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| **C:\Users\cbell-bl3\Desktop\badge.jpg**  ***Auchtertool Primary School***  **Standards and Quality Report**  ***Achieving Excellence and Equity***  ***Draft*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | *38* | | | | | **FME** | *From P4-7 we had 2 pupils entitled to free school meals on the Healthy Living Survey day* | | | | | **Attendance (%)** | **Authorised** | 1.90 | **Unauthorised** | 0.49 | | **Exclusion (%)** | *We have not had any exclusions* | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | *£2350* | | | |   **Shared Vision, Values and Aims**  **Vision**  Our vision is that Auchtertool Primary is a warm, welcoming, happy school community, where everyone feels included, valued and secure. Everyone is respected and encouraged to express their feelings and opinions. Our pupils engage with learning because it’s meaningful and it’s fun! All of our pupils enjoy a rich curriculum which meets their needs and also motivates and challenges them. We set ambitious targets for ourselves and our learners, and work as a team to ensure we achieve them. We celebrate our successes and constantly reflect on how we are doing and how we can do better. Children and adults are encouraged, inspired and supported to be all they can be.  Staff are committed to continued personal development and lifelong learning. We value the involvement of parents and carers in their children’s education, both in and out of school, and will continue to welcome their input and develop their role as partners in supporting learning. We engage the wider community in the life of our school by inviting them to bring their knowledge, experience and expertise to enhance our curriculum. In return, we always contribute positively, and in as many ways as possible, to our local community. Everything we do is to support our learners to develop the self-knowledge and life skills they need to become confident individuals, successful learners, responsible citizens and effective contributors to society.  **Values**  Our School Values are – Respect, Resilience, Responsibility, Creativity, Courage and Ambition.  **Aims**  To be Successful Learners - To be interested in learning new things, to do the very best we can and to be creative and think about new ideas.  To be Confident Individuals - To have respect for ourselves to be healthy, happy and ambitious and to look forward to the future.  To be Responsible Citizens - To have respect for other people, to help to look after our community and our world.  To be Effective Contributors - To help others, to be enterprising and creative and to take part in making decisions. |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | |
| **Wellbeing**  **NIF Priority** Improvements in children and young peoples health and wellbeing  **NIF Driver** School Improvement School Leadership and Parental Engagement | **HGIOS 4 Quality Indicators**  3.1, 1.3 | |
| **Progress:**  During term 1, we had an initial focus on reconnecting and re-engaging with our pupils and school community. We used the packs created by the educational psychology team for ideas and embedded the 5 Ways to Emotional Wellbeing programme into our weekly assembly programme and homework tasks.  We looked at a joint cluster approach to using the Emotion Works programme to allow for continuity and progression from Primary into Secondary. Having planned to ‘buy in’ the Do Be Mindful’ resource, we chose to stay focused on the Emotion Works cluster approach to allow a stronger focus on this and to keep it streamlined. During the year, we also added in staff training for some staff in the ‘Branch Out’ programme and worked on a cluster transition programme for this. This was introduced virtually with our P7 pupils in a smaller group Teams meeting.  We revised our communication strategy with parents and looked at having more timely and regular communication that made use of the digital technologies that we had taken on board during the school closure period of term 4 2020. We introduced weekly Sways to share learning across the school and with parents. This developed from ‘Marvellous Mondays’ during lockdown when we had celebrated wider achievements while school was closed.  We planned the continuation of the use of Glow across both classes for on-going home learning tasks and for collaboration within school. This was to help aid any future need for home-based learning in the future. As the year progressed, this further develop through the use of Glow for communication and collaboration across our cluster, in particular in relation to primary/secondary transition.  We planned for weekly virtual assemblies where children from both classes could communicate and share learning. As a small school, we are accustomed to spending a lot of time working together and ‘buddying’ and felt that this was really important in keeping or sense of identity alive and keeping the feeling of togetherness across our small school. While we have had time for formal sharing of learning, this has also had a pastoral focus, allowing children to share news and wider achievements across our two classes when they have not had an opportunity to do this otherwise.  Feedback from parents and staff in particular, showed that we were much more prepared and organised for our school closure period in term 3. Our parental questionnaire showed that parents felt much more confident in the continuation of learning between school and home.  Staff pastoral support opportunities were signposted throughout the year by email and during staff meetings and follow up support was offered if requires. | | |
| **Impact:**  In August 2021, we were aware of some concern across our school community regarding the return to school. We found that our attendance rates very quickly returned to normal and that a feeling of reassurance was quickly in place. Our second school closure from Jan-March 2021 confirmed that a lot of the steps we had put into place had had the desired impact. Our parental questionnaire towards the onset of the school closure block showed that our parents had more confidence in the continuation of learning from school to home and felt that we were better prepared and organised for this. The expectations and organisation made learning much clearer and more accessible. The use of Glow during school time meant that there were very few access difficulties and any minor teething problems were ironed out quickly.  Unfortunately, we had a very small number of pupils who we struggled to increase engagement with even with this support in place. | | |
