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| ***Benarty Primary School, Additional Support Need Classes,***  ***Benarty Nursery Classes and Dunmore Nursery***  **Standards and Quality Report 2020/21**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | 397/299  (Benarty Nursery classes 26, Dunmore 108/ ASC 42) | | | | | **FME** | 207 | | | | | **Attendance (%)** 91.15 | **Authorised** | 3.47 | **Unauthorised** | 5.30 | | **Exclusion (%)** | 0.08 | | | | | **Attainment Scotland Fund Allocation** | PEF £159,999 | | | |   The school values were introduced in August 2019 to compliment the vision statement of  'Our Children, Our School, Our Community, Our Future”.  The values are included as part of our curriculum forward planning and are referred to throughout the school to support the learning journey of every pupil academically, socially and emotionally.  School values are discussed daily in class and across the school and our ELCs. Our values are depicted within an image of a tree, symbolic of personal growth.  Ambition, Success, Perseverance, Inclusion, Respect, Empower  Children from Primary 1 to 7 can link the school values to their success in school and can relate experiences of others to the relevant value.  The children are recognised for their achievements in school through success of demonstrating a value and these are shared across the whole school community and displayed to further celebrate their success.  School Gatherings that have been held virtually this past year allow for increased focus on a particular school value. During these opportunities, the children demonstrate a high level of understanding of all school values and can relate this to both current and fictional events, stories, and video clips. The responses of the children are captured and displayed.  As a school the values are embedded in all aspects of school life and will continue to be of focus not only for the children but the whole school community as we move forward.  ELC Benarty roll – 30  ELC Dunmore roll – 3-5yrs 79, under 3yrs 29, total 108  Total ELC across campus 138 |

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| **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  1.Build a nurturing school where a values-based culture prevails in every playroom and classroom.  2.Blended learning, consolidating and developing IT skills.  3.Ensure a Consistent Approach Across all of our Primary and Additional Support Need Classes to Learning, Teaching and Assessment. | | |
| NIF Priority  Improvement in children and young people's health and wellbeing  NIF Driver  School leadership  Teacher professionalism  NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  NIF Driver  School leadership  Teacher professionalism  Parental engagement  Assessment of children's progress  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 leadership  Teacher professionalism  Parental engagement  Assessment of children's progress  School improvement  Performance information | HGIOS 4 Quality Indicators  1.1, 2.1, 2.4, 3.1  HGIOELC Quality Indicators  1.1, 2.1, 2.4, 3.1  HGIOS 4 Quality Indicators  1.1, 1.3, 2.3, 2.5, 3.2  HGIOELC Quality Indicators  1.1, 1.3, 2.3, 2.5, 3.2  HGIOS 4 Quality Indicators  2.2, 2.3, 2.4, 3.2, 3.1, 2.6  HGIOELC Quality Indicators  2.2, 2.3, 2,4, 3.2, 3.1, 2.6 | |
| **Progress:**  **IP1**  Whole school staff reflection around values and what is means to be a Dunmore/Benarty learner.  ASC team engaged with a bespoke package devised in consultation with SLT, EP and ASIST covering the following: Environment, Routines and Structures, Motivation, Social Communication and Emotional Regulation. This was delivered and participated in by all the ASC team and SLT as twilight sessions.  As a teaching team we prioritised our monthly Staff Wellbeing meetings within our collegiate calendar.  **IP2**  All staff given clear guidance for use of software packages for learning and content of the school day whilst learning was at home.  Teaching staff created “IT trouble shooting "sessions and informative presentations happened on a regular basis, during the second lockdown. This became a standing agenda item at our collegiate MS Teams meetings.  **IP3**  All mainstream classes engage in writing daily. All teaching staff participated in an input on Readiness for Learning.  The language of learning is embedded in all mainstream classes and is used consistently by adults and children. ASC classes, language of learning is appropriately used to align with the individual child’s understanding.  Effective and consistent use of the 4 part model as a structure to episodes of learning is evident in 68% of all classes. The effective use of Learning Intentions, Success Criteria and Plenaries are now embedded in all teaching and learning.  **Impact:**  **IP1**  Almost all of the children in the mainstream classes can discuss what they have been learning and how this relates to our school values. Children have also become aware of what they need to do to demonstrate their school values.  Across all classes confidence in reflecting on and nominating good practise of each other showing the values.  