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| ***Auchtermuchty Primary and Nursery*****Standards and Quality Report*****Achieving Excellence and Equity*** |

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| **Context**

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| **Setting/School Roll (including ELC/ASC)** | 169 Pupils P1-7/34 Pupils Nursery 3-5/ 6 Pupils Nursery U3209 Pupils including nursery |
| **FME**  | 16% |
| **Attendance (%)** *Power Bi May 2021* | **Authorised** |  | **Unauthorised** |  |
| **Exclusion (%)** | 1.61% |
| **Attainment Scotland Fund Allocation (PEF and SAC)** | £28 195 |

* Complete table above
* Give details of shared vision, values and aims of the school/ELC setting.
* ELC to only include setting roll
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| **Improvement for Recovery Priority Work****Session 2020 - 2021** |
| NIF PriorityRecovery, Improvement in children’s health and wellbeingNIF DriverAssessment of Children’s Progress | HGIOS 4 Quality Indicators1.3 Leadership of Change2.1 Safeguarding and child protection2.3 Learning, Teaching and assessment2.4 Personalised Support2.7 Partnerships3.2 Raising attainment and achievementHGIOELC Quality Indicators1.2 Leadership of learning1.3 Leadership of change2.1 Safeguarding and child protection2.3 Learning, teaching and assessment2.5 Family Learning2.7 Partnerships3.3 Developing creativity skills for life and learning |
| **Priority 1: Focus on increasing parental engagement across all aspects of school life and ensuring wellbeing of all****Progress*** Weekly assembly SWAY has been shared with families sharing the learning from the classroom and celebrating success through the Proud Cloud and Achievement Certificates.
* Staff have been trained to implement Emotion Works and Kitbag; this has been rolled out across the school.
* There were clearer expectation set out from staff and more families had sufficient technology due to the government supplying laptops and dongles. Families were identified through the engagement tracking from March-June 2020.
* Emotion Works and the wellbeing wheel are being promoted in the school assemblies.to share language and strategies with parents and families.
* Achievement Certificates have been rolled out across the school and the majority of children are talking positively about these and has raised the profile of the 4 contexts for learning.
* SWAYs have been used for transition purposes and as newsletters to give as much information as possible to parents.

**Impact*** Open communication with more members of the parent body through Parent Council (SAS- Supporters of Auchtermuchty Primary School).
* Feedback from the weekly SWAY assembly is positive from parents and children.
* A few children and staff are familiar with the terminology of Emotion Works and it needs to now be embedded into the positive behaviour policy to increase a few of the children’s ability to self-regulate and understand and use the strategies and emotional language.
* Parent Council has had an increase from 1-2 parents attending to up to 10 attending virtually.
* In the second remote learning phase (Jan-March 2021) the engagement from families was higher than (March-June 2020).

**Next Steps*** Emotion works will be part of the next steps in the positive behaviour policy, including work from Paul Dix and high expectations within the classroom and moving around school.
* Zones of Regulation and use of emotion works for restorative conversations.

**Priority 2: Complete a learning standard for Auchtermuchty Primary in line with current pedagogical approaches****Progress*** Staff have revisited WFL and Conceptual Numeracy, taking a look at the pedagogy behind these and how to plan for blocks of learning.
* Earlier in the session staff worked in learning trios to research and present learning on feedback, AIFL and what makes an effective classroom.
* SLT modelled lessons throughout the whole school and supported teachers at various stages to improve learning and teaching within their class.
* Curriculum Pathways are complete for almost all curricular areas. HWB is still to be completed.
* Children will now have the opportunity to cover a wide variety of experiences and outcomes whilst following a curriculum relevant to Auchtermuchty.

**Impact*** In most classrooms the carousel approach to literacy and numeracy is successful and challenging thinking, where appropriate.
* In a few classrooms there does need to be more reference to the learning pathways used for planning to ensure consistency in teaching approaches as the children move through the school.
* Most staff are using the curricular pathways to plan lessons but there does need to be more consistency in planning/tracking and monitoring of progress.
* In numeracy, almost all staff are doing a pre-assessment and assessment of a specific theme, e.g. fractions which is identifying gaps and directing the planning for next steps..

**Next Steps*** Standard for written work policy needs to be drafted and implemented, including Green for Got it and Pink for Think. This should be visible in all jotters.
* Whole school tracker with individual progression being discussed every planning and tracking meeting, including current interventions and progress.
* Planning format with the planners to be agreed and used for discussion at planning and tracking meetings.
* Planning and new PLJ format to be implemented in session 2021/22.
* Nursery to have their own priority to focus on as well as a second priority linked to the whole school behaviour and relationships policy.

**Priority 3: Complete an Assessment Rationale for Auchtermucty Primary which shows clear and consistent approaches to formative and summative assessment*** A school audit from P4-7 shared the key messages from staff around formative assessment.
* Used the Learning Trios to research and present what each formative assessment strategy is and what good practice looks like as well as identifying what a basic standard should be for Auchtermuchty.
* Moderation sessions, using the first and last week of term for assessment and moderation and to update records.
* Big Write Framework is used well throughout the school.
* In the nursery, the PLJs and targets are used consistently but the majority of planning does not have a follow up evaluation.

**Impact*** In the majority of classrooms there needs to be more evidence gathered to support achievement of a level and application of skills, across all subject areas.
* Although many formative assessment strategies have been discussed in Trios earlier in the year, almost all staff used the same two formative assessment strategies during observed lessons.
* Overall, the improvement plan was very ambitious for recovery. The majority of targets were touched upon and developed but further work will be needed next session to embed what has been started.
* A few priorities were not started, for example, skills for life and work. This will need to be a focus once there is consistently, high quality teaching and learning in classrooms and the nursery.

