|  |
| --- |
| ***Cardenden Primary School***  **Standards and Quality Report 2020-2021**  ***Achieving Excellence and Equity*** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | 195 | | | | | **FME** | 30 | | | | | **Attendance (%)** | **Authorised** | **3.8%** | **Unauthorised** | **2.3%** | | **Exclusion (%)** | None | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £57,565 | | | |   As a School and Nursery we have consulted with pupils, parents and staff and changed our Vision, Values and Aims this session to make them more relevant to our current context.  In order to develop our Vision, Values and Aims this session, children from Nursery to Primary 7 were consulted as well as parents, staff and partners of the school. From this it was clear that Respect, Kindness and Ambition were the most important values to the Cardenden Primary School community. Our new values are **RESPECT**, **KINDNESS** and **AMBITION**.  We launched our new school values with weekly lessons across the school and a focus on how we can demonstrate our values in school, at home and in the community. The children also came up with mottos and visuals to go alongside these values. Our motto is ***“Expect Respect, Mind to be Kind, Ambition is our Mission!”***  The values are part of our language of learning and have been used throughout the school as part of our positive behaviour strategies. Teachers have used the values as a focus for their Recognition Boards for example, or for giving out house points. The children are aware of our new values and they are also linked to the class charters in each room.  Our next steps are to continue to embed the values in our School and Nursery community and further develop our vision and aims alongside our new values. |

|  |  |
| --- | --- |
| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | |
| NIF Priority   * Improvement in children, young people’s and staff’s health and wellbeing   NIF Driver   * School Improvement | HGIOS 4 Quality Indicators  1.4 Leadership of management and practitioners  2.1 Safeguarding and child protection  2.3 Learning, teaching and assessment  2.4 Personalised support  2.6 Transitions  3.1 Ensuring well-being, equality and inclusion  HGIOELC Quality Indicators  1.4 Leadership and management of staff  2.1 Safeguarding and child protection  2.4 Personalised support  2.6 Transitions   * 1. Ensuring well-being, equality and inclusion |
| **Progress:**   * There has been a strong focus on wellbeing throughout the school with lesson   plans being delivered around the 5 Ways to Wellbeing. There was a focus each  week on these across 5 weeks and have been revisited throughout the school year in class and  referred back to most days when talking about regulating emotions or engaging in restorative  conversations. Suggestions were given to staff in ways to facilitate the programme but staff  were given the ability to choose what activities would suit their pupils. Regular check-ins from  SLT with all teachers to ensure consistency throughout school.   * Other programmes of learning included the OMM Anxiety Lessons. OMM Anxiety Resource was used in class and pupils were able to discuss anxiety and learnt calming, coping strategies they could use. The anxiety resource enabled pupils to discuss their worries in a welcoming and comfortable environment. * Relax kids positive calendar used to promote positive ethos and language. * Growth Mindset – ‘Have a go’ ‘I can’t YET’ terminology used regularly. * Each class has an Emotion Works Pack and this is displayed within classrooms and referred to regularly. * Each classroom has a nurture area/wee cosy for pupils to use if necessary. Nursery rooms also have a quiet corner. * Outdoor learning progression is being used to plan outdoor learning experiences   for pupils and the courtyard space has been developed to include bug hotel, wooden logs to sit on, plants etc. and regularly used by P1 and P2. Nursery rooms have weekly visits to the woods and have developed the Nursery allotments. Children have been able to discuss experiences and skills they have used in the woods and also self-evaluate tasks completed in outdoor learning.   * Play Policy – Practiced and engaged in the Primary1/2 class and Primary 2 class. * Nurture programmes – Lego therapy, kitbag, Socially speaking, Time to talk, Cosmic Yoga, Breakfast club, Relax Kids CD’s in every room and also in Nursery. * Nursery Nurture Area - We have developed a Nursery nurture area which children and EYO’s can use for small groups and one to one. There is a cosy area, dolls house and various resources. * A successful application was made to the ELC Inclusion Fund and resources to support children with English as an additional language, which included wellbeing resources such as emotion stones and time to talk game. | |
| **Impact:**  Most children are able to talk about and recognise their own and others’ feelings and express these in an appropriate way. Most are also able to recognise that their actions can affect how others are feeling. Staff are able to support behaviour thinking about the language and approach used and make the School and Nursery a nurturing environment.  The ethos within School and Nursery is a welcoming environment which makes it a comfortable, supportive learning environment. In a recent feedback form almost all parents said their child enjoys learning at Cardenden Primary.  The importance of play and significant observations is recognised in Nursery and across the early stages as a vital part of progressing learning and identifying next steps.  Targeted interventions to support readiness to learn have helped build relationships and support children to have a voice in what they need to help them succeed. | |
