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

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | **328 School - 379 (including ELC)**  **49 ELC** | | | | | **FME** | **18%** | | | | | **Attendance (%) 95.1%** | **Authorised** | **2.88%** | **Unauthorised** | **2.11%** | | **Exclusion (%) 0** | **0%** | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | **£50,000** | | | |   **Context of the School**    The school and ELCC serve the town of Anstruther and the outlying areas of Kilrenny and Cellardyke. The community take great pride in its fishing heritage and traditions. These are reflected in the school’s context for example with the ‘school house names’ reflecting the fishing heritage. Employment locally is diverse, with a range of local businesses many providing for visitors to the area. There are still some businesses directly involved in or connected to the fishing industry.    The school roll in August 2020 was 328 and 60/60 ELCC children which comprises 12 classes in the school and three different sessions offered to parents of children in the ELCC.    The staffing comprises a Headteacher, two Depute Headteachers, 13 class Teachers, a peripatetic ELCC Teacher, 12 Early Years Officers, 2 Support for Learning Teachers, 6 Pupil Support Assistants and 2 Admin / Clerical officers.    The children and staff enjoy a well-equipped learning environment provided **by** the modern facilities within our building. There are 14 classrooms and well-resourced Early Learning and Childcare complex with indoor and outdoor provision. We have a large multipurpose hall with changing facilities and also have full access to the extensive playing fields and the use of the large sports hall that we share with Waid Academy and the local community.    In addition, there is a purpose-built music room which is used by class teachers to deliver music lessons. Children also benefit from weekly input from an instrumental instructor who currently offers tuition in violin to children from P5 to P7.    The school provides outdoor learning experiences within the context of children’s learning in school and in addition offers visits to Ardroy OEC for children in P6 and Broomlee OEC for children in P7.    We work with, parents and partners such as Active Schools, to provide a number out of school activities such as, stay and play, multi sports, code club, glee club, Lego club, hockey, netball, football, and running clubs.    The school has established and maintains close links with its associated Primary Schools and with Waid Academy its associated High School. As a cluster of schools, we provide a very effective transition programme for children in P7 moving into S1.  The school sits in sits within an averageSIMD of 6 with **an** FME of 20.8%. Within the school’s demographic, it is important to remember that within a mostly affluent community, there is a significant number of children who attend the school and who face particular challenges in their lives or barriers to learning.  The school has experienced some significant challenges during the 2020 -2021 session in respect **to** the Covid 19 pandemic. This necessitated a flexible approach to improvement planning.  Anstruther Primary School and ELCC  Care Contribute Succeed  Vision and Values and Aims  **Vision Statements**  • At Anstruther Primary School we show mutual respect and care for one another and work to develop positive and supportive relationships with everyone. We want to have a friendly welcoming ‘family’ ethos where everyone feels safe, happy and looked after.    • In our school we are mindful of the fact that children and their families have different needs, and we will work to provide the excellent teaching, help and support that enables everyone to learn and exceed their potential.  • Staff children and parents recognise that in different ways, everyone has a contribution to make to the life of our school and their learning. We will support young people to be confident, independent, and willing to engage with new ideas to become creative thinkers and problem-solvers.    • We know how important it is to have a Growth Mindset and develop resilience so that we see mistakes not as failures but as opportunities for learning. We are aware that, with effort, and perseverance, everyone can learn and improve.  **Aims**     * To maintain positive, respectful and supportive relationships between staff, children and parents * To aspire to excellence in all that we do * To continuously raise attainment in our school so that every pupil makes the best possible progress with their learning. * To enable children to make informed choices about keeping themselves healthy and safe * To support everyone in school to have a Growth Mindset in all they do * To remove inequity in our school and support all families and learners to be the best that they can be * To enable children to succeed in the world of work and make positive contributions to the lives of those around them and the wider community |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | |
| **Focused Priority: Continue to embed high-quality learning and teaching across all classes our main focus being feedback to children on how to improve.** | |
| NIF Priority   * **To improve attainment for all, particularly in Literacy and Numeracy** * **To improve the learning progress for every child, by reducing inequality in education.**   NIF Driver   * **Teacher Professionalism** * **Assessment of Children’s progress** * **School Improvement** | HGIOS 4 Quality Indicators  HGIOS 4   * **3.2 Raising Attainment and Achievement** * **1.2 Leadership of Learning** * **2.2 Curriculum** * **2.3 Learning, Teaching and Assessment** * **2.4 Personalised Support**   **HGIOELC**   * **2.3 learning teaching and assessment** |