Teachers gave testimony that the strongest value is persistence, *the children engage really well with this value and use it in all aspects of learning. This has been impactful in their learning as it has encouraged children to not give up when tasks are tricky.*  *Articulating and linking the values to their learning helps children to talk about their learning during plenaries. The use of the school values in learning conversations helps children to have a shared sense of what is important in our school.*  All staff have said that through one-to-one interactions and restorative discussions, the children are more able to understand by linking their actions to our school values. *During together times children were able to discuss the values in depth and could use them to describe personal achievements, understand situations as well as being able to empathise and relate with others.*  *In term 1 & 2, the children's weekly gathering nominations were linked to our values and pupils were able to understand why they received that value on their nomination slip. In class, star writer of the day is always linked to a school value and each child can discuss why they received it.*  Learners are more focused on growth mindset and are able to champion their own learning.  ASC  Some children have an awareness of the school values through our class charter and online assemblies. Individual targets also like to the school values.  Staff wellbeing meetings, All the teaching team attend and most participate with the majority volunteering to lead an activity for all of us to join in. The meetings are enjoyed by all. After, a historically uncertain time in our school (pre2019) colleagues believe that having protected time to come together and connect as a staff team with a focus on wellbeing was beneficial and will remain a priority for us. Colleagues enjoy and value the opportunity to come together in a relaxed format. *Throughout this difficult working year, the effort that has been maintained by our staff and senior leadership team has been outstanding. The empathy and consideration for others has been obvious through the different conversations and online activities that have been organised to support staff wellbeing even after we were unable to meet together as we had planned at the start of the year.*  *The ethos in the school is very supportive amongst staff and this is evident during wellbeing meetings. There has been a good mix of activities such as mindfulness, quiz, and meditation during our staff wellbeing meetings.*  *It has been a great opportunity to bring the staff team together to learn and experience the passions, skills and interests from each other.*  Emotion Works Recovery Programme which all classes engaged with consistently throughout the year as this linked directly to Covid and lockdown. All teachers found this a useful resource to support the children and ensure a consistency of approach for all of our families. Going forward pupils will need reminded of the language of Our Minds Matter to re-familiarise before they are ready to progress.  **IP2**  The majority of children engaged with online learning over the school closure period in January - March. Almost all families were engaging with school every week during this time.  Children have become more confident in the use of ICT and in particular GLOW and Microsoft Teams. It evident that skills have developed through in school documents and presentations.  The use of Seesaw app in ASC and Early Years has enhanced communication links with home and continued when children returned to school.  The use of SWAY allowed for learning to be presented to learners in a creative way. The skills developed by staff through SWAY have transferred to daily teaching and learning in school.  Children who have required to isolate, are on an Approved Flexible Package or absent due to illness have continued to be part of planned remote learning that is supportive and successful for continuing links with class and learning.  **IP3**  Almost all of the children enjoy explaining the importance and their understanding of LI and SC. However, a minority of teachers feel that their children are less confident in knowing what to choose and explain for Feedback and Plenary.  February 2021 attainment data – refreshed the approach across all stages P1-P7 regarding the planned  learning and balancing the planned times for peer socialising/reconnecting. Feedback from on our previous approach, was that the majority of P4-6 children told us there was too much “downtime”.  Prior to P1-3's March return and analysis of attainment data, indicated that we needed to shift our balance of learning through play to more planned opportunities for learning.  **ELC**  All staff have now completed food hygiene and paediatric first aid and are confident in their skills.  All staff have completed basic sign along training. The majority of staff are observed using this in practise.  High quality loose parts available inside and outside across all settings, from training and professional discuss highlighting the importance of loose parts.  Most learning walls are now transferred into floor books for children to reflect on their learning.  Quality observations – most observations now have 3 of the 5 required criteria.  PLJ’s monitored formally twice this year and feedback given overall and individually. | | |
