Mountfleurie Primary School – Standards and Quality Report 2020-21

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| **Improvement for Recovery Priority Work – Digital Technology**  **Session 2020 - 2021** | |
| NIF Priority  Improvement in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people  NIF Driver  School Improvement  Teacher Professionalism  School Leadership | HGIOS 4 QIs  1.2 Leadership of learning  1.3 Leadership of change  1.5 Management of resources to promote equity  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising Attainment and Achievement  3.3 increase creativity and employability  HGIOS ELC  As above |
| **Progress:**  Working party ensured all classes had working smartboard, access to desktops, allocated ICT time and two class iPads.  PICT was used across all classes and stages to track progress and inform planning.  Sharing ‘good practice’ as in person workshops didn’t happen (due to COVID) however some staff sharing was still promoted through class Teams, CLPL, Google classrooms and Virtual Assemblies.  Almost all staff, pupils and families have an increased confidence using applications that come with Microsoft Office suite and through GLOW.  There has been improved equity in terms of Digital provision with families being able to gain ownership of Google Chromebooks to support remote learning.  Parent and family feedback from lockdown one (2020) was effective in informing our next steps for remote learning and staff collaborated to create clear and consistent routines for remote learning and creating booklets and videos to support parents and families in lockdown two (2021). | |
| **Impact:**  Some classes plan a series of progressive lessons that build on Digital Technology skills.  Almost all learners have become more skilled in using GLOW and some Microsoft Office software to enhance learning.  Some classes have been learning to use new software as part of the Office 365 suite to create their own Microsoft Office and Forms.  Staff benefited from up-levelling and refining skills in using Virtual Classrooms, Consistent routines for Teams pages which greatly increased pupil and parent confidence in learning remotely.  More children and families were accessing (60%-70%) and engaging with remote learning because of improved equity and teacher confidence to deliver effective learning and teaching virtually.  Almost all pupils and families, who engaged in remote learning, have commented that they enjoyed much more specific and private feedback through the assignments tab.  Further consultation with parents enabled all staff to tweak their approaches and include more live/recorded learning to support further.  Almost all staff have used Digital Technology and videos, visualisers to model teaching points and to have a more ‘real’ check in with pupils, whilst supporting H and WB. This has greatly helped with pupil engagement.  ParentApp from ConnectUs has helped us communicate with our parents (over 700 downloads) on a regular basis and allowed us to share pupil achievements and the impact of learning. This has allowed for parents to be more involved of children’s learning and the partnership between school and home has improved using this tool. | |
| **Next Steps:**  PICT progression pyramids to be with staff to inform planning and highlight a range of resources to enhance learning in a variety of curriculum areas.  Provide equity in terms of resource allocation and time allocated for using ICT resources across the school.  Fundraise and seek grants to buy resources to support ICT linked to STEM learning.  Learn to use our 3D printer to enhance learning experiences.  When restrictions allow, promote staff sharing good practice and promoting pupils to share their learning (after-school) at staff meetings. | |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | |
| NIF Priority  Ethos, Values, Relationships and Nurture (Health and Wellbeing)  NIF Driver  Teacher Professionalism  Performance Information  School Improvement | HGIOS 4 Quality Indicators  1.1 Self-evaluation for self-improvement  1.2 Leadership of learning  1.3 Leadership of change  2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equality and inclusion  HGIOELC Quality Indicators  1.1 Self-evaluation for self-improvement  1.2 Leadership of learning  1.3 Leadership of change  2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equality and inclusion |
| **Progress:**  All teaching staff and PSA’s have completed Year 1 Pivotal Training. Year 2 training has been delayed due to staff training and the impact covid has had on external trainers. Year 2 has now started and will be carried on throughout session 2021-22.  All Nursery staff have completed Unit 1-2 and will complete the rest of Year 1 before summer.  A catch up session for all new staff in August will be provided, although currently teaching staff will remain stable and therefore only one or two members of staff may need this provided.  Throughout this session we have revisited pledges – e.g. smart walking to ensure consistency across all classes.  All classes consistently using Recognition boards which allows children to visually see their individual progress across the day and week.  Introduction of ‘Postcards’ to be sent home. This allows children to see that their efforts are recognised by their teacher and it is followed through to home, ensuring the link between school and home is strong.  Wall display in main corridor to recognise all children that are following school values (Safe, Ready, Respectful)  Almost all children can recognise and discuss the values.  Scripting was implemented by staff in the classroom and almost all children (minus around 3%) are able to respond to the scripting.  Level 2 training was completed by Caitlin Park and Ashleigh Wright and this will be continued throughout next session.  Emotion Works has started and been implemented throughout the school.  Nurture base created in August 2020 and has worked well throughout the year. Changes have inevitably happened since August, however, this has had an impact on specific children and the mainstream classes they would have been in. | |
| **Impact:**   * **Recognition walls**   - Almost all children are wanting to achieve the space on the recognition wall and are more motivated to make good and positive choices  - Almost allteachers are using positive praise and language within the classroom and school environment leading to a more positive ethos  **-** Almost all classes allow for children to have a voice in the recognition target and children are becoming more aware of areas that still need to be worked on and aspects they are very good at  - Most children’s self-esteem has improved and they continually achieve classroom targets which in turn allows for the children to become more confident individuals  - Most children are enjoying the praise and small recognition instead of looking for tangible rewards   * **Staff training**   - Almost all staff feel more confident with giving consistent messages to all the children which allows the children to feel safe and secure within the school environment  - Scripting has allowed, almost all staff to deal with behaviour in a consistent manner.   * **Values**   - Almost all children are able to name the 3 values and show a good understand of what they mean and how they can implement them into their daily routines. The children are all working towards being Safe, Ready and Respectful with allows for a more positive and calming ethos within classrooms. This allows for high quality teaching to take place.   * **Postcards**   - Relationships with parents and the community have improved due to the postcards. Parents have commented that it is lovely to receive a physically note of their children’s achievements.   * **Nurture Room**   Due to certain children attending the Nurture Room, the other children in the class are able to get respite.  Teachers feel they have more energy and time for the child when they are in class.  Classes are able to do funnier tasks in the afternoon and not have to worry about it being interrupted.  The length of time in class is more achievable for the individual children  Other children have gained confidence and are more willing to speak up in class and share their opinion. This started during the afternoon session (when the individual was away) and has transferred over to the morning sessions too.  The individual children are getting input specific to them and has helped improve their self-esteem and emotionally understanding. This has always been transferred back into the classroom.  One child has been able to build positive relationships and friendships with peers. Staff feel supported due to having another colleague who deals with their children as well.   * **Emotion Works**   Children have a better understanding of their emotions and triggers and can speak about it openly.  Teachers have enjoyed teaching it  Teachers would like some more advice and training on how to implement it into everyday life.  Children can talk about it but can’t implement it in the moment (talk the talk but not walk the walk) | |
| **Next Steps:**  Catlin Park and Rachel McDaid (due to Ashleigh Wright going on maternity leave) will undertake Level 3 training in November  Start the implementation of Level 2 (mental health) training with all staff  Pivotal handbook for use with staff and parents  Big drive for consistency and tightening up of aspects implemented already  Higher expectations for all staff including SLT  All staff will be provided with a copy of Paul Dix’s new book – After the Adult Changes  Achievable Behaviour Nirvana. Staff reading and collegiate time set aside to provide opportunity to collaborate  Look at more in-depth resources in relation to emotion works (a pack for every stage/class)  Ensure that emotion works in implemented into daily practise | |

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| **Improvement for Recovery Priority Work – Assessment and Moderation**  **Session 2020 - 2021** | |
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| **Progress:**  After consultation with staff it was clear that before tackling feedback, we felt we needed to have a consistent approach to assessment.  The working party created and handed out a staff questionnaire to gauge where we were in assessment.  A consistent assessment folder was created so every class teacher was using same assessment methods.  A Bloom’s poster was discussed and given to each teacher to be displayed in each class to ensure consistent questioning.  We handed out professional reading based on Bloom’s so that staff would learn and be challenged on this area. | |
| **Impact:**  The impact of this particular area for improvement was difficult to gauge due to lockdown. Staff have not had the time to get to grips with the new assessment folder or to look at and implement Bloom’s to a high standard. However, in the working party the impact it had on our the children was discussed at great length.  Reading: Accelerated Reading gave class teachers the children’s reading age and it enabled them to group the children accordingly. All class teachers and almost all children could see the progress they were making in their reading. They enjoyed getting the instant feedback and being able to see the progress made, allowing them to identify their own next steps.  Writing: Using the Big Writing Criteria made it easier to mark writing with a consistent approach across the school. Results were shared with the children so they could see what they had achieved and what they need to work on next. All children used the child friendly criteria which enabled them to support them and to check their skills. Writing attainment this session is down in P4 and P7, however, this was expected due to the cohort of children and the lack of engagement from some children during lockdown.  Spelling: The Schonell spelling test gave class teachers the spelling ages. The Jolly spelling test enabled class teachers to group children. Children self-assessed their weekly spelling tests allowing them to see next steps in learning.  Maths: More clarity is needed around assessment for Maths and Numeracy. All teachers use the conceptual Numeracy planning and assessment proformas available, however, it is the impact on the children that needs to be clarified when using this. | |
| **Next Steps:**  The following next steps are ones which can be easily done out with the SIP:   * Set window dates for Big Writing Assessment * Get clarity on maths assessment. * Perhaps plan a moderation evening to check writing pieces etc   The following next steps will be part of the next session’s SIP:   * Assessment folder: feedback from staff and SLT * Bloom’s: feedback from staff * Feedback and questioning * Cluster approach to moderation on writing and transitions in learning (time set aside for this in collegiate hours) | |

**School/Setting Name: Mountfleurie 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** | Satisfactory | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Satisfactory | Good | Good | Satisfactory |
| **3.1 Ensuring wellbeing, equity and inclusion** | Satisfactory | Good | Good |  |
| **3.2 Raising attainment and achievement** | Satisfactory | Good | Good | 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 | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good | Good |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Securing children’s progress** | Good | 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** | **Very Good** |  |  |
| **Quality of environment** | **Very Good** |  |  |
| **Quality of staffing** | **Very Good** |  |  |
| **Quality of leadership and management** | **Good** |  |  |