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| Crail By Jg***Crail Primary School***Crail By Jg  **Standards and Quality Report**  ***Achieving Excellence and Equity***  ***Session 2020-2021*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | School:74  ELC:19 | | | | | **FME** | *16%* | | | | | **Attendance (%)** | **Authorised** | 2.46% | **Unauthorised** | 1.45% | | **Exclusion (%)** | 0% | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £14, 098 | | | |   Crail Primary School is a village school in the historic Royal Burgh of Crail in the East Neuk.  The original school building is connected via a corridor to two large hutted open-plan classrooms. There are four composite classes and a Nursery/ELC. There are two classrooms used for Expressive Arts; the playground has a trim trail and painted activities on the ground for creative play. The pupils also use the local park, woods and beach for PE and Outdoor Learning.  Our vision is of a school where everyone works together to ensure all our children have the right to learn and play in a safe and happy environment continues to underpin all of our work.  Our values: Respect, Friendship, Kindness, Helpfulness, Inclusion (letting everyone join in), Effort (trying our best) and Honesty  All our stakeholders work together to:   * Make everyone welcome and included. * Give opportunities for our children to be involved in decision making. * Provide opportunities for friendships to grow. * Provide learning experiences which are interesting and which take place in different settings and cater for different learning styles. * Provide good resources and to care for them and use them well. * Provide a safe learning environment. * Respect privacy. * Encourage our children to try their best and to recognise their achievements and attainment. * Build links with the local and wider community. |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | | |
| NIF Priority  Improvement in attainment, particularly in Literacy and Numeracy  NIF Driver  School Leadership  Teacher Professionalism | HGIOS 4 Quality Indicators  1.2 Leadership of Learning  2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement | | |
| To develop a refreshed curriculum rationale  For our children to take greater responsibility for their own learning  **Progress:**   * All staff took part in professional dialogue sessions focussed on what our children needed when they returned to the school building in August 2020. Our curriculum reflected the opportunity for our children and staff to re-establish, rebuild and reconnect (relationships) as result of Covid 19 by having time to talk, think, play, learn and relax. * All children have taken part in daily Outdoor Learning opportunities: learning in, through and about the outdoors. This has included using our playground, the beach, woods and local garden/park. * The 5 Ways To Wellbeing was introduced to our staff team at the In-Service Days and staff incorporated this into our Establishment Phase and Wellbeing toolkit strategies.   **Quality of Teaching and Effective Use of Assessment:**   * All teaching staff met termly with Head Teacher to discuss progress of individual children within Curriculum for Excellence level and to plan and review interventions using assessment data. * All teaching staff used a variety of formative assessment strategies, including during Remote Learning, to engage their children with their learning and progress. | | | |
| **Impact:**   * All Teaching staff are more confident in their teacher judgement as a result of discussing the assessment data gathered. * All Teaching staff have used a variety of formative assessment strategies and have shared these with each other. * The majority of our children are able to discuss their learning: where they are, where they are going and how they are going to get there. * The majority of our children are able to give accurate and meaningful feedback to their peers using the Success Criteria. * Our refreshed curriculum and responsive planning from all of our staff met the social, emotional and mental wellbeing of almost all of our children this session. * All of our children have taken part in Outdoor Learning sessions.   Evidence:   * Forward Plans * Attainment and Achievement meetings * Feedback from Focus Groups of children | | | |
| **Next Steps:**   * Focus on high quality questioning. * Ensure all children use the feedback they are given to improve their piece of work. * Protect time for Learning Conversations with our children: teacher-pupil, pupil-parent, teacher-pupil-parent. | | | |
| NIF Priority  Improvement in children and young people’s health and wellbeing  NIF Driver  School Leadership | | HGIOS 4 Quality Indicators  1.3 Leadership of Change  2.2 Curriculum  3.1 Ensuring Wellbeing, Equality and Inclusion | |