**Next Steps*** Assessment records being kept needs to be consistent. Big Write is consistent throughout the school.
* There needs to be clear summative assessments for Spelling and Maths to monitor progress, particularly for P2/3/5/6 as they are not in a BASE or SNSA year.
* In nursery, the staff are developing the provision within the nursery with the hope restrictions will ease for next session.
* Development of the Curriculum Rationale.
* Need to access data in the Power BI platform to inform next steps.
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| **Attainment of Children and Young People**

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| AuchtermuchtyPrimary  | Primary 1 | Primary 2 | Primary 3 | Primary 4 | Primary 5 | Primary 6 | Primary 7 | Overall |
| Writing | **6/23****26%** | **14/19****74%** | **19/23****83%** | **18/32****56%** | **16/26****62%** | **18/21****86%** | **8/22****36%** | **99/166****60%** |
| Reading  | **5/23****22%** | **14/19****74%** | **20/23****87%** | **18/32****56%** | **17/26****65%** | **19/21****90%** | **12/22****55%** | **105/166****63%** |
| Listening and Talking  | **17/23****74%** | **10/19****53%** | **21/23****91%** | **18/32****56%** | **14/26****54%** | **20/21****95%** | **9/22****41%** | **109/166****66%** |
| Numeracy | **6/23****26%** | **14/19****74%** | **20/23****87%** | **19/32****59%** | **17/26****65%** | **18/21****86%** | **2/22****9%** | **96/166****58%** |

A minority of children in Primary 1 achieved Early Progressing at the end of the session in reading, writing and numeracy. These children are now being tracked on the school overview and interventions are being monitored through planning and tracking meetings and summative assessments, laid out in the assessment calendar. End of year BASE data will also be used to target gaps in learning when the children start Primary 2.In Primary 4, the majority of children achieved First Progressing in all four areas, although the percentages are just in that bracket. SNSA data has been used to determine any gaps in learning for this session and the support for learning teacher, having just started in May 2021, has been doing individual assessments to determine supports needed within the classroom and next steps for a few children.In Primary 7 a few children achieved Second Level in numeracy and were on Third Level to start S1. In writing and listening and talking less than half the children achieved Second Level and continued to work on Second Progressing. The majority of children in P7 achieved Second Level in Reading. The Rapid Reader programme has been used to target individuals and the data will be closely monitored next year to see if there are any significant improvements, particularly for next **session’s** Primary 5 and Primary 6 cohorts.Class teachers next session are to ensure any supports needed, for example, visual timetables/help cards are available and being used to support individuals.From the table, the Primary 3 and Primary 6 cohorts have most children on track in all four areas with the exception of almost all Primary 3 children are on track in listening and talking. In Primary 2, the majority of children are on track in all four areas.For next session, the tracking of progress and assessment evidence needs to be robust and consistent to support these declarations. There must also be clear guidance of what is in place to close the gap for all of the children not on track. |
| **Evidence of significant wider achievements** |
| Throughout the lockdown period when the usual clubs and activities were closed, children shared many different things they had been learning. Many were baking and measuring and making videos linking their work to numeracy topics. There were many outdoor natural art projects.As a school we need to develop how we track and record the development of wider achievement skills.  |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| In this second lockdown period, almost all families were ready for it with engagement sitting consistently at 91% through this period. There was only one drop in the week where there was a lot of snow and the level went to 85%. Teachers had been using TEAMS to set homework from August 2021, which was a change from previous years. This meant the children and parents were already familiar with accessing the class TEAM. From the beginning clear expectations were set and there was a mixture of ‘live’ and recorded interactions for lessons and check-ins with teachers. Weekly assemblies also went out to families with messages from staff and celebrating success to keep the whole school connected.In a survey to parents, an average of 36 families responded. Of the responses 93% of children were able to access ‘live’ sessions with their teacher, 90% said they received feedback on their work and 78% thought their child coped well with the amount of work being set. One parent commented that, ‘*they didn’t feel pressure to complete every piece of work’* being set and this supported families with the work and home school balance in a time where being at home was *‘fragile’*.The ‘live’ interactions were positively received as were the check-ins with their class as the children were able to *‘see their friends’*. |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)**  |
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| Number of devices provided to support learning at home | 15 laptops given to families and 1 connectivity device |
| Additionality in staffing  | 0.2 FTE Teacher |

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| **Attainment Scotland Fund Evaluation (PEF/SAC)**  |
| **Progress/Impact:**With the Pupil Equity Fund money for session 2020-21 a full time PSA was funded. Within the role of PSA time was spent in the nurture hut supporting children who, at the time, found accessing their learning in their own classroom challenging. Through this work, almost all of the children are able to be within their mainstream classroom. They have built in movement breaks or brain breaks as well as Kitbag sessions to support them to remain in the class.Number of children accessing the support before = 7 Number accessing the support now = 1. Almost all of the children in the hub are being able to access their classroom supported by PSAs to facilitate help with their learning and movement breaks outside, games to promote health and wellbeing and supporting children with their choices through restorative conversations and identifying their emotions and what they can do. |

**School/Setting Name Auchtermuchty 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 | Satisfactory | Satisfactory |  |
| **2.3 Learning, teaching and assessment** | Satisfactory | Satisfactory | Satisfactory |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Satisfactory | Satisfactory | Satisfactory |  |
| **3.2 Raising attainment and achievement** | Satisfactory | Satisfactory | Satisfactory |  |

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

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** |
|  | **2018 - 2019** | **2019 - 2020** | **2020-2021** |
| **Quality of care and support** |  |  |  |
| **Quality of environment** |  |  |  |
| **Quality of staffing** |  |  |  |
| **Quality of leadership and management**  |  |  |  |