| **Next Steps:**  Our next steps will allow further actions and tasks to be undertaken to ensure evidence can be gathered and the impact measured.  Linking with Cluster plan with a particular focus on P6s and P7s and Our Minds Matter funding (more detail to follow in August).  To continue the success of children knowing and demonstrating our values, we now need to create an initiative that formally involves our families, in being knowledgeable of our values and being informed when their child is celebrated/recognised.  Introduce the work of UNCRC across ELCs and whole school and how it lends itself to linking to our values.  There is a need to now focus on assessment across the school. Curriculum planning new formats to be shared and utilised by all from start of next session.  Continue to prioritise the language of learning across the school.  Create a refreshed curriculum rationale – collegiate activity and discussion regarding the fundamentals of  curriculum making and the refreshed curriculum narrative.  Balance of learning through play in early years classes and opportunity for more direct teaching as  part of our next phase of recovery.  Continue to measure impact and adapt interventions as necessary to ensure individuals or cohorts  involved are making expected progress. Ensure where possible all staff are involved in gathering  evidence for interventions.  Through planning and tracking meetings continue to support and challenge staff to ensure all  children are working at the appropriate level and making appropriate progress from prior levels of  attainment.  Continue to engage with parents through GLOW platform. A more focussed and individualised Homework approach would allow for the success of remote learning to continue.  In our ELC’s, PLJ’s have been monitored formally twice this year and feedback given both overall and individually. Staff had input at the November INSET around quality observations. Comparatively, almost all observations in PLJ’s now contain 3 of the 5 criteria for a quality observation. Staff still need to refer to the tracker to support identifying next steps in learning.  Further support and training on the updated Communication High 5 strategies needs to continue, as strategies are not fully embedded partly due to the new staff team. | | |
| **Attainment of Children and Young People** | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | | Maths and Numeracy | Listening and Talking | Reading | Writing | | P1 | Inc ASC | 73% | 62% | 64% | 64% | |  | No ASC | 77% | 65% | 67% | 67% | | P2 | Inc ASC | 60% | 50% | 48% | 48% | |  | No ASC | 65% | 54% | 51% | 51% | | P3 | Inc ASC | 71% | 80% | 77% | 74% | |  | No ASC | 76% | 85% | 82% | 79% | | P4 | Inc ASC | 67% | 63% | 63% | 63% | |  | No ASC | 78% | 73% | 73% | 73% | | P5 | Inc ASC | 67% | 74% | 69% | 62% | |  | No ASC | 74% | 83% | 77% | 69% | | P6 | Inc ASC | 45% | 40% | 40% | 40% | |  | No ASC | 58% | 52% | 52% | 52% | | P7 | Inc ASC | 59% | 57% | 57% | 56% | |  | No ASC | 65% | 63% | 63% | 61% | | *P1,4,7* | ***Inc ASC*** | ***66%*** | ***61%*** | ***61%*** | ***61%*** | |  | **No ASC** | **73%** | **67%** | **68%** | **67%** | | All | Inc ASC | 63% | 61% | 60% | 58% | |  | No ASC | 70% | 68% | 66% | 65% |   The skills for higher order thinking were identify as an area for improvement. The majority of children were unable to interpret a text, which therefore impacted negatively on their comprehension. This also links to listening and talking skills which need to be discretely taught so these can be applied across the breadth of our curriculum.  Our attainment within writing is still low, but this session the implementation of the model for improvement and daily writing has resulted in a more confident approach by both children and teaching staff.  There is an increase in maths and numeracy attainment.  Linking to improvement priorities for next session, all teaching staff will engage in the creation of our refreshed curriculum rationale, further streamlined planning and assessment as well as undertaking collegiate activity around assessment and moderation.  As part of the collegiate agreement, there will be monthly opportunities for staff to engage in higher order thinking sessions which will enhance their own professional knowledge and judgement and share good practice.  To support a consistent and progressive approach in the teaching of reading skills across the stages, an active literacy approach will be adopted in the new school year. This will link closely to the work staff will undertake around higher order thinking.  Practitioners leading learning across the early stages have adopted a play-based approach and progressed this through professional learning. It is evident from Trams data that the current approach requires more rigour to support and enhance the attainment across the early years.  There have been gaps identified in all ELC provisions in the baseline data of children’s gross motor skills. This can be partly attributed to the pandemic restrictions and lack of opportunities over the past year. A priority in the new school year will be children’s experiences and focus the staff team on the development of basic movement competence. | | |