| **Progress:**  At the beginning of the session teachers agreed a range of approaches to giving feedback to children in a classroom environment. They developed a shared understanding that we should plan to give immediate feedback to children during learning activities, as well as giving feedback on the pieces of work that the children submitted. It was disappointing that due to a period of lockdown due to the covid 19 crisis, it wasn’t possible, as we had intended, to work with colleagues from cluster schools to share feedback strategies **and** share and develop best practice with regard to feedback.  During the period of home learning lessons were delivered via online learning platforms such as TEAMS and SEESAW. During this time teachers built on their experiences of the previous session and gave high-quality feedback to children outlining next steps for improvement. Feedback was given using learning platforms in the form of individual feedback, more general feedback to groups via video or ‘live’ video link. Teachers worked hard to ensure that most children received regular and timeous feedback about the work they submitted during online learning.  Planned collegiate time provided an opportunity for teachers to engage in professional reading of “Teaching Backwards” (*Griffith, Burns*) and to engage in professional dialogue. The session focussed on teachers giving feedback and the attitudes and habits of children when receiving feedback. During professional dialogue **we** identified a development priority for future improvement work. It was agreed that teachers need to continue to work with children to enable them to receive and understand feedback, so that they can act on it to move their learning forwards. | |
| **Impact:**  In the majority of classes evidence from learning visits reflected that the children received feedback on how to improve during their learning activities. Monitoring of jotters by the SLT showed that the majority of children were receiving feedback on their completed work. Greater consistency with written feedback in all classes needs to be developed, to ensure best progress for all children.  In those classes where written feedback was given consistently, it was shared with children in line with agreed strategies. In these classes the children were able to explain why and in what ways they were receiving feedback and that feedback was helping them improve.  Evidence from parental questionnaires that sought feedback on our home learning provision indicated that nearly all families were very satisfied with the quality of learning and teaching that their children received. Families reported that teachers were available supportive and responsive to the needs of children. 91.6% of parents who responded to the questionnaire were either satisfied or very satisfied with the variety of learning experiences provided. 97.8% of families who responded to our questionnaire said that they were very satisfied with the quality of learning activities provided during our period of home learning. | |
| **Next Steps:**   * Teachers to continue **to** work with children to teach/coach them to act on feedback received so that they make the best progress with their learning. * Greater consistency when giving written feedback to children about their work needs to be developed so children in all classes know what they need to do to improve. | |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | |
| **Focused Priority: Ensure pupil progress through high quality assessment and moderation** | |
| NIF Priority   * **To improve attainment for all, particularly in Literacy and Numeracy** * **To improve the learning progress for every child, by reducing inequality in education.**   NIF Driver   * **Teacher Professionalism** * **Assessment of Children’s progress** * **School Improvement** | **HGIOS 4 Quality Indicators**   * **3.2 Raising Attainment and Achievement** * **1.2 Leadership of Learning** * **2.2 Curriculum** * **2.3 Learning, Teaching and Assessment** * **2.4 Personalised Support**   **HGIOELC**  **2.3 learning teaching and assessment** |
| **Progress:**  At the start of the 2020-21 session a need was identified, for a meaningful planning format that supported teachers to plan medium-term blocks of learning for the core curricular areas of maths & numeracy, Literacy and Health and wellbeing. The SLT devised the format for the planners and consulted with staff. It was agreed that the planners would be used with a view to them being reviewed and modified as required after a trial period. The planners were designed to allow teachers to plan ‘with the end in mind’, planning high-quality assessment for a block of work at the initial planning stage.  Teachers used collegiate time to devise and plan, with stage partners, a short IDL topic for all classes in the school with a main focus on writing. Sharing planning with colleagues at different stages provided common ground in terms of the context for learning. During the planning stage teachers devised high-quality assessment strategies to measure pupil achievement at the end of the teaching block. For groups of learners who were approaching the end of a CfE level, assessments were designed to measure to what extent those pupils could apply learning across different contexts for learning.  Staff reported that planning with colleagues was very helpful in improving the quality of learning, teaching and assessment and lessened workload. They reported that the shared assessment and subsequent moderation of children’s learning allowed them to gain a shared understanding of where children were with regards to CfE attainment. | |