| **Next Steps:**   * Revision of Child Friendly Nurture Principles at the start of the next session. * Continue to include the 5 ways to wellbeing in our health and wellbeing curriculum. * Continue using the Outdoor learning progression and make best use of the space/community we have available. * Emotion Works Programme being renewed and has a Literacy Focus starting in August. * Perhaps whole school effort to implement fully for outdoor provision. * Outdoor learning - Bank of lesson plans/activities created in collaboration with Ashely Johnston and Stephanie Penman to provide progression and possible learning opportunities. If possible staff to attend outdoor learning CPD and then deliver that training during staff meeting. * Emotion Works: make this resource accessible to parents so they can understand and use the language at home as well. * Emotion works needs further developed within Nursery. | |

|  |  |
| --- | --- |
| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | |
| NIF Priority   * Closing the attainment gap   NIF Driver   * Performance information | HGIOS 4 Quality Indicators  1.1 Self-evaluation for self-improvement  1.3 Leadership of change  1.5 Management of resources to promote equity  2.2 Curriculum2.3 Learning, teaching and assessment  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Securing children’s progress  HGIOELC Quality Indicators   * 1. Self-evaluation for self-improvement   1.3 Leadership of change  1.4 Leadership and management of staff  2.1 Safeguarding and child protection  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Raising attainment and achievement |
| **Progress:**   * Updated passports and profiles for pupils for the next academic session. * Upper school are using accelerated reader and this is proving to be a success. * School values and growth mindset continues to be a focus in every classroom and across the school. * Play policy is nearly finished. Staff, pupil and parent feedback has been conducted and results are being collated. A drawn design has roughly been started and looking to have this completed before the next academic session. * Additional PSA support has been beneficial in supporting pupil needs and allowing more targeted interventions within each class. * Chrome books given out to pupils during home learning to ease access. Seesaw and Teams used to make home learning as accessible as possible. * Regular summative assessments including mental maths assessments. BASE assessments were completed in Aug/Sept and the BASE Final Assessments were completed June. * Measuring impact and progress using reading and maths assessments across all classes. * Focus groups for numeracy supported by SfL * Targeted interventions, passports, profiles and reviews created to ensure we are supporting and challenging all learners. * EYLO full time in Nursery with remit of raising attainment. Supporting learners, through targeted work with individual children and small groups. | |
| **Impact:**  Shared strategies and resources needed for individual children have consistently been put in place for all children and this has developed a consistent approach to ensure the needs of all children are being met.  Targeted support monitored and tracked across the year has measured the impact of any interventions to ensure the best support/programmes of work we being used. These interventions were delivered by support staff due to the bubble restrictions but also meant that the children had an established relationship with the support staff and so this support was able to be continued throughout their time in the classroom to further enhance their opportunity to progress.  Children being part of the planning process allowed them to develop their own interests and make the learning more meaningful and engaging. In Nursery this was in the form of Learning Walls.  **P1 BASE:**  All children have made progress in almost all areas of Literacy and Numeracy.  P1 group score is above national average for "repeating words" within Literacy  **Spelling:**  Average spelling age for all year groups P3-7 has increased. See table below:   |  |  |  |  | | --- | --- | --- | --- | |  | Sep 2020 | May 2021 | % increase | | P3 average | 5.5 | 7.2 | 30.1% increase | | P4 average | 6.7 | 8.9 | 32.8% increase | | P5 average | 8.5 | 10.2 | 20% increase | | P6 average | 8.9 | 10.5 | 18% increase | | P7 average | 8.8 | 11.1 | 26.1% increase | |  |  |  | **25.4% increase in spelling age P3-P7** |   **Reading:**  Average reading age for all year groups P4-7 has increased. See table below:   |  |  |  |  | | --- | --- | --- | --- | |  | Jan 2020 | June 2021 | % increase | | P4 average | 7.6 | 8.9 | 17.1% increase | | P5 average | 8.8 | 10 | 13.6% increase | | P6 average | 9.4 | 10.5 | 11.7% increase | | P7 average | 10.4 | 11 | 5.8% increase | |  |  |  | **12% increase in reading age P4-P7** | | |