| **Evidence of significant wider achievements** | |
| The P7 outdoor experience replaced the annual residential trip, the cohort developed skills in teamwork, risk taking and resilience in an outdoor context, whilst pushing their boundaries. This also supported transition.  P5 pupils re-established a link with the local care home to send messages of support to residents who could not enjoy visits from their loved ones. The local MSP recognised and commended our P5s in Parliament.  Our Benarty Gatherings (whole school assemblies) have been able to continue via Microsoft Teams, this has enabled us to still celebrate the wider achievements of the children. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| |  |  |  | | --- | --- | --- | |  | Percentage of children engaging daily (collated each Friday) online learning | Percentage of children engaging daily with learning packs and telephone/email contact with each family (collated each Friday) | | ***Week 1*** | 71 | 80 | | ***Week 2*** | 72 | 98 | | ***Week 3*** | 72 | 97.3 | | ***Week 4*** | 72 | 82 | | ***Week 5*** | 57 | 72 | | ***Week 6*** | 65 | 81.6 | | ***Week 7*** | 60 | 63 | | ***Week 8*** | 60 | 63 |   MS Teams meetings were organised by HT to regularly bring together staff teams to discuss aspects of our recovery work. Small groups within the overall team inclusive of mainstream teachers and PSAs, ASC teachers and PSAs and both teams from Dunmore Nursery and Benarty Nursery classes. The staff groups discussed plans in initial meetings then subsequent meetings were a platform to share progress, impact and identify shared challenges and solutions.  Teaching staff agreed that they would plan and deliver a sequence of live lessons each day. This was in recognition and our response to the challenge's families faced in the first lockdown, we wanted to place the teacher at the centre of online teaching, opposed to our previous approach that leaned more towards online learning.  Daily and weekly analysis of engagement percentages identified children and families that we needed to make contact with, to offer support and identify and subsequently remove barriers to engagement. Timely and frequent calls to families also informed us of parental views, as well as email communication and if identified as a concern of non-engagement of remote learning and little or no communication with us. DHT, Gordon Anderson, visited these families on a weekly basis.  Parental views were formally sought on a weekly basis, through completion of a Forms brief questionnaire.  Pupil voice was strong through three daily live interactions with their class teacher and prior to return of ELC and P1-3. Regular online contact with PSAs. “Bubble children” our children of keyworkers and our invited VIPs had time to talk every day they attended.  February 2021- one to one tracking and attainment meetings took place with each class teacher, Mr Anderson, DHT and HT, “gaps” were identified, professional dialogue regarding each learner took place and discussion of targeted interventions planned.  On the return of P1-3 children a revised recovery approach was shared and agreed, with targeted interventions for those learners where significant gaps had been identified. Similar approach was discussed and agreed for implementation on the return of our P4-7 children.  Timeline in place to analysis data to enable evidence of progress/impact early next term, midterm and end of term.  Parents have become comfortable in participating in MS Teams planning meetings for their children.  The sharing and discussion of attendance data across the school/setting and consider best approaches to supporting individuals back to school/ELC.  We met with several families before term 4, to support return of children of families most anxious about the global pandemic and their fears of their children returning to school/ELC.  Feedback from families:  What went well?  *Videos are very engaging, everyday.*  *He is picking up on his phonics more.*  *Lots of appropriate learning uploaded in a timely manner, plenty of support and feedback from his class teacher* *All school work and teacher communication has gone well.*  *My child has been able to complete his work independently, after live lessons*  *My child has been enthusiastic and keen to take part in all of the work.*  *Numbers and writing have been good. It's nice to see some of what she is capable of and what she does at school. She has also been enjoying the online stories.*  What were the challenges?  *The internet was an issue at home.*  *I was very unorganised and had no note paper as home learning was a last-minute situation for us whilst isolating.*  *Mainly the lack on interaction, due to being stuck in the house, but my son really enjoyed the video his teacher personally sent to him telling him “Well done”*  *Me having to working alongside home-schooling and having a toddler at home is a challenge!*  *My Wi-Fi kept not working.*  *The gaps between tasks and getting him to hold focus.*  *Knowing how much is age appropriate.... how many sentences for P1.*  *Sometimes there are a few technical issues but I'm sure they will get smoothed out.* | |
| **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 | 82 | | Additionality in staffing | 0 |   All devices were allocated as soon as the school received them. If families required technical support, we offered this over the phone and/or a visit to the school car park if they needed further practical support from staff.  We monitored online engagement daily and collated engagement levels on the Friday of each week, from this data we called parents of children that were not online and had supportive discussions around the reasons for non-engagement, we were then able to provide support to engage children for the following weeks. | |
| **Attainment Scotland Fund Evaluation (PEF)** | |
| **Progress:**  It was recognised that a setting such as a Nurture Hub would benefit our children who required enhanced planning to support them to settle back to face-to-face learning and school routines. We were able to target individuals based on previous tracking discussions with class teachers and PSAs, children and families during online teaching in the lockdown prior to Summer holidays The Nurture Hub provided a welcoming and calming environment where children feel safe and secure. Breakfast is available every morning, adults, and children attune to each at the start of their day. Discussion are based around their wellbeing, affording staff and children the opportunity to build positive relationships based on the school values ASPIRE. We support health and wellbeing using the Emotion Works program, enriching learner’s emotional literacy and regulation strategies. In addition, the Nurture Hub provides outdoor learning, life skills and life-long learning opportunities. Social skills are taught through collaborative team games, stem activities and a range of loose parts play.  In term 2 we implemented intense targeted support to 5 identified learners who were showing signs of distress from the impact of the Covid 19 lockdown. An alternative structure to the day and curriculum was designed to suit all the individual needs. There was a strong focus on the well-being of the learners to develop their emotional literacy and regulation strategies through opportunities during outdoor learning. Strong links were made with PSS and examples of good practice was adapted to suit the individual needs of our learners, including the use of the Stop and Think scripts. These scripts had a positive effect on behaviours as it gave the learners the opportunity to use learned regulation strategies, preventing escalated behaviours. Due to these individual learners attending the Nurture Hub for intense support they all successfully transitioned back into their classes in term 3.  In terms 3 and 4 the role of the Nurture Hub evolved in response to the needs of the learners within the school. Identified groups/individual learners were timetabled access to develop social and emotional skills. Here they were given the opportunity to play collaborative games, complete Stem activities and access loose parts play. | |
| **Impact:**  The Nurture Hub had a significantimpact on almost all children who experienced the setting. especially when supporting around their transitions at particular times during the school day. Children and their families tell us that they are happier to arrive at school and spend time in the Nurture Hub before going into their class. They feel more settled and less anxious about the day ahead. Many learners will access the Nurture Hub after break, lunchtimes or during class time as part of their regulation strategy to prevent escalated behaviours and disruption across the school community.  The Nurture Hub has also supported a school refuser in returning to school. This learner has grown in confidence and built positive relationships with staff. The sustainability of the nurture hub will allow for the success to be transferred to the next school year and beyond. | |

**School/Setting Name Benarty Primary and Dunmore Nursery**

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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 |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | satisfactory | good | good |  |
| **3.2 Raising attainment and achievement** | satisfactory | good | 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** | 5 | 5 | 5 |  |
| **2.3 Learning, teaching and assessment** | 5 | 5 | 4 |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | 5 | 5 | 5 |  |
| **3.2 Securing children’s progress** | 5 | 5 | 4 |  |

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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** | **5** |  |
| **Quality of environment** | **-** | **-** |  |
| **Quality of staffing** | **-** | **-** |  |
| **Quality of leadership and management** | **5** | **5** |  |