| **Impact:**  Progress with this strand of our improvement plan was impacted by a period of home learning due to the covid 19 lockdown measures. Nevertheless, teachers delivered the literacy topic remotely.  Most children engaged with the tasks from home, and their work provided assessment information for staff to discuss and moderate collegiately. We recognised that working remotely may have affected the children’s ability to engage with the work independently and that this might affect the validity of the assessments. Nevertheless, teachers were able to assess work on its own merits and moderate and discuss with colleagues. Teachers’ feedback questionnaires reported that they found the process positive and useful and that it gave them the opportunity to share practice and expectations with colleagues. They also valued the process of joint planning as they felt it enriched the quality of the learning experiences for pupils. It also facilitated a shared understanding of what constituted attainment of and progress towards a level with regard to CfE achievement judgements.  Parent comments: -  “Really good engagement with the teacher. **Good feedback** and recognition for hard work. Understanding that children don’t always find it easy to engage with learning from home.”  “I think the **process is brilliant** this time around, everyone **seems more prepared**. XX is making it so much fun too so it doesn’t feel like a chore to him.”  “His teacher is **quick in responding** to any questions we have and **leaves feedback quickly**. XX again loves to listen to the comments.”  “XX is **enjoying the daily catch up** with his teacher and classmates. The only part of the day he never wants to miss.”  “Well done everyone - XX is clear, **engaging, consistent** with the class. She takes time to give feedback on every piece of work and it’s helped keep XX engaged. It must be so hard for everyone and I am super impressed.” | |
| **Next Steps:**   * Collegiate planning for high quality moderation should now be incorporated into the school assessment and moderation policy with agreed expectations of regular assessment and moderation for core curricular areas. * A review of the medium-term planning should take place as part of an agreed wider review of planning / assessment and tracking systems for teachers. | |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | |
| **Develop systematic pedagogical approaches to writing - improve attainment for writing for all children from initial baseline** | |
| NIF Priority   * **To improve attainment for all, particularly in Literacy and Numeracy** * **To improve the learning progress for every child, by reducing inequality in education.**   NIF Driver   * **Teacher Professionalism** * **Assessment of Children’s progress** * **School Improvement** | **HGIOS 4 Quality Indicators**   * **3.2 Raising Attainment and Achievement** * **1.2 Leadership of Learning** * **2.2 Curriculum** * **2.3 Learning, Teaching and Assessment** * **2.4 Personalised Support** * **2.5 Family Learning** * **2.7 Partnerships**   **HGIOELC** |
| **Progress:**  Pupil equity funding facilitated the provision of a supernumerary teacher to lead and support professional development for teachers in the teaching of writing. It was intended that the member of staff would also work alongside teachers supporting pedagogy.  The teacher led two collegiate evenings for teachers introducing the ‘Daily Write’ approach to the teaching of writing and the ‘Talk for Writing’ (*Pie Corbett*) resource. Additional copies of this resource were purchased by the school to support all teachers in delivering writing lessons using this approach.  The teacher also carried out baseline assessments for writing for all children, in order to measure the success and impact of the initiative. Teachers were also asked to identify key groups of pupils for whom added input into writing would close the attainment gap.  During the first two terms of the 2020-21 session the teacher’s ability to manage a consistent approach to this work was impacted as she had to cover significant teacher absence. In term three (January 2021) a period of home learning brought additional challenges, which meant that progress with this aspect of the improvement plan was adversely affected.  Despite a rather fragmented approach to this improvement priority, in the majority of classes, teachers adopted the ‘Talk for Writing’ approach. | |
| **Impact:**  From lessons observed and sampling of children’s work, it was evident that in a majority of classes, teachers had begun to adopt the ‘Talk for Writing’ approach which provided a framework and support for children’s writing. In these classes it was clear that this approach was beginning to have a positive impact for children’s attainment in writing. Children were seen to be more confident with writing, and wrote in a more structured coherent way. They were able to describe how they planned their writing and how they would know if it was a successful piece of work.  When the PEF funded teacher was able to work in classes in term 4 she was able to evidence added value in terms of children’s achievement in writing against the baseline samples obtained in August. It was evident that despite challenges, the approach was beginning to have a positive impact on children’s writing. | |
| **Next Steps:**   * Staff agree that this approach should be included on the improvement plan for next session. As a school we need to adopt a consistent approach to the teaching of writing to ensure a positive impact for all children. * We also recognise the close relationship between children’s reading and their abilities to respond to texts and their writing skills. We intend **to** promote reading with families particularly in the older classes as key to all learning across the curriculum. | |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | |
| **Develop quality interactions to extend learning and inform next steps in learning ELC** | |
| NIF Priority   * **To improve attainment for all, particularly in Literacy and Numeracy** * **To improve the learning progress for every child, by reducing inequality in education.**   NIF Driver   * **Teacher Professionalism** * **Assessment of Children’s progress** * **School Improvement** | HGIOS 4 Quality Indicators  HGIOS 4   * **3.2 Raising Attainment and Achievement** * **1.2 Leadership of Learning** * **2.2 Curriculum** * **2.3 Learning, Teaching and Assessment** * **2.4 Personalised Support**   **HGIOELC**   * **3.2 Raising Attainment and Achievement** * **1.2 Leadership of Learning** * **2.2 Curriculum** * **2.3 Learning, Teaching and Assessment** * **2.4 Personalised Support** * **2.5 Family Learning** * **2.7 Partnerships** |
| **Progress:**  During this session, all ELC (early learning centre) staff took responsibility for leading an aspect of the ELC improvement plan.  Staff engaged in training led by the SEYOs (senior early years officers) focussing on developing positive behaviours and a nurturing environment in the ELC. They worked to develop the ELC environment, to ensure that provision maximised learning opportunities and provided challenge for all children. Through professional discussion and professional development staff have developed their skills to ensure quality interactions with children to scaffold and support learning.  Staff also worked to develop the quality and consistency of feedback to children and the recording of individual learner’s achievements in their personal learning journal (PLJ).  During a period of remote learning for children, the ELC staff-maintained delivery of learning activities via online learning platform SEESAW. Staff built on their prior experiences to further enhance learning they provided. Staff delivered PEEPS session for parents remotely; something they intend to continue next session. | |
| **Impact:**  Observations in the ELC gave clear evidence of positive relationships and quality interactions between staff and almost all children. It was evident that staff know all the children in their key groups well, understand their interests and are planning high-quality learning experiences for them. Almost all children are engaged in their learning and the feedback strategies used by ELC staff are clearly having a positive impact on children’s motivation to learn.  Scrutiny of the children’s PLJs shows that learning is valued by staff and there is clear improvement in the quality and insightfulness of the observations. Learning is now planned very precisely and at an appropriate level for most children.  In questionnaires sent home to families seeking views on the provision and effectiveness of the ELC, the responses were overwhelmingly positive with nearly all communicating a high degree of satisfaction with our provision. | |
| **Next Steps:**   * Continue to ensure that the ELC environment supports the needs of all children particularly the higher achieving children. | |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | |
| **Recovery planning for the return to school after lockdown ensuring the health and wellbeing of pupils at the commencement of the session.** | |
| NIF Priority   * **To improve attainment for all, particularly in Literacy and Numeracy** * **To improve the learning progress for every child, by reducing inequality in education.**   NIF Driver   * **Teacher Professionalism** * **Assessment of Children’s progress** * **School Improvement** | HGIOS 4 Quality Indicators  HGIOS 4   * **3.2 Raising Attainment and Achievement** * **1.2 Leadership of Learning** * **2.2 Curriculum** * **2.3 Learning, Teaching and Assessment** * **2.4 Personalised Support**   **HGIOELC**   * **3.2 Raising Attainment and Achievement** * **1.2 Leadership of Learning** * **2.2 Curriculum** * **2.3 Learning, Teaching and Assessment** * **2.4 Personalised Support** * **2.5 Family Learning** * **2.7 Partnerships** |
| **Progress:**  During the establishment phase in the new session, we agreed routines and procedures to keep everyone in our school community safe. We discussed with children what that meant for them in class areas, around our school and in the playground.  We also established routines / procedures that aligned with the Covid 19 risk assessment for children, staff and parents. All stakeholders were kept up to date with any changes.  We ensured that we communicated regularly, any key information re. new guidelines, learning and teaching provision school and nursery, news updates with children and families.  At the beginning of the new session there was a clear focus on re-establishing a positive and supportive school ethos for all children. All staff focussed on our school vison, values and aims and linked everything to our core values of care, contribute, succeed. We reached out to those families who found returning their children to school difficult or upsetting  The Parent Council purchased the full ‘Seesaw’ online platform, to enable its use across all stages in the school with the exception of P6 and P7 who used TEAMS. It was used to share weekly home learning activities. Training was provided for all staff on Seesaw and TEAMS to enhance our capacity to deliver home learning should we be required to do so.  At the beginning of the new session, we recognised that it was vital to establish where children were with their learning. Teachers and SLT collected baseline data (SNSA, Sumdog, Lexia and daily writing initial assessment) and used it to inform the planning of learning and teaching and determine need for universal or targeted support. | |
| **Impact:**  Almost all children seemed to be happy to be back at school at the start of the new session. Engagement in classrooms Almost all coped well with the new routines and measures designed to mitigate the risks of covid infection. A few children found returning to school difficult and considerable support was offered to these families by the SLT and support for learning teachers. Attendance data for the school reflects the positive impact of this work.  In most classes, teachers gathered data to establish where children were with their learning, being mindful of the needs of a small number who were not able to engage with the activities provided during the period of home learning. It became clear from data and teachers’ judgements that the majority of children had lost ground with their learning, attainment in writing and reading was of particular concern.  During the year we kept in regular contact with families about the work of the school. In parental feedback questionnaires, there was a high degree of satisfaction from parents/carers regarding the regular newsletters and information that was sent home.  During a second period of lockdown, we built on previous experiences and in most classes, we achieved a more consistent approach to the way we presented online lessons for children. Teachers used the technology very effectively to support children at home using live and pre-recorded videos on Seesaw and TEAMS. This more structured approach and the provision of government funded IT equipment ensured that nearly all children engaged with learning activities at home. Parental questionnaires seeking views on our provision during the lockdown period evidence a high degree of satisfaction, with nearly all families praising the work of the school. | |
| **Next Steps:**   * Continue to respond flexibly to the needs of children staff and families in the new session. * Maintain our capability to use online learning platforms should it be necessary to deliver learning remotely in the future. * Considerable teacher commitment to skill development with ICT online learning platforms means that we are in a good position to continue to deliver homework activities in this way. We will also continue to share classroom learning, weekly, with families and communicate with parents using the Seesaw app. | |

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| **Attainment of Children and Young People** | |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Curriculum for Excellence Attainment  Percentage of children in P1, P4 & P7, on or ahead of track.  P1 1st level by May  P4 2nd level by May  P7 3rd Level by May | | | | | | | | | | Stage | Numeracy  June 2020 | Numeracy  June 2021 | Reading  June 2020 | Reading  June 2021 | Writing  June 2020 | Writing  June 2021 | Talking and Listening  June 2020 | Talking and Listening  June 2021 | | P1 | 98% | 86% | 91% | 81% | 91% | 84% | 93% | 84% | | P4 | 82% | 78% | 75% | 61% | 50% | 57% | 86% | 66% | | P7 | 68% | 64% | 75% | 67% | 64% | 62% | 82% | 80% |   Despite our targeted approach to planning for the needs of all children in terms 1 & 2, and our comprehensive approach to home learning during lockdown, children’s attainment in core curricular areas has been adversely impacted.  CfE attainment data from teachers’ professional judgements, shows that a majority of children have not made expected progress through CFE phases. In particular, children’s attainment in reading and writing are most affected. Raising attainment for both these aspects of literacy will be key features of our improvement planning for next session. | |
| **Evidence of significant wider achievements** |
| * Weekly assemblies led by SLT to celebrate successes – achievement awards. * Sports day for all children within the mitigation measures within covid guidelines. This enables children to engage in physical activities * Whole school IDL project with a writing focus delivered remotely. Children * Successful PEEP programme in ELCC delivered remotely supports parents and pupils with play-based learning and their child’s development. * Our Christmas concert took the form of a video where each class contributed and was shared on a private You Tube channel. Pulling together individual class presentations enabled them to develop their performance skills as well as their creativity and staff collaboration meant the whole thing was coherent. Classes also developed their teamwork skills as most of the lines delivered and songs performed were prepared and rehearsed in class bubbles * Online activity afternoons devised by teachers to encourage children to engage in practical learning and physical activity during home learning. Children shared videos of their activities with other via their online learning platform. * Outdoor learning and John Muir award for P7 classes. * All children from P1- 7 were given the opportunity to participate in the Scot’s verse competition. This involvement enabled the children to build skills in independent learning, to experience public speaking and