| **Next Steps:**  We plan to continue using Emotion Works as part of our ongoing wellbeing curricular work in school and to continue with our cluster focus on Branch Out for P7 transition. We are looking at using aspects of the Emotion Works programme to support small group activities with children who would most benefit from this, along with Kitbag training. Our new PSA has done the leader training and is ready to use this next session.  We plan to continue using Weekly Sways to share learning, but will seek feedback as to whether we could integrate more personalised approaches, such as learning jotters, again as restriction ease.  During assembly times, we have started using more planned approaches to sharing learning between the two classes and plan to continue with this next session. | | |
| **ICT**  **NIF Priority** Improvement in employability skills and sustained school-leaver positive destinations for all young people  **NIF Driver** School Improvement Parental Engagement and School Improvement | HGIOS 4 Quality Indicators  3.3 | |
| **Progress:**  Our progress in this area far outweighed what we had planned due to the changing needs of our school after the school closure period. We planned to embed the PICT skills progression framework for ICT and both classes are now using the booklets and resources to plan and track progress in ICT  We hoped to continue to increase staff confidence in using GLOW resources for learning at home and in school, and to continue to use Glow regularly for homework and to share learning across the school. Continuing Covid restrictions this year made this focus invaluable. Parental questionnaires and pupil feedback should that almost all families were able to easily access and use Glow. Teacher feedback and discussion showed that we were all able to make more use of the extended features of Glow, such as using Sway and professional development tiles, to aid our delivery of remote learning.  We were very fortunate in being able to secure funding through the Auchtertool Community Trust to buy a Smart Interactive TV and 12 netbooks. We took delivery of these this session. Although the plan was to use these for extra-curricular purposes, we have adapted this due to current restrictions and were able to set up a learning area in our school hall for use by our SfL teacher and staff to work with smaller groups. It increased our access to ICT for pupils in the second part of this session as well.  Our cluster organised a transition programme using Glow Teams for our P7 pupils where they joined in collaborative work with peers in other cluster schools. Teaching staff supported and coached during this and it gave them an opportunity to meet virtually and work on transition based projects together.  Our upper class took part in a coding course organised by Fife Council and continued with some of the skills they learned independently during remote learning.  Our upper class also used their skills from Glow to enter into a school partnership with a school in Italy, and to communicate with people from the world of work safely.  We used Glow for weekly assemblies in school and during remote learning and devised ways to make this more interactive with games and quizzes. | | |
| **Impact:**  The biggest impact that this had for us was that the majority of our learners were able to confidently move from school-based learning to home based learning when needed. They were also able to stay connected across our two classes and with parents and staff. We had increased capacity to continue with our usual learning and teaching methods compared to our previous block of home learning. | | |
| **Next Steps:**  Our next steps will be to find a balance on our return to school between teaching ICT skills and using ICT as a way to access learning across the curriculum. We will need to consider how to keep up the confidence in using programmes such as Glow, with also using our PICT resources to ensure that we continue to develop wider ICT skills.  It will be important for us to also keep up staff training and development opportunities as this is obviously an area that is under quick development.  Fife Council are introducing Seesaw for P1-3 pupils, so it may be that a next step for us is to consider the use of this in our infant class. This would involve further staff training as it would be a new platform for us and may have implications for delivery within our P1-4 class. | | |
| **Formative Assessment**  **NIF Priority** Improvement in attainment, particularly in literacy and numeracy  **NIF Driver** Assessment of children’s progress | HGIOS 4 Quality Indicators  2.3, 2.4 | |
| **Progress:**  Each of our classes has an Auchtertool board that is used to help with consistency in sharing learning intentions and success criteria with classes. We also have shared visual resources to show marking criteria for writing across the two classes. We planned to create a bank of consistent strategies across the two classes. However, our focus changed during the course of the year.  During our remote learning block, we spent some staff collegiate time looking at ways of giving feedback and re-examining our views on effective feedback. We used some of the Fife Pedagogy team resources to aid discussion, and worked together to see how we could adapt some of the methodology to suit remote learning. We looked at using different symbols on teams to provide self-feedback and continued this when we returned to school. We also looked at how best to give teacher feedback and considered the timing and format of this feedback. We used small group Teams meetings to give direct feedback on prior learning, and tried to give any general feedback along with the next linked task to help support the next learning task | | |