| To support the safety, mental ,emotional, social and physical wellbeing of all staff and children  **Progress:**   * Risk assessment and updates shared with all staff. * Regular check-ins with all staff. * During the In-Service Day in August our staff team participated in a Our Minds Matter session. Our teaching staff have also undertaking professional learning from Education Scotland on Outdoor Learning. * Child friendly risk assessment was sent to all children before they returned to the school building and this was shared at our online Assembly. All staff reinforced the consistent message for keeping safe and looking after each other. * On their return to our school building all of our children were provided with opportunities to reflect on their Lockdown experiences across the curriculum. * In September 2020 all of our P3-P7 children completed a Resilience Questionnaire. This was followed up by a 1:1 discussion and an individual target was set in response to this and related to The 5 Ways To Wellbeing. This enabled staff to identify common themes, universal or targeted support. * Our weekly timetables and Forward Plans show that teaching staff planned for opportunities for our children to develop their knowledge and understanding of The 5 Ways To Wellbeing and to use these strategies in class. * Throughout the session teaching staff have been responsive and planned for universal interventions to support the wellbeing of their class including strategies to help our children cope when they find things challenging. * Targeted interventions have included: Kitbag in class, Kitbag with small group during Remote Learning, family Kitbag sessions during Remote Learning, 5 Point Scale and Seasons for Growth. * In December 2020 all of our P3-P7 children completed another Resilience Questionnaire. This showed the impact of our previous interventions. See below. * All of our staff team are using a consistent language to discuss wellbeing with our children and each other. This incorporates the wellbeing indicators and The 5 Ways To Wellbeing. * Our P6s and P7s planned, organised and led Sports Day, Literacy and Numeracy Weeks for the school to participate in. * Teaching staff have planned for daily opportunities to use the outdoors to support learning and wellbeing. This has included a weekly session at the beach, park/garden or woods. | | | |
| **Impact:**   * All of our children know how to keep themselves safe in school and in the playground during this time. * Almost all of our children can express how they are feeling during our check-in sessions within a day. * Almost all of our children have a good knowledge and understanding of The 5 Ways To Wellbeing and give examples of strategies they could use to support their wellbeing. * Almost all of our children are beginning to use a consistent language around wellbeing. * All of our staff team use a consistent language around wellbeing. * Almost all of our children returned to school ready to learn. * Overall there was a significant increase recorded in the repeated questionnaire in the children’s social competence and positive feelings of being safe around others at school.   Evidence:   * Questionnaires * Pupil Focus Groups * Examples of work * Forward Plans and Termly Plans * Weekly Outdoor Learning sessions * Daily opportunities to learn outdoors | | | |
| **Next Steps:**   * Continue to provide opportunities for daily Outdoor Learning sessions as part of our Curriculum Rationale. * Link the 5 Ways To Wellbeing to our Values and our Building Resilience Toolkit. * Re-establish opportunities for our children to be connected to one another across different classes/year groups and to be involved in the life of our school, using technology to support this if necessary. | | | |
| NIF Priority  Improvement in children and young people’s health and wellbeing  NIF Driver  School Leadership | | HGIOELC Quality Indicators  1.2 Leadership of Learning  1.3 Leadership of Change  2.2 Curriculum  3.1 Ensuring Wellbeing, Equality and Inclusion | |
| **Progress:**   * In August 2020 the Nursery staff created a nurturing environment both indoors and outdoors that supported our children emotionally to cope with being away from home after spending a long period of time at home with family during Lockdown. This has been changed throughout the session to reflect our children’s needs. * Our whole staff team has created a nurturing environment where positive relationships have been established and developed between children, staff and parents. * Senior Early Years’ Officers gave Early Years’ Officers training on Emotion Works documentation and all staff adapted the documentation to best suit our setting and children’s needs. * Emotion Works was introduced at Story/Gather Time, to support our children to reflect and to talk about their day and discuss their feelings and emotions appropriately. * A cosy area was created within the Nursery to allow our children to reflect on their day, express their feelings and emotions appropriately and be provided with strategies to help them cope, self-regulate and resolve conflict with their peers. * All staff have modelled how to use the documentation with our children and have discussed this at Gather Times. Our children are beginning to use these strategies and resources when they require it. | | | |
