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| ***STRATHALLAN PRIMARY SCHOOL AND NURSERY***  ***Session 2020-2021***  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | 323 pupils in school and a capacity for up to 60 children within our nursery setting | | | | | **FME** | 8 pupils (P4-7) | | | | | **Attendance (%)** *Power Bi May 2021* | **Authorised** | **4.15%** | **Unauthorised** | **1.27%** | | **Exclusion (%)** | 0% | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £20,089 | | | |   **Context**  Strathallan Primary School and Nursery opened in January 2007. The school is situated to the west of Kirkcaldy within an affluent housing estate and is part of the Balwearie High School cluster.   * Our FME is 5.86% and our current school roll is 323 pupils with capacity for 60 children within our nursery. 38% of our school roll is made up from placing requests. Around 5% of our pupils live in SIMD deciles 1-2, 67% in deciles 8-10 with the remainder in deciles 3-7.   **School**   * The school has 13 classrooms with 12, this session, in use. Our teaching staff consists of HT, 2 DHTs, 10 fte class teachers, 5 fte part-time class teachers and 1.1 Support for Learning * We have 4 PSAs (full and part-time) and 1 classroom support assistant who are committed to enhancing children's learning. * Strathallan is an inclusive and nurturing school, promoting equality, opportunity, respect and achievement for all. * All of our pupils are encouraged to experience all areas of Curriculum for Excellence. We aim to meet the needs of all through a variety of meaningful, differentiated tasks and activities which are suited to each child. * We link curricular areas to the wider world of work in order to equip our young people with the skills necessary for their future. * We have a house system into which each child is allocated a place. Tokens can be earned and awards achieved throughout the year. * We have very good support from our parents/carers, with whom we communicate in as many different ways as possible although many of these have had to be adapted during the pandemic e.g. Virtual Parents' Evenings, sharing the learning, homework and meetings. Good communication with our parents and carers, through written and verbal feedback, is extremely important to us with regards to evaluating where we are and taking the school forward. * We link with a variety of outside agencies, whose support we greatly value; these include Balwearie High School, other local secondary schools, private nurseries, local businesses, Health, Social Work, Educational Psychologist, FACST, S.A.L.T, O.T, Active Schools, local councillors, Police Scotland and Rev.Taylor from Abbotshall Church. * The school building hosts an Out of School Club from 3.05 p.m.- 6.00 p.m. each evening.   **Early Learning and Childcare Setting**   * Strathallan Nursery can accommodate 60 children on a 9.00 a.m.- 3.05 p.m. basis offering flexible nursery placement. The teaching allocation is 0.5 peripatetic. The Nursery is an integral part of our school and we strive to ensure that all children are fully included in our whole school vision and ethos, attending learning opportunities, assemblies, events and participating in concerts.   **Vision, Values, Aims**   * Our vision is **“inspiring the future**”. * Our school values are **SUCCESSFUL, TOLERANT, ACHIEVING and RESILIENT** * Our school aims: Strathallan PS and Nursery will work together with all stakeholders to ensure all our children are afforded the opportunity to become successful learners, confident individuals, responsible citizens and effective contributors. We will provide a safe, nurturing and supportive environment in which all children, families and staff are equal and respected. We will strive to deliver the very best learning opportunities and support our pupils to understand environmental and cultural issues. We will always encourage children to do their best and reach their full potential.   **Learning Partnerships**  Successes   * All staff committed to providing best possible online learning/teaching opportunities * All staff providing excellent care and support for those children of keyworkers/children who are vulnerable in school/nursery * Good progress made with ICT across infants and nursery.   + Seesaw becoming more established in infants. Positive feedback from almost all parents.   + All nursery staff continuing to develop skills in using this platform to share and review home learnings. Almost all parents providing regular feedback and planning is being adapted around this. Further challenge being included this week for those who are reading. Continuing with balance of practical activities and screen-based ones - particularly to support children with ASN. Video story time on Wednesdays going well - aware of Copyright regulations.   + Seesaw platform enables staff to monitor engagement levels and supports communication with the families   + New start children are engaging with Seesaw - Key Workers communicating with the children.   + Mixture of weekly and daily uploading - schedule facility is proving effective. * The allocation of more devices has given greater learning opportunities for those children/families who struggled during the first lockdown period * All infant staff working well to support each other with technology and share resources. * Almost all nursery staff also working well as a team - weekly planning meetings to review engagement and feedback and plan next week - staff sharing responsibility for planning the activities (10 per week, including Literacy, Numeracy, H/WB, Other, Story of the Week, Sign of the Week (Signalong), Dance/Movement. * Good level of engagement   + All nursery staff connecting with families not engaging to offer support - * Teams meetings being used to continue engagement with partners   + Ed Psych   + Review meetings with HV, SALT, OT, parents * Supportive parent body – we keep in contact with all parents through telephone calls, email, school app, Groupcall, Seesaw and Teams * Supportive Parent Council – communication through regular meetings and emails * We have been as creative as possible with our staffing, utilising the most appropriate staff to cover keyworker groups in school as well as a rota of staff to ensure equity. Looked at individual staff needs and family circumstances to support individual staff members. * Outdoor areas being well used e.g. playground zones, nursery garden, quad * Introduction of Emotion Works across school and nursery has provided a consistent focus within H&W   Challenges and Solutions   * We continue to have a small allocation of PEF approx. £20,000 for 2020/2021 – this means we need to be very creative in the use of support staff when looking at the needs of all our children with ASN. This has been challenging during the pandemic when there was a higher staff absence, however, to date we have managed to spend under half our allocation and continue to remain within budget * Difficulties with devices/WIFI – the acquisition of more devices has supported specific families * Staff wellbeing – we have ensured this was a standing item on each meeting agenda as many staff members had concerns and worries about Covid-19, own health, health of family members, risks etc – we ensured the school risk assessment and any individual risk assessments were regularly updated * Making correct decisions on places for keyworker/vulnerable children and keep numbers to a minimum within bubbles – use of criteria and FC advice has ensured confidence in decision making * Equity around rotas for staff – ensured all staff were aware equity was applied but that specific circumstances were also taken into account * Office staff received calls from a few parents around technical issues – SLT supported office staff with a consistent response to use * Ensuring all staff comply with safety measures i.e. social distancing, wearing face coverings, hand hygiene, participating in test kits – reminders at meetings, risk assessments, visuals   **GOING FORWARDS….**   * N-P3 returned to school on 22.2.21 with P4-7 returning on 15.3.21 * Almost all pupils in P1-3 had full attendance w/c 22.2.21 – 26.2.21. P1-99%, P2-93% and P3-99% * Assessment and identification of children’s needs and continuous tracking of learning and progress so teachers can build on already known pupil skills and knowledge; use of the principles of assessment (Person Centred, Holistic and Contextual, Collaborative and Ongoing) and the gathering of evidence (professional dialogue, observations, questioning, written, a piece of work and interactions with others) * Ensure all learners receive relevant feedback on their learning and progress and can identify next steps in learning * Continue to provide a positive, nurturing learning environment with a focus on wellbeing, inclusion and equity; learners with ASN/emotional * Continue to develop and implement the language from Emotion Works to support all pupils’ health and wellbeing * Continue to develop and maximise all pupils’ knowledge of IT and experiences from remote learning   **The particular opportunities and challenges facing the school/ELC community in its unique context**   * Almost all pupils are well supported and encouraged by parents to achieve their full potential in all areas of school life. * School and nursery sit within a beautiful woodland setting giving unique opportunities in outdoor learning to all pupils * Although the school is well supported by almost all parents/carers, with high attendance at school events, shows and open days and parents giving freely of their time, most staff can sometimes feel pressured by a few parents’ unrealistic expectations of attainment and behaviour, however, we use this as an opportunity to meet with parents to resolve any concerns. * Inclusion of all pupils with very high tariff needs and an inadequate amount of PSA hours continue to challenge wellbeing, learning and teaching within school and nursery.   **How addressing these challenges will contribute to improving the NIF priorities**   * We continually self-evaluate practice in order that we are furnished with the most up to date information, thus, enabling us to meet the needs of all. We are solution focussed when faced with challenges and seek out and utilise staff members’ particular strengths in specific areas. * We encourage parents/carers to directly discuss any concerns with the appropriate member of staff to allay concerns and identify a positive way forward. * We creatively seek strategies to cope with the deficit in support hours, e.g. shared support, use of SfL and SLT staff, proactive discussions with partner agencies and parents |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | |
| **Priority 1: Pupil/Family Wellbeing;** school and nursery provision (Emotion Works/5 Ways to Wellbeing common approach)  NIF Priority **:**  Improvement in children and young people’s health & wellbeing.  NIF Driver: Assessment of children and young person’s progress  **Priority 2 – Staff Wellbeing:** Emotion Works and 5 Ways of Wellbeing  NIF Priority: Improvement in children and young people’s health and wellbeing  NIF Driver: Teacher professionalism  **Priority 3:** consistent and effective use of pupil feedback to support robust assessment of learning  NIF Priority: : Improvement in attainment, particularly in literacy and numeracy  NIF Driver: Assessment of children’s progress | HGIOS 4 Quality Indicators  QI 1.1, 2.1, 2.4, 3.1  HGIOELC Quality Indicators  QI 1.1, 2.1, 2.4, 3.1  HGIOS 4 Quality Indicators  Q.I. 1.1, 1.2, 1.3, 1.4  HGIOELC Quality Indicators: Q.I. 1.1, 1.2, 1.3, 1.4  HGIOS 4 Quality Indicators  Q.I. 1.3, 2.3, 3.1  HGIOELC Quality Indicators  Q.I. 1.3, 2.3, 3.1 | |
| **Priority 1 – purple Priority 2 – green Priority 3 - blue**  **Progress:**  *What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc*  Actions/work undertaken  Priority 1 – Pupil/Family Wellbeing   * Reconnection with all pupils/families with a focus on ensuring safety, health and wellbeing needs were met, at all levels. * Ensured that new and existing strategies and resources around anxiety, mental health and wellbeing were clearly signposted and in use at all stages. * Consideration given to a coherent cluster approach using ‘Emotion Works’ and ‘5 Ways of Wellbeing’ activities. Each school at different stages of implementation. * Consideration of pupil voice in planning of approaches and activities to ensure needs were being met. * Staff training on ASD to support staff and meet the needs of pupils across school and nursery * Involvement of Parent Council and parent body in planning of approaches and activities to ensure needs are being met.   Priority 2 – Staff Wellbeing   * Ensured that the pastoral support available to staff was clear and well understood * Collegiate hours allowed for staff to regularly meet throughout the session within departments/groups/whole staff to share areas of success and to support each other. * Staff feedback in school improvement and delivery of curriculum was gathered at each stage to inform next steps * Consideration of 5 Ways of Wellbeing activities during NCCT on a planned basis, where possible. Wellbeing became a standing item on school meeting agendas. * Clear routes for Health & Safety discussions took place. * Career Long Professional Learning (CLPL) opportunities were linked to needs around wellbeing conversation   Priority 3 – Assessment   * Initial conversations with all children to establish baseline * Microsoft Forms survey of all teachers. * Collaborative professional dialogue to gauge level of confidence and shape project at team meetings, twilights and in-service days. * Implementation across all classes   Resources   * Use of data from baseline assessments * Pupil feedback. * Change Leadership course work * EPS Trauma Informed Transitions Resource pack. * Emotion Works resource * Fife Council Wellbeing Strategy Group * CAMHS training on pupil anxiety * Parent feedback/Parent Council * Wellbeing conversations document. * Regular opportunities for all staff to individually meet with HT/DHT, as required * Regular times during collegiate hours for staff to meet, share and support. * Coaching wheels as used in PRD. * Regular revisiting of SPS Risk Assessment and SIP * Staff Wellbeing Group activities * CAMHS staff to give input on staff wellbeing – dates TBA * Microsoft Forms survey * Individual class resources | | |
| **Impact:**  What impact has the progress/work undertaken had on improving the outcomes of your children and young people?  What evidence do you have? Quantitative or qualitative data to support this impact  Impact statements should be written evaluatively eg almost all, most, majority etc   * Connection with almost all pupils during the second lockdown period produced an increase in pupil engagement to 90% in comparison to the first lockdown figure of 88% * Pupil feedback showed almost all children preferred learning in school to remote learning * All children across school and nursery have engaged in and are using Emotion Works’ language to support personal emotional wellbeing * Almost all staff felt they benefitted from ASD training to support with strategies for particular pupils * Almost all parents/carers felt supported by school during lockdown and recovery. Parent Council meetings continued ensuring coherence between school and parent body * Pastoral support and collegiate time dedicated to wellbeing ensured that all staff were provided with strategies and opportunities to improve personal wellbeing * Collation of regular feedback from all staff allowed reactive and adaptive planning of wellbeing events throughout the session * Having wellbeing as a standing item on meeting agendas, in-service days and collegiate times, reassured all staff that this was a priority * Almost all learners know what it means to be successful. * Most learners are confident in responding to feedback to extend learning. * Mostl learners are more confident in using LI and SC to self-assess their writing. * Almost all learners are more resilient, confident and independent * Almost all teachers are spending less time writing comments in jotters. * All parents/carers were made aware of current feedback approaches via the parent council and information Sways sent via school app | | |