performance * For many of our learners, wider achievement was demonstrated as a consequence of the change to online learning and the contributions they made to their Seesaw or Teams pages. Children learned and demonstrated their technology skills and were using these skills in real life contexts to connect with their class teachers and the wider school community. This opportunity allowed them to develop their IT skills as well as build meaningful relationships with those at home in sharing their progress and learning. They developed a range of ICT skills such as typing, recording, drawing onto the screen and photography and developed wider social skills through daily on-line class meetings for classes P1-P7 |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| During a second period of lockdown, we built on previous experience and for most classes we achieved a more consistent approach to the way we presented online lessons for children. Teachers used the technology very effectively to support children at home using live and pre-recorded videos on Seesaw and TEAMS. This more structured approach and the provision of government funded IT equipment ensured that nearly all children engaged with learning activities at home.  Families received regular newsletters signposting them to other service providers where support was needed. A minority of families were hard to reach and struggled to engage with online learning and we worked to reach out to these families and offered alternative ways for the children to engage with their learning. We checked in regularly with the most vulnerable pupils and considerable work was undertaken by the support for learning teachers and the SLT to provide support to families where it was required.    Evidence from parental questionnaires that sought feedback on our home learning provision indicated that nearly all families were very satisfied with the quality of learning and teaching that their children received. Families reported that teachers were available supportive and responsive to the needs of children. 91.6% of parents who responded to the questionnaire were either satisfied or very satisfied with the variety of learning experiences provided. 97.8% of families who responded to our questionnaire said that they were very satisfied with the quality of learning activities provided during our period of home learning.  The improvement plan for next session will address the key next steps identified in this report to secure improved outcomes for pupils’ learning. We recognise that at the same time we need maintain our capacity to deliver online learning for families, should the need for another period of ‘lockdown’ arise.  Parents said:-  “XX makes all of the **work well laid out and clear** with plenty of teaching input - really impressed!  Really good engagement with the teacher. **Good feedback** and recognition for hard work. Understanding that children don’t always find it easy to engage with learning from home.”  “I think the **process is brilliant** this time around, everyone **seems more prepared**. XX is making it so much fun too so it doesn’t feel like a chore to XX.”  “Really **enjoying the personal video messaging** from the teacher for every lesson, makes the learning seem more real that the teacher is introducing it.”  “Really **enjoying the personal video messaging** from the teacher for every lesson, makes the learning seem more real that the teacher is introducing it. |
| **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 | **28** | | Additionality in staffing) | **0.6 FTE** |   Initially the government funded additionality teacher worked alongside our PEF funded teacher to obtain clear baseline information about children’s attainment in writing. During a period of lockdown this member of staff worked in school supporting a significant number of vulnerable children with work provided for them online by their class teacher. She also provided additional support activities as required to further consolidate learning. After lockdown her role was impacted adversely by the need for her to cover staff absence during the school session. |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** |
| **Progress:**  **Additional member of teaching staff to support teachers to raise attainment in writing.**  Pupil equity fund facilitated the provision of a supernumerary member of staff to lead and support staff professional development for teachers in the teaching of writing. It was intended that the member of staff would also work with teachers supporting pedagogy in the teaching of writing.  The teacher led two collegiate evenings for teachers introducing the ‘Daily Write’ approach to the teaching of writing and the ‘talk for writing’ (Pie Corbett) resource. Additional copies of this resource were purchased by the school to support all teachers in delivering writing lessons using this approach.  She also carried out baseline assessments for writing for all children in order to measure the success and impact of the initiative. Teachers were also asked to identify key groups of pupils for whom added input into writing would close the attainment gap.  During the first two terms of the 2020-21 session her ability to manage a consistent approach to this work was adversely impacted as she had to cover significant teacher absence. In term three (January 2021) a period of home learning brought additional challenges that meant that progress with this aspect of the improvement plan was adversely affected. There has therefore been very limited impact for this initiative during this session.  **Appointment of a family worker**  Two attempts were made to find a suitable candidate for this post without success. Challenges linked to a new recruitment system and a lengthy period of lockdown meant that it was not possible or practical to appoint. This has led to a significant underspend in the planned spend for pupil equity fund monies this session.  **Appointment of 1.0 FTE PSA to support vulnerable pupils.**  Appointment of a fulltime PSA post supported a number of pupils who faced considerable challenges linked to being in school. |
| **Impact:**  **Class teacher**  From lessons observed and sampling of children’s work it was evident that in a majority of classes, teachers had begun to adopt the ‘Talk for Writing’ approach which provided a framework and support for children’s writing. In these classes it was clear that this approach was beginning to have a positive impact for children’s attainment in writing. Children were more confident and wrote in a more structured and coherent detail.  Where the PEF funded teacher was able to work in classes in term 4 she was able to evidence added value in terms of children’s achievement in writing against the baseline samples obtained in August.  **PSA Appointment**  There was clear evidence of the impact of this intervention from attendance figures and observed levels of engagement in classrooms from a number of vulnerable pupils. |

**School/Setting Name: Anstruther PS**

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

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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:   * To improve attainment for all, particularly in Literacy and Numeracy * To improve the learning progress for every child, by reducing inequality in education. | | | Fife Priorities/Local Plan Priorities | | * Communities * Wellbeing * GIRFEC | | |
| Focused Priority: Develop systematic pedagogical approaches to writing  Improve attainment for writing for all pupils from initial baseline | | | | | | | |
| QI (HGIOS 4) | | **HGIOELC** | | | | **NIF Drivers** | |
| * 3.2 Raising Attainment and Achievement * 1.2 Leadership of Learning * 2.2 Curriculum * 2.3 Learning, Teaching and Assessment * 2.4 Personalised Support * 2.5 Family Learning * 2.7 Partnerships | | * **3.2 Raising Attainment and Achievement** * **1.2 Leadership of Learning** * **2.2 Curriculum** * **2.3 Learning, Teaching and Assessment** * **2.4 Personalised Support** * **2.5 Family Learning** * **2.7 Partnerships** | | | | * **School Improvement** | |
| Action/Task | **Timescale** | **Responsibilities** | | **Measure of success** | | | **Expected Impact** |
| * Use PEF funded additionality teacher to deliver professional development for teachers for the teaching of writing. * Establish baseline assessment in writing for pupils in classes and target groups. * Deliver PRD for teachers with the “daily writing” and talk for writing approaches. * PEF funded teacher and additionality teacher to support work alongside teachers delivering writing lessons for target groups of pupils in P4, P5, P5/6 and P6 classes. * Teachers in all classes to use the talk for writing approach to support and scaffold children’s writing. * Teachers to plan and deliver daily writing differentiated and planned to teach specific skill gaps in learning. * Impact measured via baseline writing in September 2021 and follow-up assessments in February and May. * Attainment gains / impact reported back by teachers | August – June  August-September  October-December | R Currie  S Easton  Jaye Hamilton  Emma Gillingham  Class teachers | | * All class teachers using the ‘talk for writing’ approach. * Children writing improved when measured against initial baseline - monitoring by teachers. * SLT learning visits show all pupils engaged in daily writing activities that teach identified ‘deficit’ skills. * Pupils in identified classes to make gains of 3 to 4 months on baseline predicted attainment. | | | * Increased confidence and motivation and enthusiasm observed from pupils in all classes when asked to write * Increased confidence in children’s ability to plan and complete task when engaged in writing tasks. * Target groups of pupils making gains in writing attainment. * Children in identified groups to make gains of 3 months from previous CfE predications |
| Ongoing Evaluation | | | | | | | |

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| Focused Priority: Improve the skills in Speech, Language and Communication of pre-school target group from 47% to 85% | | | | | | | |
| HGIOELC   * 2.3 learning teaching and assessment * 3.2 Raising Attainment and Achievement * 1.2 Leadership of Learning * 2.2 Curriculum * 2.3 Learning, Teaching and Assessment * 2.4 Personalised Support | | | | | | **NIF Drivers** | |
| * Staff Professionalism * Assessment of Children’s progress * School Improvement | |
| Action/Task | **Timescale** | **Responsibilities** | | **Measure of success** | | | **Expected Impact** |
| * Nursery Team to engage in SALT’s Communication in Early Years Settings to ensure there is a thorough understanding of how to use the resource effectively and consistently to maximise impact of support. * Focused peep sessions – Expressive Language (Target the families of the intervention group * Bookbug sessions – focus on target group and encourage inclusion in all bookbug sessions * Increase and improve moderation of elips – shared understanding session (case study/focus child) * Enhance understanding of child development – SEYO to revisit training session on schemas (Nov ’21) * ELIPS – Re-assess target group only November/March/June * Modelling/Supporting skilled questioning (Nov ’21) * Quality spaces (Indoor and outdoor) to promote quality interaction/use of language * Professional Reading – Realising the Ambition - Quality Interactions focus * Evidence of Quality interactions in PLJ’s – Focus on language of learning and next steps – Literacy and English * Peer Moderation of PLJ’s – (NT to focus on target group) * Termly monitoring of PLJ’s * Applying nurturing approaches and quality interactions (Solihull/understanding your child) | X3 sessions (September/March/June)  1 per term  Weekly  August/September  November  X2 additional assessments Jan/March  November Inservice  Throughout session (Build in to nursery meetings)  Termly  X2 sessions  August/Sept | * DHT * SEYO’s * EYO’s * PSA * SALT * EYDO | | Almost all children will have evidence of improved speech, language and communication shown through PLJ observations/conversations   * High quality interactions evident throughout setting * Learning partnership feedback * EYDO record of visits * Nursery teacher record of visits * All children engaged in pockets of learning and have opportunities for quality interactions with peers and/or adults * All children can convey their wants and needs using either verbal or non-verbal communication * ***Consistently*** high-quality core provision offering all children rich and engaging opportunities and interactions | | | * All children happy, settled and engaged in learning experiences * Almost all children making appropriate progress in their learning from prior elips assessment levels (from 47% to 85% for ‘SAYING’ strand of elips * Most children will be working through the early **level** benchmarks and will be reported at **Early Level - Progressing** for talking and listening ahead of starting primary 1 * Consistent high-quality, inviting spaces which are frequently replenished and refreshed * Consistent evidence of quality interactions * All children engaged and active participants in their learning. |
| Evaluation | | | | | | | |

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| Focused Priority:  Raise attainment in reading by promoting and increasing engagement in reading for all pupils and develop a coherent approach to teaching children to read and respond to texts. | | | | | | | |
| QI (HGIOS 4) | | **HGIOELC** | | | | **NIF Drivers** | |
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| Action/Task | **Timescale** | **Responsibilities** | | **Measure of success** | | | **Expected Impact** |
| * All teaching staff to receive training in the use of Lexia. * All teachers to make effective use of the Lexia resource to teach children the skills required to enable them to read, comprehend and respond to texts. * Use PEF funding to purchase any additional resources necessary for teaching comprehension skills to support targeted groups with learning to respond to texts verbally and in writing * Establish by questionnaire what proportion of children regularly read books for pleasure at home. * Work with parents and carers to promote the value of all children reading for pleasure and engaging with a variety of written texts at home. | August / September  September onwards | * School leadership team * Support for Learning teachers * All class teachers | | * All groups of pupils using Lexia to support reading attainment are using the platform for a minimum of 20 minutes three times each week Lexia will provide evidence of impact added value * All teachers will feel able to use the data that Lexia provides and the resources to plan for learning for pupils in their classes. * Children ‘s work will demonstrate increased abilities and skills when discussing or responding in writing to texts they have read. * Increase in the number of children reading for pleasure at home against initial figures. - follow up questionnaire. | | | * All pupils in Lexia groups making gains from prior levels of attainment and abilities. * Children will be able to access and respond to texts for information in a range of contexts. |
| Ongoing Evaluation | | | | | | | |

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| Focused Priority:  Establish a shared understanding and consistent approach to relationships and getting it right at Anstruther. | | | | | | | |
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| Action/Task | **Timescale** | **Responsibilities** | | **Measure of success** | | | **Expected Impact** |
| * Develop a shared understanding of an agreed approach to relationships and getting it right policy. * Provide all staff with training on restorative approaches to managing conflict and behaviour issues. * Clear shared understanding of roles and responsibilities for everyone in the school. * Consistent implementation from all staff of the strategies and approaches agreed. | August –September  November INSET | * School leadership team * All staff. * ED Psych * Pedagogy team. | | * Shared understanding and consistent implementation of policy. * All adults getting it right for all children in school. * Planned support strategies for children in classrooms are seen to be planned for and implemented consistently. * Learning visits to classrooms by SLT. Monitoring of behaviour by SLT and * Regular revisit via staff meetings on progress | | | * Children feeling secure respected supported and able to learn. * A consistent approach to nurture and relationships from all staff in the school. * Raised attainment from happy safe secure children. * Fewer low-level disruptive behaviours from children * Increased pupil engagement evident in all classes. |
| Ongoing Evaluation | | | | | | | |