| **Impact:**   * A positive ethos and relationships have been established between all staff, children and families. * Almost all children are confident and independent in their learning. * All children are comfortable with the layout of our Nursery environment and the outdoor space. This is evident through our responsive planning, observations in our Personal Learning Journals and floor books and our Learning Walls. * Almost all of our parents have given positive feedback on how their child has settled back in to Nursery after lockdown. * Almost all of our parents have given positive feedback on the positive relationships built with staff. * Observations in Personal Learning Journals show that almost all children are confident and comfortable and have built positive relationships with their peers and with all staff. * All staff use Emotional Literacy language to ensure consistency when talking about emotions and feelings with all children. * Most children use our Health and Wellbeing area to reflect on their day and express emotions and feeling appropriately. * All staff discuss with our children at Gather Time daily how their day has been and any emotions and feelings they may have. Most children can confidently discuss how their day has been and any feelings or emotions they may have had throughout the day and how it has impacted them. Evidence of this can be shown through observations in Personal Learning Journals * Most children can confidently name 4 emotions. Most children can self-regulate using Emotion Works to support them and to choose strategies to help resolve. | | | |
| **Next Steps:**   * Share language of Emotion Works with our families to encourage our children to co-regulate and then to self-regulate at home and express their emotions and feelings appropriately with their families. * Ensure emotional literacy is embedded into our practice. | | | |
| NIF Priority  Improvement in attainment, particularly in Literacy and Numeracy  NIF Driver  School Leadership  Teacher Professionalism | | HGIOELC Quality Indicators  1.2 Leadership of Learning  2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Securing Children’s Progress | |
| For our children to take greater responsibility for their own learning  **Progress:**   * All staff undertook professional learning about Outdoor Learning and Risky Play. * The Nursery garden was rearranged with our children involved in planning and implementing changes: sharing ideas, refined resources, resources easily accessible so staff can be responsive to children’s needs. * Loose Parts used daily. * Our children are encouraged to help staff to undertake the daily risk assessment of the Nursery garden. * Our children are given time to make choices and follow their own learning. * All staff are responsive to the needs and interests of our children, supporting them to make links to prior learning and extending/taking forward their learning. * Learning Walls and Floor Books have become a strong feature of our Nursery. | | | |
| **Impact:**   * All of our children have participated in Beach and Forest Kindergarten sessions and visits to the Beechwalk Park and Victoria Gardens. Almost all have developed their confidence and taken part in risky play, assessing the risk involved. * Almost all of our children have led their own learning at Beach and Forest Kindergarten sessions. * Most children share their experiences and are remaining on-task and engaged in play for longer periods. * Most children are developing their creativity, problem solving, communicating and co-operation skills through Loose Parts play. * Learning Walls and Floor Books show evidence of our children’s interests and curiosity. They show what our children want to learn, what they have learnt and how they learnt it. * Children’s voice is becoming a stronger feature in Personal Learning Journals. * Personal Learning Journals show evidence of our children’s learning journey and the skills they are developing. | | | |
| **Next Steps:**   * Continue to develop our children’s voice in their Personal Learning Journal and in evaluating their play experiences. * Continue to develop pace and challenge. | | | |
| **Attainment of Children and Young People**   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Achievement of Curriculum for Excellence Level  Session 2020-2021 | | | | | | | | | | | | | P1 | | | | P4 | | | | P7 | | | | | Listening and Talking | Reading | Writing | Numeracy | Listening and Talking | Reading | Writing | Numeracy | Listening and Talking | Reading | Writing | Numeracy | | 83% | 67% | 50% | 75% | 78% | 78% | 67% | 56% | 67% | 67% | 60% | 60% |  * In school we use a range of formative and summative assessments including BASE (P1), SNSA (P4 and P7), AfE assessments, single Word Spelling Tests, moderation tasks and PM reading assessments. This range of evidence enables our teaching staff to make informed and robust judgements about our children’s progress. * We have very clear assessment information on individual children which allows us to explain a child’s learning journey, particularly when he/she are not achieving the national Curriculum for Excellence Level. * This session’s attainment information shows a decrease in our attainment levels. We believe that Covid 19 and Remote Learning has impacted on our attainment levels, especially in Writing in P1. * During Session 2021-2022 we will use our PEF money to appoint a 0.3 FTE teacher to close the attainment gap of Reading and Writing within our P4 cohort and Numeracy within our P5/P6 cohort. We will use our additionality money from Scottish Government to appoint 0.3 FTE teacher to close the attainment gap of Reading and Writing within our P2 cohort. | | | |
| **Evidence of significant wider achievements** | | |