| **Next Steps:**   * Continue to ensure that all strategies and resources around anxiety, mental health and wellbeing are clearly signposted and in use at all stages. * Continue to develop and successfully implement ‘Emotion Works’ throughout whole school and nursery      * Staff Wellbeing Group to re-convene to identify next steps in planned activities * Continue to prioritise staff wellbeing at staff meetings, in-service days and as a standing item on every agenda * Feedback approaches developed this session throughout the infant department will be cascaded to classes in the middle/upper department | | |
| **Attainment of Children and Young People** *(Early Learning, Primary and Special)*  March 21   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Primary 1 – Expected Level EP** | | | | | | | | **41 Children** | **Info. H** | **Shape** | **Number** | **Talking** | **Reading** | **Writing** | | **P1** | 41/41 | 41/41 | 41/41 | 41/41 | 41/41 | 41/41 | | **% at level** | 100% | 100% | 100% | 100% | 100% | 100% |     June 21   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Primary 1 – Expected Level 1IE** | | | | | | | | **41 Children** | **Info. H** | **Shape** | **Number** | **Talking** | **Reading** | **Writing** | | **P1** | 36/41 | 36/41 | 36/41 | 33/41 | 33/41 | 33/41 | | **% at level** | 88% | 88% | 88% | 80% | 80% | 80% | | Comparison March - June | | | -12 | -20 | -20 | -20 |         March 21   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Primary 4 – Expected Level 1P** | | | | | | | | **39 Children** | **Info. H** | **Shape** | **Number** | **Talking** | **Reading** | **Writing** | | **P4** | 36/39 | 36/39 | 37/39 | 37/39 | 32/39 | 32/39 | | **% at level** | 92% | 92% | 95% | 95% | 82% | 82% |     June 21   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Primary 4 – Expected Level 2IE** | | | | | | | | **39 Children** | **Info. H** | **Shape** | **Number** | **Talking** | **Reading** | **Writing** | | **P4** | 32/39 | 30/39 | 30/39 | 36/39 | 30/39 | 31/39 | | **% at level** | 82% | 77% | 77% | 92% | 77% | 79% | | Comparison March - June | | | -18 | -3 | -5 | -3 |         March 21   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Primary 7 – Expected Level 2P** | | | | | | | | **57 Children** | **Info. H** | **Shape** | **Number** | **Talking** | **Reading** | **Writing** | | **P7** | 56/57 | 56/57 | 53/57 | 56/57 | 55/57 | 50/57 | | **% at level** | 98% | 98% | 93% | 98% | 96% | 88% |     June 21   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Primary 7 – Expected Level 3IE** | | | | | | | | **57 Children** | **Info. H** | **Shape** | **Number** | **Talking** | **Reading** | **Writing** | | **P7** | 48/55 | 50/55 | 32/55 | 50/55 | 43/55 | 33/55 | | **% at level** | 87% | 91% | 58% | 91% | 78% | 60% | | Comparison March - June | | | -35 | -7 | -18 | -28 | | | |
| *Attainment evidence/Achievement within a level information from ELC/school from this session*  *Successes and gaps identified throughout session (this should link to improvement plan for session 2021 – 2022)*  The disruption to learning due to the Covid pandemic and the periods of lockdown have, undoubtably, led to variation in pupils’ learning and attainment.  Improvement in technology skills have been a success, both for children and staff. Gaps in learning have been identified by staff and information passed on to next teachers; these gaps are and, will be, addressed in order to improve current attainment. | | |
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| **Evidence of significant wider achievements** | |
| *Achievements should be linked to skills and not be a list of events/activities from in school/setting or during remote learning*   * Consistent increase in engagement with online learning throughout lockdown period – most, pupils and staff have improved their ICT skills this session * Two members of teaching staff have completed the first part of the “Change Leadership” course which has positively impacted on areas of school improvement * Whole school involvement with Kirkcaldy Foodbank and local minister – links to citizenship and community * Whole school participation in Scottish poetry competition – literacy skills * P7 pupils, despite not being able to attend a residential trip, participated in ‘Ardroy On Tour’ outdoor learning activities * We introduced “Wheelie Good Fridays” across all stages within school and nursery, following positive feedback from pupils, parents and staff. This has positively impacted on all pupils’ coordination skills, teamwork, health and wellbeing | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| *Reference should be made to:*   * *Expectations for remote learning* * *Data for engagement levels* * *Feedback received from all stakeholders* * *Changes to previous practice as the result from learning/engagement which will be sustained*   **Strengths identified:**   * All staff committed to providing best possible online learning/teaching opportunities * Staff providing excellent care and support for those children of keyworkers/children who are vulnerable in school/nursery * Making progress with ICT across infants and nursery.   + Seesaw becoming more established in infants. Positive feedback from parents.   + Nursery staff continuing to develop skills in using this platform to share and review home learnings. Parents providing regular feedback and planning is being adapted around this. Further challenge being included this week for those who are reading. Continuing with balance of practical activities and screen-based ones - particularly to support children with ASN. Video story time on Wednesdays going well - aware of Copyright regulations.   + Seesaw platform enables staff to monitor engagement levels and supports communication with the families   + New start children are engaging with Seesaw - Key Workers communicating with the children.   + Mixture of weekly and daily uploading - schedule facility is proving effective. * The allocation of more devices has given greater learning opportunities for those children/families who struggled during the first lockdown period * Infant staff working well to support each other with technology and share resources. * Nursery staff also working well as a team - weekly planning meetings to review engagement and feedback and plan next week - staff sharing responsibility for planning the activities (10 per week, including Literacy, Numeracy, H/WB, Other, Story of the Week, Sign of the Week (Signalong), Dance/Movement Good level of engagement   + Nursery staff connecting with families not engaging to offer support – * **Engagement data**  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | STAGE | *April ‘20* | *w/c18.5.21* | *w/c1.6.20* | *w/c18.1.21* | *w/c1.2.21* | *w/c15.2.21* | | *P1* | *77%* | *83%* | *92%* | *98%* | *98%* | *N/A* | | *P2* | *93%* | *95%* | *98%* | *90%* | *94%* | *N/A* | | *P3* | *82%* | *82%* | *93%* | *90%* | *95%* | *N/A* | | *P4* | *95%* | *98%* | *98%* | *94%* | *92%* | *82%* | | *P5* | *75%* | *84%* | *86%* | *95%* | *79%* | *64%* | | *P6* | *90%* | *94%* | *94%* | *98%* | *88%* | *92%* | | *P7* | *78%* | *81%* | *85%* | *98%* | *98%* | *95%* | |  |  |  |  |  |  |  | | *School* | *84%* | *88%* | *92%* | *95%* | *92%* | *83%* |  * Teams meetings being used to continue engagement with partners   + Ed Psych   + Review meetings with HV, SALT, OT, parents * Supportive parent body – we keep in contact with parents through telephone calls, email, school app, Groupcall, Seesaw and Teams * Supportive Parent Council – communication through regular meetings and emails * We have been as creative as possible with our staffing, utilising the most appropriate staff to cover keyworker groups in school as well as a rota of staff to ensure equity. Looked at individual staff needs and family circumstances to support individual staff members. * Outdoor areas being well used e.g. playground zones, nursery garden, quad * Introduction of Emotion Works across school and nursery has provided a consistent focus within H&W   **Challenges and Solutions**   * We continue to have a small allocation of PEF approx. £20,000 for 2020/2021 – this means we need to be very creative in the use of support staff when looking at the needs of our children ASN. This has been challenging during the pandemic when there was a higher staff absence, however, to date we have managed to spend under half our allocation and continue to remain within budget * Advice from Professional Associations has, perhaps, been unhelpful in correspondence with members as this has had an impact on how staff have felt coming into the school building. Regular contact between SLT and EIS school reps has supported mitigation of staff anxiety * Difficulties with devices/WIFI – the acquisition of more devices has supported specific families * Staff wellbeing – we have ensured this was a standing item on each meeting agenda as many staff members had concerns and worries about Covid-19, own health, health of family members, risks etc – we ensured the school risk assessment and any individual risk assessments were regularly updated * Making correct decisions on places for keyworker/vulnerable children and keep numbers to a minimum within bubbles – use of criteria and FC advice has ensured confidence in decision making * Equity around rotas for staff – ensured all staff were aware equity was applied but that specific circumstances were also taken into account * Office staff received calls from parents around technical issues – SLT supported office staff with a consistent response to use * Ensuring staff comply with safety measures i.e. social distancing, wearing face coverings, hand hygiene, participating in test kits – reminders at meetings, risk assessments, visuals   **Planned next steps: How we took these forward…**   * Continued assessment and identification of children’s needs and continuous tracking of learning and progress so teachers can build on already known pupil skills and knowledge; use of the principles of assessment (Person Centred, Holistic and Contextual, Collaborative and Ongoing) and the gathering of evidence (professional dialogue, observations, questioning, written, a piece of work and interactions with others) Ensured all learners received relevant feedback on their learning and progress and could identify next steps Continued to provide a positive, nurturing learning environment with a focus on wellbeing, inclusion and equity; learners with ASN/emotional needs * Continued to develop and implement the language from Emotion Works to support all pupils’ health and wellbeing * Continued to develop and maximise all pupils’ knowledge of IT and experiences from remote learning   **Triangulation of Views –** all stakeholders are encouraged to share views about the school and nursery via verbal and written communication, surveys, professional dialogue and meetings.   * Pupils have integrated well back into school and have commented –   “I love being back at school because I missed my teacher” P1  “Being back at school is great because I can see my friends” P2  “Learning in school is much better than at home” P3  “I really like being back in class, even though there are only four of us until the rest of the class come back” P3/4   * Staff commented – * “Mine really enjoyed sharing a piece of work that they were proud of from lockdown. I think they had missed sharing with each other. They then put it on the wonderful work wall. I don't see any immediate issues with most of my class. Something I have noticed is attention span and chattiness. One has decreased while the other has def increased!” P2/3 * “I feel that my class were very settled last week and remembered the rules in the classroom. They knew and remembered the class routine too without any reminders - washing hands, no touching, 2m distancing from an adult” P2. The P2 teacher also felt that there was, academically, minimal negative impact on those pupils who engaged well with remote learning during the lockdown period, however, a bigger gap in learning was noted of those who did not engage well. * “All the children settled really well.  Everyone seemed happy to be back.  As we communicated every day during lockdown via Seesaw we were able to refer to things that had happened in the 6 weeks so didn't feel too strange.” P1/2 * Parents commented – * “You are superstars!” * “Thank-you so much for the help you have given about getting a laptop. What a difference it has made!” * “Communication updates have really kept us in the loop” * “I’m so grateful for all the hard work from all the staff at Strathallan. Having a keyworker place for my child has been such a relief – thank-you” * “Thanks so much for the Sway teaching tips for parents. Really appreciate you taking the time putting this together. Everyone wants to do the best for their children so this was greatly appreciated” * “I’d like to thanks all the teachers and staff for their continued support – really appreciate it” * “I cannot express how much her (the teacher) support and lovely encouraging emails mean to us all” * “I’d like to thank you all for your hard work. Home learning is tough but it couldn’t happen without you all”  |  | | --- | |  | |  | | |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing) *(primary, special and secondary sector only)*** | |
| |  |  | | --- | --- | | Number of devices provided to support learning at home | 11 | | Additionality in staffing | 1.4 fte |   *What impact has these resources had on improving the outcomes of your children and young people?*  *What evidence do you have? Quantitative or qualitative data to support this impact*  *Impact statements should be written evaluatively eg almost all, most, majority etc*   * The provision of devices for specific pupils and families ensured all our pupils had access to adequate technology, in order to participate in remote learning; those pupils who previously were not able to engage with remote learning due to inadequate access to devices, were able to fully engage with class work. * The additionality of staff has allowed the provision of learning support for specific pupils; all of these pupils have increased and improved their literacy skills, personal confidence and independence, this being evident within their daily work in class * The additionality has also been a vital support in addressing the gathering of information for contextualised assessments; this has been evidenced through more assessments being completed | |
| **Attainment Scotland Fund Evaluation (PEF/SAC) *(primary, special and secondary sector only)*** | |
| **Progress:**  *What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc*   * Our PEF funding has been utilised in the acquisition of PSA hours to support the needs of specific pupils within school and nursery * SfL and maths/literacy resources have also been purchased this session, including the IDL programme licence (£2,740) – SfL staff are currently beginning to involve pupils with this resource – actual number of pupils to follow | |
| **Impact:**  *What impact has the progress/work undertaken had on improving the outcomes of your children and young people?*  *What evidence do you have? Quantitative or qualitative to support this impact*  *Impact statements should be written evaluatively eg almost all, most, majority etc*   * A specific child accesses school from 9.00 a.m. due to extra PSA hours put in place through PEF * All pupils requiring specific SfL will be able to utilise the IDL programme to raise attainment in literacy/numeracy | |