| **Impact:**  Both classes are consistently sharing success criteria and learning intentions in core literacy and numeracy tasks, often co-construction with the children. Pupils and parents are happy with the quantity and value of feedback provided and this is helping children to identify next steps in their learning.  Teaching staff feel more confident in using a range of feedback strategies during remote learning and know how to access guidance and advice on this for further development. | | |
| **Next Steps:**  We didn’t focus as much on peer feedback as we would have liked, so this would be a good next step for us in the next session.  As we plan to focus on writing, it would be useful for us to include a focus on feedback in writing as part of this to allow us to continue to look for the most useful formative assessment strategies to embed in both classes. | | |
| **Attainment of Children and Young People** | | |
| In reading this year we had good attainment across P1 and 2, and P5 and 6 with the majority of pupils on track or above. There is a slight dip from this in P3,4 and P7 although this is mostly expected and explained by our small pupil numbers and specific pupil needs within these year groups.  In writing we have slightly delayed attainment of levels in P7, partly through uncertainty due to time out of school. Although the data shows more pupils not achieving a level, we expected the delay is small (1-2 months) to allow for evidence to be gathered across the wide spectrum of writing outcomes.  In numeracy we have good evidence of attainment across the school, although we have a dip in P4. Again, this is mainly explained by small pupil numbers and particular learning needs within the year group.  We have identified writing as an area for focus in our next school improvement plan and aim to increase attainment across the school. We will also look closely at support in core areas in our middle years (current P3/4, next year P4/5). | | |
| **Evidence of significant wider achievements**  Children in P5-7 used ICT and digital literacy skills to create a partnership with a school in Italy. They created video clips and help virtual calls between the two classes to compare and contrast life in Scotland and in Italy. This helped to develop ICT skills and develop their understanding of people and place.  P5-7 pupils all learned how to write code and used it to create a variety of different projects such as greeting cards. This developed their computer programming skills.  P7 pupils were able to use Glow Teams knowledge to collaborate with new friends from across the cluster.  All our pupils have had the opportunity to take part in outdoor learning sessions with Grounds for Learning at Auchtertool House. This was extended from their previous learning which took place within our school grounds.  Our pupils took part in various home Olympics style events organised by Active Schools. This allowed them to further develop PE skills whilst learning at home. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| **What remote learning looked like in Auchtertool Primary School and our expectations**  Since last lock down, we continued to use Glow Teams regularly for homework and for celebrating success. Our older class also used Glow Teams to meet virtually with a class from Italy.  We set agreed expectations at the outset for this block of remote learning and shared this with pupils and staff. This was based on feedback from staff, pupils and parents from last lockdown.  Each class shared a class timetable for the week so that parents/pupils had a clear view of what learning was planned for the week and could plan around this. It also gave us a clear overview of what curricular areas were being covered and when.  We agreed that both classes would plan for three/four learning tasks each day to give consistency. Each class teacher made sure that the activities for the day were shared before 9am so that parents/pupils didn’t need to keep logging on at different times of the day and to make it easier for children that needed to share lap tops or devices.  Children took home some physical resources in advance to help support remote learning. We targeted enhanced resources to children who we knew may have difficulties engaging with on-line learning.  Expectations were clearly shared for each task with the Learning Intention and Success Criteria communicated.  All children were given regular feedback on their learning. Timing was prioritised to have impact on follow up lessons.  Tasks were differentiated as appropriate for different ages/stages or options of different levels of challenge were given  We used weekly Sways to celebrate success and showcase learning between our two classes and these were promoted at weekly virtual assemblies where our whole school came together.  Early intervention approach for any children not engaging or dipping in engagement by phone call from myself, class teacher or SfL.  **How well our “remote learning offer” supported progression in learning**  Both our classes used a balanced approach to differentiation to support progression for all children during our period of remote learning.  They had a balance of learning activities that were specifically for different Primary Groups or working groups or had varied levels of challenge on offer for children.  We monitored engagement regularly and intervened quickly if there were issues with this. We had increased engagement this time with only a couple of children with continuing low engagement.  Sfl Teacher supported with direct contact with parents of children she works with in school to help with ICT supports such as IVONA reader and strategies to support.  PSA met with small focus groups regularly. Trialled using Oxford Owl to carry our virtual reading groups.  P5-7 used Sumdog to set spelling and maths challenges and assessments,  Teachers continued to use regular planning and tracking from class and had regular feedback from parents and pupils about learning. Parents of our younger pupils were in regular contact with class teacher, where our older class had more direct pupil to teacher contact.  **Successes and challenges at Auchtertool Primary School**  We were very lucky in having managed to ensure that all of our children have access to ICT equipment at home. The Auchtertool Community Trust created a bursury scheme for ICT equipment for all Auchtertool residents. Through partnership working we were able to support parents in applying for this and getting access to devices, This helped ensure that we had very good engagement in remote learning, It also boosted morale with our families.  We found that younger pupils in particular engaged more in live interactions when it was in a small group with others of a similar age. This allowed us to adapt our offering.  Recorded lessons with our own teachers’ voices were preferred to external clips from Youtube etc.  Engagement in P4 dipped a lot when P1-3 returned to school. Parents shared that pupils were really down and struggled when their class was in. We tried more P4 only chats etc but they were not always well attended.  **How we reviewed our school expectations during this period of “remote” learning**  Staff training around effective feedback using the pedagogy team resources on Glow. We looked at how we could translate what we know about effective feedback in the classroom into remote feedback.  Included more opportunities for fun family activities during assemblies. More HWB focus.  Not too many changes as early feedback from parents and pupils was very positive.  **Our approach to assessment and providing feedback to support learning**  Feedback from parents has been that they have felt very well supported by our teaching team and felt that they got quick and meaningful feedback to help support the next steps in learning.    Older class introduced giving general feedback the following morning with the new work tasks so that it was available at the start of new work.  Staff used our usual trackers to track assessments, alongside some online versions such as Microsoft forms and Sumdog.  **Our tracking of cohorts of learners during this period, e.g. Care experienced children or young people, SIMD 1 or 2 learners, highest achieving children**  Our LAC children were in school regularly throughout this period of remote learning. We had regular phone contact with carers and provided additional support around structuring a day at home and balancing work tasks.  We had regular contact with SW around managing access visits and impact on learning.  Active Schools supported with HWB activities.  Regular ‘check ins’ checking level of challenge. Our ‘more able’ pupils were also in school a few mornings a week so we were able to adjust and adapt tasks as necessary.  **Targeted interventions impacting on overall engagement and attainment of individuals or cohorts**  PSA working with small groups regularly to support core literacy.  SFL teacher helping to support parents at home through telephone communication.  Small group ‘chats’ and ‘check-ins’ with learning discussions. Sometimes including parents in these for younger children in particular.  Providing alternative resources for children to use who were following recovery programmes in school so that they could continue with them at home.  **Delivery of the broad general education through remote learning over the period of school closure**  We continued to plan broad IDL projects. Links with music dept to deliver weekly music lessons. Real life links for topic work. For example, interviews with radio presenters and journalists and letters to other classes.  Focus on literacy and numeracy and health and wellbeing, but including other areas as well.  **Feedback during the period of school closure, and how this influenced our approaches to remote learning**  We had good contact with most parents throughout this period of remote learning. We used a Microsoft form early in the block to get feedback from parents and found this very useful and reassuring.  Parents were really pleased that staff were responsive and gave useful and regular feedback.  Overwhelming response that parents felt more prepared and organised for this block and felt there was consistency in approaches between the two classes. Felt that any ICT issues were ironed out quickly.  Class teachers found that children were more likely to feedback when they were in smaller group team meetings. Each class teacher held weekly year group or small group teams meetings and found this to be a useful way of linking with pupils.  Some parents wanted a variety of times of day for group calls, so we altered times to suit different work patterns for parents.  Suggestion for more activities that involved younger siblings, so we included some wider family activities. | |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additonality of staffing)** | |
| |  |  | | --- | --- | | Number of devices provided to support learning at home | 3 devices | | Additionality in staffing | We had 4.5 additional PSA hours this session. Due to recruitment, this started in November 2020. |   We saw a big increase in engagement between remote learning in term 4 2020 and in term 3 2021. Along with the provision of ICT by a local trust, we had very few people finding access to ICT an issue, although a couple of families struggled with WIFI or internet access at times due to remote locations.  Our PSA hours made a big impact on the return to school after our period of remote learning. For a small percentage of pupils who had not engaged well during remote learning, we were able to track and see a big increase in attainment in a short period of time. This was through targeted individual or small group activities in core literacy and numeracy. For example, early years pupils who may not have appeared to have retained initial sound/phonics knowledge over remote learning, quickly relearned and progressed at a greater pace than had been predicted.  Our PSA has also been able to support transition activities for our P7 pupils and support emotional and personal wellbeing at this time. We were very conscious that our P7s had a quick turn around from returning to school after remote learning to preparing for secondary school. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | |
| **Progress:**  We used some of our PEF funding this year to fund the Emotion Works programme and starter resources. This has enabled us to have class resource packs and display packs as well as access to CPD resources and online training materials. We have embedded this approach across our school through class activities, assemblies and classroom environments. It has allowed us to create a joined-up approach with our cluster schools and to ensure progression across transition stages. It has linked well with other school resources and teaching methods such as ‘5 Ways to Emotional Wellbeing’ and the ‘Branch Out’ programme started in P7 and continued into S1 and S2.  We also continued with a Numicon On-line subscription and subscription to the Oxford Owl online resource. These resources allowed us to have consistency and continuity over periods of in-school learning and at home learning. An unplanned benefit for this was that our PSA and SSA staff introduced reading groups with some of our core groups during our school closure period and were able to use the resources to ensure access for all pupils. They were able to share texts and resources with small groups via Teams meetings to continue core literacy input for our target groups.  We funded a Sumdog subscription that allowed pupils to complete a variety of tasks and challenges in school and at home. This proved to be a very useful way to encourage and motivate our pupils especially during periods of school closure. Pupils were well motivated and engaged in this and were able to sit challenges at home that were differentiated by the progress they were making during home learning. | |
| **Impact:**  On-line subscriptions allowed children to continue with some core areas of literacy with confidence and independence during in school and at home learning. They allowed differentiated activities to be planned and assessed by teaching staff during remote learning as well. The reading and numeracy focus meant that our attainment levels across the school remained close to our expectations for this time period. Some children were able to access and use these resources independently when it may have been tricky to access other support at home.  Our Emotion Works programme gave a focus and channel for exploring feels and emotions following our first school closure period. It also helped us identify children who had perhaps been struggling emotionally due to covid and needed some extra support. | |

**School/Setting Name \_\_\_\_\_\_Auchtertool 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** | G | G | G | N/A |
| **2.3 Learning, teaching and assessment** | G | G | G | N/A |
| **3.1 Ensuring wellbeing, equity and inclusion** | VG | VG | VG | N/A |
| **3.2 Raising attainment and achievement** | G | G | G | N/A |

***Auchtertool Primary School***

***School Improvement Plan***

***2021-2022***

***Achieving Excellence and Equity***

***Draft***

***We have included the two main areas we plan to focus on next session. We will use collegiate time on our first two inset days to plan in more detail and establish more detailed timescales.***

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy | | | | | |
| **Focused Priority: Learning and Teaching in Writing.**  Our aim is to increase our attainment and achievement across our writing curriculum | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| **2.2, 2.3, 2.4**  1.1, 1.2, 1.5 | | | **N/A** | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Increased staff confidence  Clear understanding in pupils and staff around evidence of writing milestones across the curriculum.  Increased attainment in core writing skills across all stages.  Children able to give and receive valuable peer feedback and see the value in identifying next steps in learning. | WAGOLL – staff development in the theory of what makes a good writing lesson.  In-set day 1 and 2 Ed Scotland resources  Staff Moderation – in calendar to ensure confidence in professional judgements  Peer marking of writing at different levels across school  Writing across learning  Writing Milestone Lanyards,  Review of planning for tools for writing  Focus on Feedback  Staff input in supporting learning needs in writing | HT and CTs  HT and CTs  SfL, PSA and SSA staff  HT and CTs | | Increased consistency in agreement in achievement of a level | Term 1  At least one staff session planned each term.  Introduced Term 1 and 2  Monitored and evaluated Term 3 and 4  On-going throughout year |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**  Improvement in Children and Young People’s Health and Wellbeing | | | | | |
| **Focused Priority: Curriculum Rationale**  We plan to review and revamp our school vision, values and aims | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| **1.3**  1.1, 1.2 | | | **N/A** | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Children, staff and families  Have a shared understanding of what we are trying to achieve in our school experiences and curriculum  All can discuss and share our vision, values and aims.  Our school community feels connected and together.  Our new curriculum developments are evident in our Curriculum Rationale. | Involve school community in revamping our school vision values and aims   * Look at our existing values, cluster and high school links. * Agree on refreshed values. * Draw together what we are already doing and agree format to share with school community.   Staff self-evaluation/On-going review. Where we are now.  Shared understanding of what we are trying to achieve  What makes us unique?  What are the main drivers in our curriculum?  Sharing of our revised Vision, values and aims.   * Embedded in school communications * Developed within learning environments and virtual learning platforms * Shared and refereed to regularly in together times and assemblies | Ht and Cts | | Surveys and discussion groups with staff, parents and pupils.  Learning walks/observations highlighting shared understanding and awareness. | TBC term 1 2021 |
| **Ongoing Evaluation** | | | | | |
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