| **Next Steps:**   * More ICT training for staff * Needs to be a school wide focus on WOW. A mini WOW topic linking learning to real-life skills, a virtual Careers Week etc. * Continue to use TigTag across school as an online science resource but need to audit current science resources and buy more to make the most of the practical experiences. * School values are established but need to be embedded. Develop positive praisecards linked to school values work towards embedding them more. | |

|  |  |  |
| --- | --- | --- |
| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | |
| NIF Priority   * Improvement in attainment, particularly in literacy and numeracy   NIF Driver   * Assessment of children’s progress | HGIOS 4 Quality Indicators   * 1. Self-evaluation for self-improvement   1.3 Leadership of change  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.6 Transitions  3.2 Raising attainment and achievement  HGIOELC Quality Indicators   * 1. Self-evaluation for self improvement   1.3 Leadership of change  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.6 Transitions  3.2 Securing children’s progress | |
| **Progress:**   * SfL working hard to provide resources and guidance for individual pupils needs. * Inservice day training on assessment and moderation * Termly tracking meetings with SLT. * Assessment overview created with all data to ensure targeted interventions planned appropriately. * Good mix of resources/schemes in place to support with Literacy and Numeracy, particularly first level. Colourful Semantics shared with some class teachers so it could be implemented to deliver targeted programmes of work. * Staff developed their ability to deliver differentiated and high quality teaching during home learning to support pupils. * Targeted literacy and numeracy interventions were introduced to close any gaps and support children to reach next curricular level. * Whole school focus on literacy, numeracy and HWB, both during home learning and during recovery period. * Rigorous use of data to inform teaching and learning. BASE, mental maths assessments, SWST, SNSA, Elips, early years trackers. * A successful application was made to the ELC Inclusion Fund and resources to support children with English as an additional language, which included talking books, Polish / English story books, talking buttons and recordable microphones. | | |
| **Impact:**  Most children are able to talk about their learning and using feedback given talk about their next steps. Younger children are given oral feedback to encourage them to be able to also talk about their next steps.  Through targeted interventions children’s reading ages have improved across the session and targeted maths sessions in smaller groups term 4 meant more children were able to achieve a level and be on track.  Elips scores allowed us to target specific children and make a positive difference and this was then highlighted when the Elips was reviewed. Almost all children’s scores had improved at the end of their nursery experience.  Feedback from parents during lockdown on remote learning, almost all parents said they felt their child’s literacy and numeracy skills have been well supported. | | |
| **Next Steps:**   * Sharing sessions with all staff to share best practice in order to share knowledge between less experienced and more experienced staff. * Re-visit high five communication, communication hand book and literacy resources available in Nursery to further embed high quality language development. * Develop an overview of e-lips, to include any reviews to provide a detailed overview for EYO’s to see where children need further support and to show progression. | | |
|  | | |
| **Attainment of Children and Young People** | | |
|  | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Numeracy** | **Listening/Talking** | **Reading** | **Writing** | | Primary 1 | 76% | 65% | 59% | 53% | | Primary 4 | 54% | 71% | 71% | 50% | | Primary 7 | 69% | 84% | 56% | 47% | | | |
| Targeted interventions were increased term 4 but this needs to be continued to address gaps in learning. Assessment and moderation inputs have taken place at a recent staff meeting and this will continue next session to ensure children’s levels are accurately predicted.  Writing has significantly decreased and this will be a priority for next session.  Raising attainment overviews have been created for each class which show tracking data and assessment scores at a glance for each child. These have been used to inform targeted interventions and will continue to be updated going forward to ensure children’s needs are being met appropriately. | | |
| **Evidence of significant wider achievements** | |
| * Outdoor learning progression throughout the school has begun term four and will continue to be developed next session. Achievements/ learning has been planned using outdoor learning experiences showing progression across stages.   Early Level skills development:  • I can record and share my experiences.  • I can plan and undertake a journey.  • I can work in a team to complete an outdoor project to improve a local area or to support wildlife.  • I can take part in adventure play activities.  • I can find out about a local outdoor space.  First Level skills development:  • I can discover a local outdoor space and can develop an understanding of how nature works  within it and how humans can affect it.  • I can work in a team, sharing ideas and making decisions.  • I can develop new outdoor adventure skills.  • I can learn to navigate and use maps to help me make a journey.  • I can undertake practical work to help the environment.  • I can make connections between the different elements of my learning outdoors.  Second Level skills development:  • I can discover a wild place/places and can develop an understanding of how nature works within  it and how humans can affect it.  • I can explore a wild place and can increase my awareness and understanding of it through  taking part in a variety of outdoor activities.  • I can undertake conservation work in my wild place(s) by taking some personal responsibility  and caring for it in some way.  • I can record my experiences, reflect on them and them with others in a variety of ways.  P7 year group took part in a whole week where the focus was on outdoor learning, team building skills and co-operation. This involved activities from Active School co-ordinator, Community Forest Ranger and staff from Fordell Firs. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| During the lockdown period we continued to support our families and pupils through a variety of methods, mainly digital technology. Nursery-P2 used the Seesaw app and P3-P7 used assignments on Teams.  We aimed to provide differentiated learning opportunities for all pupils and give feedback and next steps to help progress learning. We also provided phone calls home to help support and connect with children and families.  Feedback during lockdown highlighted most parents were able to access online learning and almost all found it clear and simple to follow. Most felt their child was well supported/challenged and found the feedback helpful.  Teachers used a variety of digital teaching methods including the use of video teaching inputs and verbal recorded feedback. Each teacher continued a class novel or daily picture book via video recording with PSAs reading some sections to the class. Every class from P3-7 had a weekly opportunity to meet virtually with their teacher and PSA to ensure relationships continued to be built and that families continued to feel supported and still part of the life of the school.  We used our school app and Facebook page to share ideas for family-based play, nurture and outdoor learning activities during lockdown. We also used these to make parents aware of offerings from other local or online platforms.  As a result of the high engagement via digital platforms during the lockdown period we continued to use the same platforms to provide weekly homework activities. This has not been as successful and we will audit our homework programme early in the next session.  We have continued to use the Seesaw app in Nursery to share significant observations with parents since they cannot come in to the setting or share their child’s PLJ. | |
| **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 | 20 | | Additionality in staffing | Additional probationer teacher |   As a result of having an additional probationer teacher we have been able to develop a Play policy. This has been created in consultation with staff, parents and children and clearly highlights a play progression. The play policy will support a whole School and Nursery approach to play with areas to be developed to ensure this is built on in the next session. Gathering children, staff and parents views ensured their voice is heard and visible within the play policy. The ongoing work will provide further opportunities to develop play throughout the School and Nursery. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | |
| **Progress:**  We used some PEF money to be able to employ additional support staff in order to still be able to deliver group and individual nurture programmes to help support children’s wellbeing and also to allow for targeted interventions to take place regularly which following the school risk assessment re bubbles.  We used PEF money to fund an additional PT with a focus on raising attainment. All data was monitored and tracked throughout the session to ensure targeted interventions were making a difference. Having all data in an overview also allowed for professional dialogue to take place to address next steps for ALL children. | |
| **Impact:**  Teachers have a better understanding of their children as learners to be able to meet the individual needs of all and with a team approach can plan interventions to ensure all children are supported and challenged. | |

**School/Setting Name: Cardenden Primary School**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | Satisfactory | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Satisfactory | Good | Good |  |
| **3.2 Raising attainment and achievement** | Satisfactory | Satisfactory | Good |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Satisfactory | Satisfactory | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Satisfactory | Good | Good |  |
| **3.2 Securing children’s progress** | Satisfactory | Satisfactory | Good |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |  |  |  |