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

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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 | Satisfactory | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Satisfactory | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Very good | Good | Good |  |
| **3.2 Raising attainment and achievement** | Good | Satisfactory | Good |  |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Good | Satisfactory | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Satisfactory | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Very good | Good | Good |  |
| **3.2 Securing children’s progress** | Good | Satisfactory | 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** | **5** | **N/A** | **N/A** |
| **Quality of environment** | **5** | **N/A** | **N/A** |
| **Quality of staffing** | **5** | **N/A** | **N/A** |
| **Quality of leadership and management** | **5** | **N/A** | **N/A** |

**Appendix B**

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  Improvement in children and young people’s health & wellbeing.  Assessment of children and young person’s progress (Driver) | | | | | |
| **Focused Priority:** Pupil/Family Wellbeing, including school and nursery provision(Emotion Works/ 5 Ways to Wellbeing common approach) | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| QI 1.1, 2.1, 2.4, 3.1 | | | QI 1.1, 2.1, 2.4, 3.1 | | |
| **Strategic Actions Planned** | **Expected Impact** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| What are we trying to improve?  Is this focused on children and young people and making a difference to their outcomes?  Is it for all learners or a group of learners?   * Continue to reconnect with pupils with a focus on ensuring safety, health and wellbeing needs are met, at all levels. * Ensure that any new and existing strategies and resources around anxiety, mental health and wellbeing are clearly signposted and in use at all stages * Continue to implement ‘Emotion Works’ and ‘5 Ways of Wellbeing’ activities across whole school. Information for parents in the form of a SWAY/workshop will be delivered * Consideration of pupil voice in planning of approaches and activities to ensure needs are being met e.g. Pupil Council, House Captains, Playground Leaders * Development and implementation of outdoor activities to improve pupils’ physical and mental wellbeing e.g. Wheelie Good Friday, Loose Parts Play, Tinker Time, gardening, PEPAS & Sports’ Committee * Creation and development of mental wellbeing base and relevant resources for use by all pupils | Will these actions improve outcomes for all or some of the school’s/setting’s children and young people?   * Outcomes and key measures will orchestrate a positive and sustained impact for all learners e.g. attendance, engagement in learning, pupil voice feedback demonstrating reduced anxiety and whole school ethos of resilience as we move into a new session. * Pupils will demonstrate an understanding of language associated with E.W. * Reduction in number of incidents within playground and classrooms * Ensure pupils have opportunities to voice views and opinions to take forward for improvement * Improvement in physical/mental activity for pupils across nursery and school * Engagement and understanding in following safety rules * Raised awareness of mental health issues and supports for pupils, as required | Is responsibility shared and devolved?  Does this allow for and demonstrate leadership at all levels?  Senior Leadership Team (SLT) communicating the overarching strategy to all stakeholders, including nursery provision.  Health & Wellbeing - responsibility of **all staff.**  Close working between pupils and support staff, including partner and third sector agencies.  Consideration to be given to using any available Pupil Equity Funding (PEF), if possible, to support delivery.  Emotion Works - Jen Short supported by Nikki Lambert, John Hargreaves, Lisa Kember  Carol Ritchie, Laura Innes  Nursery staff – Lynn Reekie  (Play on Pedals)  Laura Innes / Louise Barron  (Loose Parts Play)  Shirley McArthur  (Tinker Time)  Shirley McArthur  (gardening)  Shiona Findlay  (PEPAS & Sports’ Committee)  Karen Adam, John Hargreaves | | How will evidence be gathered – data, views, direct observations?   * Use of data from baseline assessments * Pupil feedback.- Pupil Council, Heidie’s Huddle, individual, group and class discussions with staff, * Change Leadership course work * Emotion Works resource * Fife Council Wellbeing Strategy Group * Pupil/family feedback.- Pupil Council, Heidie’s Huddle, Talk with my Teacher * Pupil/family feedback | **Details of timescales for all priorities to be agreed and confirmed following completion of all PRD meetings with staff.**   * Term 1 and 2, then ongoing, linked to collegiate calendar * Regular review and update with all staff throughout the session. * Specific dates will be added to this fluid action plan throughout the session * Term 2 – 10.11.21 * Throughout the session * Throughout the session * Tinker Time – 1.2.22 * PEPAS and Sports’ Committee – 15.12.21 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