| * All of our P1-P4 participated in activities to achieve the Green Blue Peter Badge. This developed their knowledge and understanding of recycling, re-using and reducing our waste to protect our planet. * During Remote Learning 12 of our P5-P7 children worked towards their Hi5 Award. This involved them taking part in a variety of STEM challenges. They have developed the skills of perseverance, motivation and determination. * All of our children (Nursery-P7) were Responsible Citizens through our community work with The East Neuk First Responders. Working together we created 20 Christmas Goodie Bags for members of our community who would be spending Christmas alone due to Covid 19. Our packs contained: a card, decoration, Christmas jokes and a piece of Art. This reinforced to our children the importance of ‘Giving’ and ‘Being Connected’ to our community. * All of our P1-P7 children participated in sowing seed within our local park for the Corn Bunting. Our children developed their knowledge and understanding of how they can make a positive difference to our planet. * All of our P1-P7 participated in a class Art project to celebrate Crail Food Festival’s 10th Birthday and The Golf Hotel’s 300th Birthday. Our children were Responsible Citizens and this reinforced our sense of community during the pandemic. | | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | | |
| **Successes:**   * During Term 2 all parents/carers received information re log in details, how to access Glow, how to access Teams. * During Term 2 all P1-P7 children received a remote learning pack with jotter and stationery. They also received log in details for Du-lingo, SumDog etc. Phonics sound sheets, number squares, alphabet grid and common words were sent home to support our children. * During Term 2 useful website links were shared with our families. * Our Nursery Team started to use SeeSaw to share our learning with individual families and to share information re the Nursery setting. This was then used to support remote learning in Term 3. * A document was shared with our families regarding our expectations about Remote Learning. This built upon and reflected the feedback from our previous experiences of remote learning and reflected the Scottish Government’s expectations. * Learning activities were uploaded the night before to help families plan and prepare. * High levels of engagement and participation: 92% school and 84% Nursery. * All of our P1-7 children were offered a Daily Class Catch Up session for 30 minutes with their class teacher. These sessions were attended by almost all of our children on a daily basis. The class teacher shared learning activities for the day including Learning Intentions and Success Criteria and checked in with our children re their wellbeing. Our children received new learning input or reinforcement of a concept/skill. The class teacher checked for understanding and could provide and receive feedback. There was also time for their class novel or novel study book. * Our children experienced learning across the curriculum areas including: Expressive Arts (Art and Music, we worked in partnership with YMI), Social Studies, Science, Literacy, Numeracy and Health and Wellbeing. * Teaching staff planned for whole school learning contexts: Assemblies, House Challenges, Family Quiz, Outdoor Learning and PE. We encouraged our families to use our local context and locality e.g. the park, woods and the beach. This worked particularly well for families with more than one child. * Staff balanced the content of lessons well between screen time and non-screen time, live and pre-recorded learning activities, including outdoor activities. There was also a balance between making, saying, writing and doing. * Our children received support via their Daily Class Catch Up session, break out rooms, 1:1 or small group video calls and emails from their teacher. * Reading aloud sessions were offered on Teams twice a week for our P1-4 children and once a week for our P5 children. Targeted support was given for P5-P7 for Reading (toe by Toe, comprehension) and Kitbag. * Learning activities were differentiated to meet the needs of our children. * All of our P1-P7 children had access to a device at home (this included sharing a device with a sibling or family member) and had connectivity. * In our Nursery suggested learning and play activities were shared with our families around a particular theme or book. Learning and play suggestions were across the breadth of the curriculum. There was a daily challenge linked to Literacy, Numeracy or HWB for our children/families to complete. * Every day our Nursery children received a recording of a story and/or rhyme for them to listen to and take part in. * Our Nursery children participated in our weekly Bookbug sessions. This was delivered by a member of staff via Sway. * Our Nursery team also planned for opportunities which were led and suggested by our children/families. * All of our staff team undertook training re digital technology and shared their practice/knowledge with one another. * Our school was sensitive to, and aware of, the varying circumstances for our children and families during this second lockdown. Weekly letters reflect this to our families. * All families received a phone call from staff team during the w/b 11.01.2021 * Identified children/families received a weekly call from our Support for Learning Teacher. * If levels of engagement decreased for a particular child, or they hadn’t been on Teams etc then the class teacher would follow this up with a call to support re Teams, wellbeing, discuss progress/challenges/barriers. * Nursery children/families received a weekly phone call throughout Lockdown period. * We maintained positive partnership working: author and a local business to maintain motivation for our children and engagement. Social Work, Includem, Family Support Service and Health Visiting Team to support our families.   **Challenges:**   * Providing meaningful and timely feedback is challenging in a remote learning environment. It can be difficult to judge how much of the learning activities were being completed independently although staff used formative assessment strategies and their prior knowledge of the child. * Our children need to be trained further in using the feedback they receive to ensure they know about their progress and what they need to do to improve (remote learning and when they return to the school building). * Providing opportunities for wider achievements for our P1-P4 children during the current lockdown restrictions. * Finding ways to keep all of our children motivated and engaged. * The length of time taken to record lessons rather than delivering them face to face. * Pace of learning: much slower than face-to-face learning. * Plan for further opportunities for all of our P4-P7 children to engage with one another and collaborate on a task together. * A few children in P5-7 did not engage with their learning despite the supports put in place. * A few identified families did not accept a place or did not attend regularly within the school building during Lockdown 2021. * Issues with technology being in a remote area (connectivity) and families sharing devices. * Meeting our new Nursery children and families remotely. * Educators have found it challenging to manage the Remote Learning of their own children on top of their teaching responsibilities whilst working from home.   **Developments we plan to implement:**   * Continue to use SeeSaw as a way of communicating and involving our Nursery families. * Use Teams as a way to engage our children in Leaders of Learning groups and House meetings for Session 2021-2022. * Review Homework for Session 2021-2022 and use Teams as a way of delivering this. | | |
| **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 | 8 | | Additionality in staffing | 0.2FTE |  * Almost all of our children who received a digital device accessed and participated in Remote Learning between January 2021-March 2021. * Our Additionality teacher worked with targeted groups within P1 and P2 to support the learning and teaching of Reading skills.   **Impact:**   * Most children in targeted P1 group were able to identify initial sounds, write and sound out CVC words and match/suggest rhyming words. * All children in targeted P2 group have demonstrated an improvement in reading age which exceeds expected progress for the period of intervention (intervention over 12 weeks in Nov/Dec 2020 and April/May 2021). Increase in reading age ranges from 1year 1 month to 5 years 5 months with an average of 3 years. * All children in targeted P2 group were able to accurately use phonics (phase 5) to decode words including polysyllabic words and ‘nonsense’ words of CCCVC form with increased confidence and fluency. * Almost all of the children in targeted P2 group can independently structure a written response and analysis of what makes a complete response. Self and peer assessment allowed almost all to develop complete and well-structured answers to comprehension tasks and some evidence of this transferring to other classroom tasks. * All children in targeted P2 group have demonstrated an improvement in their ability to assess/sound out/identify phase 3 & 4 sounds, including blending of CVC words/digraphs. | | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | | |
| **Progress:**   * In August Tracking meetings with teaching staff identified the attainment gap within our school. This was identified as Writing within P2, Writing in P3 and P4 and Reading in P3 and P4. * Our PEF allocation was used to support a Writing lesson with P2, an additional Writing lesson with P4 (P3 were taught by class teacher) and increased reading opportunities for developing decoding and comprehension skills for targeted children in P3 and P4. | | |
| **Impact:**   * Most of our targeted P2 children have made progress within Writing, First Level of Curriculum for Excellence and are currently on track to achieve the Curriculum for Excellence Level by the end of P4. * All of our targeted P4 children have made progress within Writing, First Level of Curriculum for Excellence and most of our targeted P4 children have achieved the Curriculum for Excellence Level. * Almost all of our targeted P3 children have made progress within Reading, First Level of Curriculum for Excellence. The majority of our targeted group are currently on track to achieve the Curriculum for Excellence Level by the end of P4. * All of our targeted P4 children have achieved Reading, First Level of Curriculum for Excellence.   Evidence:   * We have collected baseline writing assessment and ongoing assessment results and evaluations show progress and inform responsive planning to meet the needs of the individuals. * Tracking meetings. | | |

**School Name: Crail 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 | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **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** | Good | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Securing children’s progress** | 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** |  |  |  |
| **Quality of environment** |  |  |  |
| **Quality of staffing** |  |  |  |
| **Quality of leadership and management** |  |  |  |