly Engagement Levels** | | | |
| **Week** | **Wk. Beg.** | **Weekly Totals** | **Comments** |
| Wk. 1 | 11.1 | 78% |  |
| Wk. 2 | 18.1 | 57% |  |
| Wk. 3 | 25.1 | 59% |  |
| Wk. 4 | 1.2 | 53% |  |
| Wk. 5 | 8.2 | 44% | Snow Days – HUB closed for 3 days |
| Wk. 6 | 15.2 | 42% | 2 day week |
| Wk. 7 | 22.2 | 30% | P1 – P3 return to school full-time |
| Wk. 8 | 1.3 | 27% |  |
| Wk. 9 | 8.3 | 26% |  |
| **Home Learning Feedback from Stakeholders** | | | |
| Pupils | | | |
| Pupils completed a weekly feedback form on the tasks for the week. On average, a minority (25%) completed the feedback form. The results from the children highlighted that most pupils felt that the literacy tasks were positive. Most felt that the numeracy tasks were positive. | | | |
| Parents | | | |
| A minority of parents completed the weekly feedback form. The majority of these parents felt that literacy activities and numeracy activities were appropriate. The majority of parents felt that feedback supported pupils’ next steps in learning. | | | |
| Staff | | | |
| Staff feedback gathered May 2021 identified that all staff felt that Seesaw had a positive impact on home learning. Staff developed confidence using the tools within Seesaw and SWAY to support and differentiate children’s learning. Most staff also felt that Seesaw provided the opportunity to provide individual feedback to pupils, which they could act upon. Most staff felt that the expectations were made clear to them about what was expected to be delivered on Seesaw and reviewed weekly. | | | |

**Home Learning Summary**

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|  | Days at home due to Lockdown | Days at home due to Class Isolation | Total Days Home Learning | Total % Home Learning |
| P1a | 27 | 0 | 27 | 15% |
| P1b | 27 | 3 | 30 | 17.14% |
| P2a | 27 | 7 | 34 | 19.43% |
| P2b | 27 | 7 | 34 | 19.43% |
| P3a | 27 | 6 | 33 | 18.86% |
| P3b | 27 | 7 | 34 | 19.43% |
| P4a | 42 | 7 | 49 | 28% |
| P4b | 42 | 5 | 47 | 26.86% |
| P5a | 42 | 0 | 42 | 24% |
| P5b | 42 | 0 | 42 | 24% |
| P6a | 42 | 0 | 42 | 24% |
| P6b | 42 | 0 | 42 | 24% |
| P7a | 42 | 0 | 42 | 24% |
| P7b | 42 | 0 | 42 | 24% |
| P7c | 42 | 0 | 42 | 24% |
|  |  |  |  |  |
| % based on 350 openings (175 days) with cut off 9.6.21 for Annual Report Attendance | | | | |

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| **Impact of Local/National resources to support recovery within your setting** | |
| Number of devices provided to support learning at home | 120 |
| Additionality in staffing | 0 |
| All devices were allocated. Where devices were being unused they were returned to school and allocated to other children / families.  **11%** of those allocated a device consistently used these to engage in Home Learning activities shared on Seesaw or by accessing an online subscription they had been asked to use.  MPS was not allocated any additional teaching time to support recovery work. | |

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| **Attainment Scotland Fund Evaluation (PEF)** |
| **Progress:**  *What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc*  **P1~Additional Teacher to support pupils in writing.**  Intervention to support pupils in writing their name independently by providing daily opportunities to practice.  **P2~PSA support for speech sounds focus**  P2 staff (CTs and PSAs) worked in collaboration with SfL and DHT on a speech sounds QI project. Target pupils were identified from P2 BASE results. Daily intervention using colour coded speech supported pupils with speech sounds.  **P3~PSA supported reading groups**  Target pupils were identified from attainment information. Baseline assessments were completed in Feb 2021. Target groups work twice a week with PSA using Dandelion Reading scheme.  **Additional Teacher supporting Writing**  Baseline writing assessment was carried out in October 2020. Target pupils were identified. An additional teacher worked on writing and dictation skills weekly using Get Writing resource.  **P4~PSA supported reading groups and comprehension**  Target pupils were identified from SNSA information gathered in October 2020. SNSA identified a large gap in reading skills. Further baseline assessment of reading and comprehension skills was carried out in March 2021. Target groups work with PSA on reading skills using Dandelion reading scheme. Additional target group work with PSA on comprehension skills using Ticking Texts and Improving Comprehension resources.  **P5~ PSA supported reading groups**  Target groups were identified using information from attainment data. This cohort of children did not complete SNSA due to 2020 lockdown. Children carried out baseline assessments using Rapid Reading assessment. Children were allocated an appropriate reading scheme. Children work with PSA twice weekly to develop reading fluency skills.  **P6~PSA supported reading groups**  Targeted pupils continue to use Rapid Reading and Phonics books resources to support reading fluency.  **P7~Outdoor learning- focus on engagement, attendance and Outdoor Learning** |
| **Impact:**  **P1 -**  In P1a the majority still require additional support to write their name. In P1b almost all children can now write their name.  **P2 -** The [Speech sounds](https://sway.office.com/vtqPQiF4FSGV3wsn?ref=Link) project identified that all target pupils had improved the number of speech sounds they could say correctly.  **P3 -**Reading groups ~ Almost all pupils increased their word reading of CVC words.  Writing groups ~ Most children improved in writing sentences.  **P4 -** Reading groups ~ Most children increased word reading skills.  Comprehension groups ~ The majority of children were able to answer comprehension questions with support. Continued support on word reading required.  **P5 -** Most children increased word reading skills.  **P6 -** Most children increased word reading skills.  **P7** - All children increased confidence during outdoor learning. Resilience and team work skills improved. |

**Methilhill Primary School**

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