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| **National Improvement Framework Priority:**  Teacher professionalism (Driver) | | | | | |
| **Focused Priority:** Staff Wellbeing(Emotion Works/ 5 Ways of Wellbeing common approach) | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| QI 1.1, 1.2, 1.3, 1.4 | | | QI 1.1, 1.2, 1.3, 1.4 | | |
| **Strategic Actions Planned** | **Expected Impact** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| What are we trying to improve?  Is this focused on children and young people and making a difference to their outcomes?  Is it for all learners or a group of learners?   * Ensuring that the pastoral support available to staff is clear and well understood * Identification of stressors affecting wellbeing of staff * Collegiate time to share research and to lead discussions around improving staff wellbeing * Involvement of council wide support around staff wellbeing   .   * Consideration of 5 Ways of Wellbeing activities during NCCT on a planned basis, where possible. Wellbeing becomes a standing item on school meeting agendas. * Clear routes for Health & Safety discussions to take place. | Will these actions improve outcomes for all or some of the school’s/setting’s children and young people?   * Measures will facilitate and ensure that all staff are safe, engaged and supported in the life and work of the school. * All staff will benefit from opportunities to share practice and support each other, both professionally and personally, ultimately, supporting teaching and learning for benefit of pupils * Strategies can be appropriately shared with pupils as a learning tool for life- long learning * Improvement in staff attendance | Is responsibility shared and devolved?  Does this allow for and demonstrate leadership at all levels?  SLT  Clive Backler/All staff  Clive Backler/All staff  Clive Backler/All staff  All staff  SLT | | How will evidence be gathered – data, views, direct observations?  Baseline and follow up data using:   * Wellbeing conversations document. * Regular opportunities for all staff to individually meet with HT/DHT, as required * Regular times during collegiate hours for staff to meet, share and support. * Coaching wheels as used in PRD. * Regular revisiting of SPS Risk Assessment and SIP * Staff Wellbeing Group activities | Are these linked to Working Time Agreement?  Are timescales realistic?   * Term 1, ongoing. * Term 2 – 16.11.21 * Linked to collegiate calendar * Regular review and update throughout the session * Ongoing |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy (Driver) Assessment of children’s progress | | | | | |
| **Focused Priority: Continue to embed Seesaw across whole school**  **Development and implementation of 4 part lesson model across school** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| QI 1.3, 2.3, 3.2 | | | QI 1.3, 2.3, 3.2 | | |
| **Strategic Actions Planned** | **Expected Impact** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| What are we trying to improve?  Is this focused on children and young people and making a difference to their outcomes?  Is it for all learners or a group of learners?   * Continue to embed Seesaw within infant department and implement throughout P4-7 * Implement the 4 part model lesson structure across all classes to ensure consistency of lesson delivery | Will these actions improve outcomes for all or some of the school’s/setting’s children and young people?   * Seesaw will be embedded within infant classes and implemented within the middle/upper department. Staff training and support will take place throughout session * All pupils and staff will confidently navigate and share work using Seesaw within class * Pupils will take ownership of selecting and posting relevant work, boosting both knowledge and personal confidence * All parents will engage with and use Seesaw to link with class teacher and view/share children’s work * All teaching staff will engage with and use this consistent approach to ensure all pupils positively benefit from a similar lesson structure | Is responsibility shared and devolved?  Does this allow for and demonstrate leadership at all levels?   * All staff * Previous infant staff to lead, train and support other staff * All teaching staff * Training and collaborative work, including sharing good practice will be built into curriculum development sessions throughout the year | | How will evidence be gathered – data, views, direct observations?   * Pupil feedback via verbal conversations/views in class * Staff feedback via meetings, surveys, professional dialogue, class observations, attainment data, Planning and Tracking meetings, PRD * Parent/carer feedback via Seesaw, parent surveys, verbal views and opinions * Tracking of % pupil/family engagement * Teacher feedback * Jotter/work monitoring * Collegiate feedback sessions * Self-assessment * Classroom observations * Planning and tracking meetings * Pupil voice | Are these linked to Working Time Agreement?  Are timescales realistic?   * 4 x staff meetings across session as well as middle/upper departmental meetings across session * Self-evaluation and feedback across session * Term 2 – 16.11.21   1.12.21 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |