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| ***Burntisland Primary School***  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | 562 school, 92 ELC = 654 Total | | | | | **FME** | 15.5% | | | | | **Attendance (%)** 94.5% | **Authorised** | 4.2% | **Unauthorised** | 1.3% | | **Exclusion (%)** 0% | 0 | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £135, 000 (approx.) | | | |   **The Context of our School**  Burntisland Primary School and ELCC serves the town of Burntisland, the only school in the town, a fantastic opportunity for strong community partnerships, our community links are very good (NIF 4) and we are one of six schools which serve Balwearie High School.  Over 560 pupils, a 104-place nursery and the capacity for 30 Under 3’s in an adjacent building. The new school building opened in August 2014. A large nursery which can accommodate up to 80, 24 and 30 children and twenty classes from P1-7.  The school building: arranged in three wings, pupil classrooms and the nursery are located in the three ‘wings’ of the school and the ‘Hub’ area accommodates offices, medical room, our library, PE halls, four changing rooms, assembly hall, general purpose room and a meeting room. We have a music room, support for learning base, additional withdrawal, and tutorial rooms as well as a Teacher Learning Base. (NIF 1)  The school is fully accessible and has two lifts, hearing loops and a hoist room catering for potential additional support needs of all pupils, parents, and staff alike. (NIF 2 and 3)  A fully operational lending library using a bar coding system as well as appropriate technology in every classroom.  Our hall boasts a fully equipped lighting rig and sound system with a large portable stage to allow for shows, dramatic performances, and other special events.  The playground is mainly tarmac but with an attractive nursery garden area, accessible also to primary pupils.  We have installed a trim trail, an activity cube and had many lined activities added to our playground to add inspiration for play for our learners during break times. We also have a Loose Parts Play shed, which stores all of the materials for loose parts play. (NIF3)  We have a large sports field for use in the better weather and a garden area. (NIF 3)  We encourage walking, cycling, and scootering to school and have ample bike sheds to accommodate any bikes or scooters the children or staff might bring. (NIF 3)  We take part in many local events and Fife wide competitions such as the Summer Reading Challenge run by Fife Libraries, the Big Book Brain Quiz, the Speakers Competition, Rotary Quiz and Burns competition and the Community Council Scot’s Verse competition and Speaker’s challenge. (NIF 1)  We take part in an extensive range of sporting events whether competitive or friendly and in a wide range of sports e.g. badminton, netball, basketball, football and athletics and this session we were delighted to retain our Gold Sports Award. (NIF 3)  We currently have a Senior Leadership Team consisting of a Headteacher and 3FTE DHTs, 1.7 FTE Learning Support allocation (NIF 1) 1 FTE school support assistant, 13 P.S.A.s (part time and full time), 19 EYOS and a team of staff, who deliver NCCT. (NIF 2)  We have an active Parent Council who are supportive of the work of the school.  The school has an extremely positive ethos, a warm family feeling and geographically is situated at the very heart of the town, which gives us the best location to play a vibrant and active part in the community. (NIF 4)  Currently 90% of our children reside in SIMD 5-10 with 10% living in SIMD 4. Our FME entitlement is 12% and our pupil equity fund allocation for this session was £135,000.  In previous years we funded extra PSA hours to support targeted children in self-regulation, enhancing wellbeing and readiness to learn. This last year we have funded additional Class Teacher FTE to deliver NCCT in order to allow SLT to remain non-class committed so they could support staff to provide targeted children with a range of interventions and provide targeted support to identified families. Moving forward, we will continue with this model so that capacity can be further built within the staff team and parent body. This will enable the school to continue its work to raise attainment and develop children’s regulation strategies and general wellbeing/readiness to learn.  **Vision and Values**  After independent consultation with children, staff and parents we were proud to outline our vision in 2015. We keep these values alive in all we do and have been happy for them to remain over the last few years.  In Burntisland Primary School we aspire to achieve the highest quality learning and teaching this will ensure all learners achieve their full potential.  We want all our pupils to feel nurtured, safe, happy, healthy, included, respected and responsible and we will achieve this through fostering excellent relationships between staff, pupils and parents.  We strongly believe that learning is a shared achievement, and we are committed to developing our partnership with parents and linking with other partners and organisations to give our pupils a range of experiences and outcomes to enhance learning across all aspects of life.  We strive to encourage a participative culture in which children have a clear voice and where they are encouraged to be responsible citizens, showing respect for themselves and others.  We have four key themes for our values and vision for the school.  Burntisland Primary School Feels: Inclusive, welcoming, friendly, and safe. All members of the school should experience a genuine sense of belonging. The school is a vibrant part of the wider community in which it is situated.  Burntisland Primary School Values; Respect for each other and for the school. We should be confident, hardworking and act responsibly.  Learning in Burntisland Primary School; The school is an exciting place to learn. Learning is fun, enjoyable, stimulating and inspiring. Learning poses challenges but support and teamwork helps everyone make progress.  Relationships in Burntisland; All members of the school community act fairly, they are supportive and caring. Difficulties are addressed openly and honestly, and issues resolved through discussion.  Kindness and connectedness are promoted in all we do.  **Burntisland Primary School**  **Belong, Participate, Succeed** |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | |
| **To improve the wellbeing of children throughout the school and early years setting.** | |
| **NIF Priorities**   * Closing the attainment gap between the most and least disadvantaged children * Improvement in children and young people’s health and wellbeing   **NIF Drivers**   * Teacher Professionalism * Assessment of Children’s progress * Performance Information   **Fife Priorities/Local Plan Priorities**   * Attainment * Equity * Wellbeing * GIRFEC | **HGIOS 4 Quality Indicators**   * 1.5 Management of Resources to promote Equity * 2.2. Curriculum * 3.1. Ensuring Wellbeing equality and inclusion * 3.2 Raising Attainment and Achievement   **HGIOELC**   * 1.5 Management of Resources to promote Equity * 2.2. Curriculum * 3.1. Ensuring Wellbeing equality and inclusion * 3.2 Raising Attainment and Achievement |
| **Progress:**   * 8 Hours of Emotion Works Training has been delivered to all teaching staff. * One session was held to introduce Emotion Works Cog model and theory to PSAs and Early Years Officers. Early Years officers also engaged with Cogs 1,2 3 and 4. * All children within the nursery and school have engaged in Emotion Works lessons to build emotional literacy, discuss body sensations and ‘feel better’ strategies. * A survey was conducted to gather pupil, parent and staff voice in terms of how they felt the school was meeting their wellbeing needs. * SLT introduced use of Anxiety is Normal Toolkit to identify strategies for targeted learners. * We continued to raise the profile of the 5 Ways to Wellbeing through use of social media for children and families and during an in-service day for staff * All P7 pupils have engaged in Branch Out Programme developing further understanding of their own mental wellbeing * The majority of P7 pupils completed the SHINE survey. Survey results showed, in relation to school, 85% of boys across the Balwearie Cluster and 97% of girls across the Balwearie Cluster were happy. * Staff have begun to engage with the RSHPE resource and have engaged with planning and delivery of the resource. | |
| **Impact:**   * A positive working environment and ethos has been maintained throughout a period of substantial change as evidenced through staff consultation results * All teachers and less than half of Nursery staff have engaged in Emotion Works training and understand the 6-part cog model. This has been introduced to children through remote and in-school lessons. In a survey conducted with parents and pupils in June 2021, which received 71 responses, 51% of parents felt their child’s emotional literacy had improved since the introduction of Emotion Works. * SLT have an excellent understanding and support staff in using the Wellbeing Indicators to assess and plan for children requiring additional support * All staff are aware of the importance of building positive relationships at BPS * All staff and children have continued with awareness raising input on the 5 Ways to Wellbeing and most staff are confident knowing the importance of the 5 Ways on overall HWB for themselves and their learners. * A learning pathway for all areas of HWB is in place to inform planning across the school and nursery. This ensures all children across the school are receiving a progressive and coherent approach to Health and Wellbeing which is supporting their attainment and achievement. * All targeted learners have access to individual supports such as 1:1 support, time-out, pupil-centred planning and identified strategies (support staff have created A4 summaries to provide consistency if staff changes occur). * All classes have their class charter in a visible location and most pupils, when asked, were able to explain what it was and why it was there. Less than half of the classes displayed visuals to support Learning Powers. * 96% of staff felt that a positive ethos has been maintained within our staff team. 71% felt that demands being made of them were manageable and 91% are happy with the amount of control they have over how they work. * 95% of staff feel that they are well supported by line managers and 76% feel that change has been managed effectively. * In October 2020, A Connectedness Survey was carried out with parents to gather parent and pupil responses around how connected they felt to the school post Lockdown 1. 25% of the parent body responded to this survey. Parents who responded gave a rating of 4 out of 5 stars for feeling connected to the school during Lockdown 1.   Staff said:   * “Good staff support (within stages and with management)” * “I think we are doing really well, and our priority needs to be the continued health and safety of everyone in the BPS environment” * “I feel like we have worked really hard during this time to make this as positive an experience for all involved despite the challenges” | |
| **Next Steps:**   * All staff and pupils should have an improved understanding of the Wellbeing Indicators to provide universal support. The 5 Ways to Wellbeing should be linked to these * A few teachers and the majority of nursery rooms have visual emotional check-ins in place in class. This should be rolled out more widely with agreements on how this should look at each stage * Emotion Works should now be revisited with all support staff and EYOS. Parents will have an awareness of this approach through sharing our learning on Facebook and through remote learning platforms. This should now be shared with parents more explicitly through information leaflets and online workshops * Increased confidence of PSAs in supporting emotional regulation in the playground * Ensure that Emotion Works is incorporated into BPS HWB programme of work, linked to 5 Ways to Wellbeing. This will then be moderated and evaluated to ensure this approach is embedded and highlighted in the nursery and school’s Curriculum Rationale * The school will continue to work toward the Gold UNCRC RRS Award and ensure that the language of rights is embedded across the school and nursery community in partnership with parents, pupils, partners and other stakeholders * Create a clear progression from nursery to P7 for RSHPE incorporating the Scottish Government resource. | |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | |
| **To achieve a consistent approach to teaching reading across all stages to raise attainment** | |
| **NIF Priorities**   * To improve attainment for all, particularly in Literacy and Numeracy * Closing the attainment gap between the least and most disadvantaged children   **NIF Drivers**   * Teacher Professionalism * Assessment of Children’s progress * Performance Information   **Fife Priorities/Local Plan Priorities**   * Attainment * Equity * GIRFEC | **HGIOS 4 Quality Indicators**   * 3.2 Raising Attainment and Achievement * 2.2 Curriculum * 2.3 Learning, Teaching and Assessment   **HGIOELC**   * 3.2 Securing Children’s Progress * 2.2 Curriculum * 2.3 Learning, Teaching and Assessment |
| **Progress:**   * A new phonics progression was introduced which has increased the pace of learning in reading significantly. All teachers in P1 – 3 used this and associated assessment to inform teaching and record learner’s progress. * Six teachers across P1 – 6 engaged with Model for Improvement to focus on small tests of change in teaching of phonics, focusing on children who were off-track * All teachers used the Holborn Reading Scale to track the progress each pupil is making in terms of decoding and fluency in reading. * Almost all teachers said that they found the literacy pyramids difficult to follow but like the new phonics and grammar progressions (developed by staff last session) that are now in place. These are now being used by all teachers * A progression for the teaching of phonics and high frequency words is in place from N-P3 and follows onto SWST from P4-7. A new online teaching resource has been purchased to support staff with teaching approaches alongside a phonics-based reading programme * A longitudinal tracker was developed and trialled in the middle department in term 3/4. | |
| **Impact:**   * Tracking discussions are still highlighting wide variations in EYOs/teachers understanding of progress towards achievement of a level * Model for Improvement impact: All teachers in the group said they felt the project was worthwhile and felt more confident in terms of teaching and assessing phonics. In one P2 class, where all children were off-track in phonics, almost all are now on track. In P4, one child who has never been able to blend, is now blending CVC words confidently and writing them accurately. * In P4-7 Reflective Reading approaches are being developed using Task Mats, which focus on comprehension skills * Less than half of teachers across the whole school are confident with teaching comprehension skills explicitly. This impacts directly on the experience children are receiving through reading in classes and impacts on skills taught and their ability to achieve in their learning. The impact of this was 88% of pupils in P1 were on track in Reading, in P4 56% of pupils were on track in Reading and in P7, 61% of pupils were on track in Reading. * In P1-4, and also for children with identified ASN throughout the school, standardised assessments, reading records (with associated reading age) and greater engagement with the benchmarks has led to most children now accessing core reading books that match their ability to decode | |
| **Next Steps:**   * Develop staff confidence further in terms of teaching phonics integrating approaches that incorporate meaningful contexts – for example, WfL approach to ensure application of skills across contexts * Invest in real (non-reading scheme) books for children in P1 – 4 to support WfL approach and focus on comprehension * Develop our literacy curriculum and pedagogy so that explicit teaching of comprehension strategies are clear and progressive across the school * Invest in appropriate reading materials for children with ASN from P3 – P7 – also consider eBooks * Moving forward into session 22/23, evolve reading approaches to make explicit links to writing genres. Develop a progressive and coherent writing programme at BPS to supplement current Big Writing approaches * Identify and purchase resources to develop early phonics in nursery. | |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | |
| **To develop Assessment is for Learning approaches consistently throughout the school.** | |
| **NIF Priorities**   * To improve attainment for all, particularly in Literacy and Numeracy * Closing the attainment gap between the most and least disadvantaged children   **NIF Drivers**   * Teacher Professionalism * Assessment of Children’s progress * Performance Information   **Fife Priorities/Local Plan Priorities**   * Attainment * Equity * GIRFEC | **HGIOS 4 Quality Indicators**   * 3.2 Raising Attainment and Achievement * 2.2 Curriculum * 2.3 Learning, Teaching and Assessment   **HGIOELC**   * 3.2 Securing Children’s Progress * 2.2 Curriculum * 2.3 Learning, Teaching and Assessment |
| **Progress:**   * All teaching staff undertook a self-evaluation against agreed AifL criteria. This was then moderated, and staff received feedback from SLT. * SLT observed that almost all classrooms had emerging wall displays to extend and enhance learning. Less than half had examples of WAGOLL (What A Good One Looks Like) and annotated pupil work to support high quality learning outcomes. * Almost all teachers and less than half EYOs engaged in moderation of the benchmarks for numeracy. These were broken down to year groups to support professional judgements around progress towards and achievement of a level. The majority of teachers and EYOs still needed prompting to refer to these to support them in tracking progress and achievement * All planning folders were discussed through one-to-one meetings with DHTs. A new grammar, phonics, reading, and handwriting progression were introduced to support planning and professional judgements in literacy. Planning formats for nursery were discussed in nursery teams and consistent responsive, mid-term and long-term plans were created and introduced * The EYDO and Nursery Teacher supported EYOs to introduce new planning formats * EYOs worked together with DHT through collegiate time to develop understanding of early level benchmarks to identify accurately where children are in their learning journey and what their next steps are. * In a Language of Learning Consultation, carried out in June 2021, 12% of pupils said that they could identify their next steps in learning in every area of the curriculum, 53% of pupils said that they could identify their next steps in learning in some areas of the curriculum and 35% of pupils could not identify their next steps in learning in any area of the curriculum. | |
| **Impact:**   * All lessons observed included learning intentions in every lesson. The majority (66%) of lessons ensured that these were separate from instructions/task and context free. 58% of children stated that that they understood the term “learning intention.” The Language of Learning survey conducted in June 2021, indicated that, in Literacy, 84% of children knew what they were learning. In Numeracy, 92% of children knew what they were learning. * Most lessons (80%) included success criteria. The majority of these included aspects that either: were not linked to the learning intention or did not show the children how to be successful. A workshop on learning intentions and success criteria was delivered during lockdown and initial observations are beginning to highlight greater clarity as we move towards a shared understanding. * Less than half (47%) of the lessons included a WAGOLL (What A Good One Looks Like). However, in feedback discussions with teachers, it was evident that good examples were demonstrated in live class meets on occasion – these were not observed. Where WAGOLL was evident in uploaded lessons, a few could have been improved by ensuring that the exemplar was not an exact example of the task but as a different context with the same success criteria (particularly in writing). * Almost all lessons (95%) included clear explanations and the majority (71%) used voice recordings so that all children could access them, regardless of reading ability. Most of the lessons (85%) uploaded were accessible without printer facility and covered a range of online responses and practical activities. * Observed uploaded lessons showed that most teachers (91%) provided oral feedback through voice recordings. The majority of feedback (66%) provided areas of strength and next steps, however less than half (47%) was linked to clear success criteria linked to learning intentions. * Staff found it difficult to accurately assess children’s progress due to the nature of online learning and parental support. However, one teacher in P4 trialled a Big Write Assessment. * Two teachers in P2 trialled a ‘live response recording’ to evaluate learner’s understanding whilst carrying out a learning task remotely. The effectiveness of this approach will be researched further as we move into delivering home-school learning links through Seesaw. * 50% of parents felt that their children could access the teacher’s feedback independently and 25% needed a little adult help. * 92% of parents felt very satisfied or satisfied with the level of feedback their children received on their learning during lockdown * During informal pupil voice groups in class, less than half the children can tell you what they are learning, why they are learning it and how to be successful. | |
| **Next Steps:**   * Continue to develop a robust system for tracking progress and impact of interventions, sharing this more widely with the staff across the nursery and school * Devise a robust whole school self-evaluation calendar for next session, incorporating pupil participation groups and use of HGIOURS * Develop a summative assessment calendar with staff to ensure consistency * Develop robust shared understanding of effective AifL across all departments – introducing the 5-part lesson model. | |

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| **Attainment of Children and Young People** |
| **Numeracy**   * In August 2020, 96% of P1 pupils were on track. This decreased to 88% of P1 pupils achieving Early level in May 2021. * In August 2020, 58% of P4 pupils were on track. This decreased to 52% of P4 pupils achieving First level in May 2021. * In August 2020, 49% of P7 pupils were on track. This increased to 64% of P7 pupils working within 3rd Level in May 2021.     More robust collection of assessment information and a focused development work using the Benchmarks in Numeracy has resulted in more robust teacher judgements around progress and attainment.  **Reading**   * In August 2020, 91% of P1 pupils were on track. This decreased to 88% of P1 pupils attaining Early level in May 2021. * In August 2020, 63% of P4 pupils were on track. This decreased to 56% of P4 pupils attaining First level in May 2021. * In August 2020, 46% of P7 pupils were on track. This increased to 61% of P7 pupils working within 3rd Level in May 2021.   As a result of more robust collection of assessment data and a progressive pathway being introduced, teachers have been able to moderate more accurately against literacy benchmarks. Letters and Sounds progression has been introduced across all stages of the school. This has improved teacher knowledge and understanding and has resulted in targeted phonics intervention for specific children.  **Writing**   * In August 2020, 90% of P1 pupils were on track. This increased to 88% of P1 pupils attaining Early level in May 2021. * In August 2020, 31% of P4 pupils were on track. This increased to 53% of P4 pupils attaining Frist level in May 2021. * In August 2020, 31% of P7 pupils were on track. This increased to 53% of P7 pupils working within 3rd Level in May 2021.   **Listening and Talking (Data lifted from Power BI)**   * In August 2020, 75.4% of P1 pupils were on track. This increased to 94.2% of P1 pupils attaining Early level in May 2021. * In August 2020, 59.3% of P4 pupils were on track. This increased to 65.9% of P4 pupils attaining First level in May 2021. * In August 2020, 75.3% of P7 pupils were on track. This decreased to 69% of P7 pupils working within 3rd Level in May 2021.   During lockdown, children across early and first level engaged the least in writing activities, which has impacted attainment. Teachers reported that the quality of writing was significantly lower during lockdown and feedback was rarely acted upon.  As a school we have started to engage in staff development around high-quality feedback and the impact of this on learning. Next session, this will develop further into enhancing staff knowledge and understanding of AifL strategies with a specific focus on Writing. |
| **Evidence of significant wider achievements** |
| In Burntisland Primary School we previously used the Five Ways to Wellbeing to record evidence of individual children’s wider achievements. This was challenging due to the periods of time we were affected by Covid-19 restrictions, so this method will be revisited August 2021.  Wider achievements for session 2020-2021 include the following.  For many of our learners wider achievement was demonstrated in the switch to online learning and the contribution learners made to their Seesaw and Teams pages. They learned and demonstrated their technology skills and were using these skills in real life contexts to connect with their class teachers and the wider school community.  This was an especially significant achievement for our Nursery and P1 learners who were entering this ‘online’ world for the first time under exceptional circumstances.  This opportunity allowed them to develop their IT skills as well as build meaningful relationships with those at home in sharing their progress and learning. They developed a range of ICT skills such as typing, recording, drawing onto the screen and photography and developed wider social skills through daily on-line class meetings for classes P1-P7.  The Early Years and Middle School presented their Christmas celebrations in creative new ways to take cognisance of parents not being allowed in to watch performances.  Pulling together individual class presentations enabled them to develop their performance skills as well as their creativity and staff collaboration meant the whole thing was coherent. Classes also developed their teamwork skills as most of the lines delivered and songs performed were done so in groups.  All classes P1-6, participated in the Scot’s Verse competition in partnership with the local Community Council, this was done virtually this year, meaning new skills of adapting to video performers were developed. Through this the children also gained an understanding and appreciation of their own culture.  All classes took part in alternative Sports Day activities and many classes linked their writing, maths, and creative skills for this event. They planned the activities, made medals, calculated results and reported on their experiences. They also developed their resilience and perseverance by taking part.  Nine classes were involved inworking collaboratively, developing creativity, and delivering Christmas messages in a new and different way in a Lips Sync performance, planning, making scenery acting, and performing and in turn developing their confidence and sense of team.  Three P5 classes participated in FYMI – Fun Do Mental Music - engaging with a Music Teacher using a different medium to deliver virtual music sessions. Developing creativity, listening skills, timing, and coordination.  Three P6 classes carried out a crystal project in collaboration with Fife College.  All of these children were involved in a competition and coordinated project with Fife college to develop their understanding of the scientific process of crystal growing. As part of this project the children worked collaboratively to create presentations which were shared with staff at Fife college via an online competition  They then took this and developed it into a SAW project (Science, Art, and Writing). They used their scientific knowledge to complete tasks for art and writing. All were linked and allowed the children to apply their knowledge to different subject areas. This gave the NCCT teacher the opportunity to assess how deep an understanding some of the children had. They also worked on communication skills when discussing their findings with the staff at the college.  Five children participated in the Euro Quiz, winning the Fife regional heat, and progressed to represent Fife in the national final. This opportunity allowed them to further develop their confidence and  communications skills as a team, as well as giving them experience in time management, organisation, and commitment to independent learning.  All children from P1-6 were given the opportunity to participate in the Scot’s verse competition. This involvement enabled the children to build skills in independent learning, to experience public speaking and performance  Three P7 classes participated in Ardroy on Tour 2021 sessions – children developed their resilience, teamwork skills and had the opportunity to try new activities, working with visiting staff and transferring skills learned to different outdoor contexts.  Three P7 classes entered the Speakers Competition, in partnership with our local Speakers Club – this allowed them to develop research and presentation skills building their confidence accordingly.  All three 7 classes have planned and delivered a P7 Leavers Show – an hour long ‘Television Channel’ with adverts, TV shows and new reports. This involved them taking on responsibilities for learning lines, designing and creating props and working in collaboration with others.  Twenty children took part in the Fife String Orchestra online performance demonstrating their musical skills as well as those of performance, collaboration. BPS Had the highest number of participants from any one school for the whole of Fife – this included high school contributors.  Almost all learners and staff have had successful re-integration to life in school, post lock down. |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| **Expectations for remote learning**   * Teachers spent time everyday tracking engagement and spent time emailing and calling parents to raise levels of engagement where needed. A flow chart was in place so that teachers knew when to escalate to DHTs, who then contacted parents, conducted home-visits and co-ordinated partnership work to support families * Teachers know their children and families well and used professional judgement to deviate from flowchart where appropriate. They know how best to support their learners and adapt/differentiate learning and expectations appropriately * Teachers annotated trackers and engaged in weekly meetings with DHTs to highlight any concerns, recording actions taken and resultant impact. * Teachers delivered 3 online lessons daily through SEESAW P1-6 and TEAMS P7 covering Literacy, Numeracy and one other curricular area. Health and Wellbeing activities were highlighted through the 5 Ways to Wellbeing through Facebook and were often the third curricular area delivered in online lessons.   **Data for engagement levels**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Week beginning | 11.01.21 | 18.01.21 | 25.01.21 | 01.02.21 | 08.02.21  Snow | 15.02.21  Holiday | 22.02.21  Seesaw | | Primary 1 | 73 | 83 | 81 | 78 | 84 |  | NA | | Primary 2 | 61 | 60 | 76 | 77 | 64 |  | NA | | Primary 3 | 68 | 70 | 75 | 79 | 67 |  | NA | | Primary 4 | 68 | 73 | 82 | 74 | 69 |  | 74 | | Primary 5 | 49 | 53 | 60 | 73 | 57 |  | 69 | | Primary 6 | 66 | 68 | 68 | 77 | 65 |  | 77 | | Primary 7 | 55 | 67 | 65 | 68 | 50 |  | 63 |   **Feedback received from all stakeholders**  **As a result of consultation, staff said:**   * 89% felt that changes to the school environment have allowed them to carry out their job role effectively, however only 63% felt that their home environment is equipped for them to carry out their job role remotely * 100% of staff said that they provided feedback on lessons through both platforms with 83% of staff reporting seeing learners’ progress. However, only 27% felt confident enough to say that more than a little progress was made.   **Comments included:**   * “I find it difficult to know how much of a child's learning has been done independently or with the support of an adult at home” * “It's difficult and disheartening when the children who you know would benefit the most from doing their work aren't doing it” * “Not having the regular contact with all of the children and it naturally creates a feeling of distance” * “We need to keep moving forward, supporting people to achieve the best they can whilst working under current restrictions and guidelines” * “More time to prepare for seesaw would have been helpful but events overtook that”   **Parents who engaged with consultation said:**   * 75% of parents felt that their children engaged or engaged consistently with online learning * 51% of parents said their children accessed live class meetings regularly and found them useful * 17% found live class meetings difficult to access sometimes due to connection issues but useful when on * 91% of parents were satisfied with the quality of learning being set by EYOs and class teachers * 88% felt the work was ‘just right’ in terms of challenge and pace.   **Comments included:**   * “Online learning doesn't really work for XXXXX - he is too young” * “It can be really overwhelming for her when she logs in and sees so many activities waiting for her because they have not been removed or archived if incomplete” * “I think seesaw was a step back for this age group can see the benefits for younger years, also think you are really missing out on peer-to-peer engagement” * “The class chat definitely helps to set up the day” * “Myself and my husband are delighted with XXXX’s progress through this very difficult situation” * “The teachers are clearly working very hard and once we got over the learning curve seesaw is much more appropriate than Teams and my child is able to be much more independent with it” * “The quality of the learning materials has been very good. The general responsiveness and quality of feedback has been very well received” * “Really appreciate the time and effort put into the home learning - morning meetings, videos, activities and detailed feedback”   **Children who engaged with consultation said:**   * 38% attend and like the meetings, finding them useful * 29% reported not being able to get on to meetings due to technical difficulties/timings but like them when they do get on * 33% either do not attend or do not see the value in these * 81% felt that the level of pace and challenge in the activities was just right as well as the number of tasks * 55% felt they were learning new things and making progress during lockdown.   **Comments included:**   * “Just worried about how much home learning might contribute to my learning progress as I know it won’t have been the same if I had been at school” * “I am worried I have fallen behind and transition to high school” * “It is really hard to concentrate at home and it would be a lot better being back at school as there are teachers there and I get to see my friends” * “Can’t wait to be back at school” * “I love school and my teacher” * “I am worried about missing my mum and dad. I am looking forward to seeing all of my friends though”. * Engagement trackers have shown increased engagement from 67% across the weeks to an average of 78% before a dip of 9% in the ‘snow week’. P4-7 moved to Seesaw as discussions with non-engagers suggested that TEAMS may be the main barrier to engagement. This prompted an increase in engagement as shown below. Weekly meetings between teachers and DHTs focused on children who had not been online so that alternative arrangements or phone-calls/home-visits could take place. * Our children and young people in Nursery to P3 returned to school with the exception of 4 children who had explained reasons for non-attendance. Appropriate measures have been taken to address these absences – wellbeing meetings and work home packs.   **Changes to previous practice as the result from learning/engagement which will be sustained:**   * Continuation of use of SEESAW to share learning with parents * Continuation of use of TEAMS to share learning with parents * Agreements are in place for delivery of remote learning if needed in future (lockdown/snow days) * A need for greater focus on AifL strategies to ensure shared agreements across the school * As we move forward with AifL consider how to share the language of learning with families, e.g. BPS challenges, fluid groups, learning intentions and success criteria * Gather accurate data around which families are still in need of ICT devices and ensure that all families have sufficient ICT * Consider use of virtual means to reach out and engage with families who cannot get into school. |
| **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 | 28 Chromebooks | | Additionality in staffing | 0.4 FTE |   Almost all children who received a device then engaged in online learning  Due to staff isolating, maternity cover and other absences the 0.4 teacher was used for staff cover for the most part. |
| **Attainment Scotland Fund Evaluation (PEF/SAC)**  **Due to planned overspend in session 2019/2020, funding was limited in session 2020/2021** |
| **Progress:**  Additional 2.5 FTE PSA hours and 0.2FTE class teacher hours have:   * Supported 6 children to remain engaged and included in mainstream education and ensuring an increase in engagement in literacy and numeracy tasks as well as developing improved social skills.   Prior to support, levels of engagement were moderate to low based on Leuven Scale definitions,   * 30% of our children attended school during lockdown and were supported in their learning   Additional 0.2FTE in SfL planned was affected by long term staff absence meaning this had little impact.  Impact that was measured was.   * Consultation with staff and parents in using social stories, speech and language interventions and occupational therapy interventions. * This also allowed for a range of contextualised assessments to be completed during lockdown and upon school return. |
| **Impact:**   * Less than half of our children were learning in school during lockdown. Almost all of these children continued to progress in their learning * 3 children who previously could not cope with the classroom environment are supported well and can now be in class, learning with their peers. Almost all of these children are in class fulltime, settled and engaged in their learning. * **We also gathered information from ADES Projects as follows;**   **Aim Pupil A-**  Pupil A to complete 75% of set tasks (baseline 25%)  Pupil A to be highly engaged in learning tasks (baseline low) Leuven scale of engagement  **Introduction of Friday Group -**  increase of completed tasks from 25% to 65% consistently.  increase in engagement for the majority of tasks (moderate)  **Introduction of daily check ins -**  increase of completed tasks from 65% to above 80% consistently.  increase in engagement for a few tasks (moderate)  **Aim Pupil B-**  Pupil B to complete 75% of set tasks (baseline 40%) Pupil B to be highly engaged in learning tasks (baseline moderate) Leuven scale of engagement  **Introduction of Friday Group -**  increase of completed tasks from 40% to 60% consistently. increase in engagement for the majority of tasks (high)  **Introduction of daily check ins -**  increase of completed tasks from 60% to 90% consistently.  increase in engagement for a few tasks (very high)   Pupil C - there was no positive impact recorded from Pupil C's involvement in the group and there was no increase in percentage of learning tasks completed or in level of engagement. Pupil C's involvement was discontinued to focus on other change ideas for this pupil.  Staff have found this methodology greatly beneficial, and this is something we would look to build on. |

**Burntisland Primary School and Early Years Setting**

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

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| **Care Inspectorate (within last 3 years)** | **Grade** |
|  | **2017 - 2018** |
| **Quality of care and support** | **Very Good** |
| **Quality of environment** | **Very Good** |
| **Quality of staffing** | **Not Assessed** |
| **Quality of leadership and management** | **Very Good** |
| * **5.1 Children’s Health and wellbeing are supported and safeguarded during the Covid-19 pandemic** * **5.2 Infection prevention and control practices support a safe environment for children and staff** * **5.3 Staffing arrangements are responsive to the changing needs of children during Covid-19** | **Very Good; November 2020** |

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| **National Improvement Framework Priority:**  Improvement in children and young people’s health and wellbeing. | | | | | |
| **Focused Priority:**  To improve the understanding of emotional literacy of almost all children across the school from 62% to 90% and for consistency of approach to be developed, increasing almost all staff confidence from 60% to 90%  Last session the majority of staff (68%) felt that their children are able to use the Emotion Works tool in other areas of their learning, for example, in the playground or during a disagreement with a peer. We would aim to increase this to almost all (90%).  The majority of staff (52%) felt that the Emotion Works Recovery programme has had a positive impact on the development of emotional literacy of their children. We aim to increase this to almost all (90%).  Most staff (75%) felt that the children are able to discuss the cog concepts they have been learning about.  The focus is now to embed this and consistent use across the school. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| * 1.5 Management of resources to promote equity * 2.2 Curriculum * 2.3 Learning, Teaching and Assessment * 2.4 Personalised Support * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement | | | * 1.5 Management of resources to promote equity * 2.2 Curriculum * 2.3 Learning, Teaching and Assessment * 2.4 Personalised Support * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| * Children across the nursery and school will be able to communicate how they are feeling. * Children across the school will be able to recognise the emotion that is building through identification of body sensation * Children in the nursery will be scripted to recognise body sensations linked to emotion * Children across the school will be able to identify regulation strategies that make them feel better * Children in the nursery will be able to choose a regulation strategy with adult support * Children in P5 – P7 will be able to rate how strongly they are feeling an emotion and use associated vocabulary to express this * Children in the nursery and school will be able to talk about behaviours linked to emotion. * Children will experience learning opportunities that are progressive in RSHPE. * All children across the nursery and school will be able to share their wider achievements linked to the 5 Ways to Wellbeing language. * All children across the school and nursery will be able to identify how they have been Safe, Healthy, Achieving, Nurtured, Respected, Responsible and Included. | * All teaching staff will attend the Emotion Works literacy workshops and deliver * All EYOs will attend Emotion Works sessions delivered by SfL * All PSAs will attend the Emotion Works Inservice training * A series of lessons and learning activities will be delivered throughout term 1 and 2. Staff will plan collegiately and be guided by the Emotion Works Literacy Programme * Sharing with parent community at celebration day * Opportunities for an emotional check-in in playrooms and classrooms * The Emotion Works programme will be incorporated into the nursery and schools existing progressive HWB pathways * Staff will work collegiately to update existing RSHPE progression to ensure all experiences and outcomes are included. * A yearly overview will be created to ensure breadth of coverage. * Staff will be reminded of, and new staff will be introduced to, the existing formats for recording Wider Achievements. * Staff will track wider achievements. * Trackers will be used in planning and tracking meetings to ensure that all children are achieving * Nursery will develop a visual display to show star moments linked to 5 Ways to Wellbeing. * Wellbeing indicators will be displayed in every playroom and classroom so that children can interact and discuss how they are being SHANARRI. | * Mrs Clunie * Mrs Greenhorn * Mr McGourty * Miss Fleming * Ms Simpson   (Led by school staff and supported by Miss Walker (NT)) | | * Baseline and follow up template completed – Oct 21 and Feb 22. * Playground observations and data gathering format * Pupil voice sessions * Re-issue parental questionnaire Oct 21 and follow up Feb 22 * Classroom observation – monitoring playground incidents having to be resolved in class. | * Emotion Works focus – Aug 21 to Christmas 21.   Aug 21 – Jun 22  Aug to Oct 21  August 21 – Jun 21 |
| **Ongoing Evaluation** | | | | | |
| This will be updated as part of on-going cycle of self-evaluation | | | | | |

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in Literacy and Numeracy.  Closing the attainment gap between the most and least disadvantaged children. | | | | | |
| **Focused Priority: To improve the reading skills of all pupils to use comprehension strategies to increase attainment in:**  **P1 reading from 88% to 90%**  **P4 reading from 56% to 85%**  **P7 reading from 61% to 80%**  **Nursery – To build confidence in using the Letters and Sounds Progression.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| * 1.1 Self-evaluation for Self-improvement * 2.2 Curriculum * 2.3. Learning, Teaching and Assessment * 2.4 Personalised Support * 3.2 Raising Attainment and Achievement | | | * 1.1 Self-evaluation for Self-improvement * 2.2 Curriculum * 2.3 Learning, Teaching and Assessment * 2.4 Personalised Support * 3.2 Securing children’s progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| * All nursery staff will have knowledge of Letters and Sounds Progression. * All staff will know the different reading strategies that can be taught and learned at each stage to ensure all children are taught appropriate reading strategies to ensure they make progress from prior levels of attainment. * Most children will be able to talk about strategies that they use to help them to understand what they read. * All staff will be confident in the explicit teaching of comprehension strategies. * All staff will be confident in assessing the application of comprehension strategies. | * Audit of core provision and staff confidence around Literacy in Nursery. * Identified group of class teachers from P1, P5 and P7 as well as other year groups, will work together to form a professional learning collaborative and undertake reading. * Staff will continue to use WfL approach and use this learning to enhance planning and assessment * Invest in real (non-reading scheme) books for children in P1 – 4 to support whole class reading * Develop visuals with children so that children can easily access/be reminded of strategies taught * Develop our literacy pathways/reading progressions so that explicit teaching of comprehension strategies are clear and progressive across the school. | * Miss Fleming * Mrs Foreman * Mr Howden-McLean * Miss Walker (NT) * Miss Smith (EYDO) | | * Mid-term planning documentation and observations. * The PLC will work together to analyse baseline data gathered from this session and develop further baselines as learning moves forward. * Pupil voice should play a strong part in the evaluation process. * Planning and Tracking meetings * SLT/SfL Meetings * Classroom Observations | * August 21 – June 22 |
| **Ongoing Evaluation** | | | | | |
| This will be updated as part of on-going cycle of self-evaluation | | | | | |

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| * **National Improvement Framework Priority:**   **Improvement in attainment, particularly in Literacy and Numeracy.** * **Closing the attainment gap between the most and least disadvantaged children.** * **Improvement in employability skills** | | | | | |
| **Focused Priority: To improve the writing skills to increase attainment in:**  **P1 writing from 90% to 88%**  **P4 writing from 51% to 80%**  **P7 writing from 53% to 70%**  **90% of N5 children achieving Early Initial Engaging in writing** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| * 2.2 Curriculum * 2.3 Learning, teaching and assessment * 3.2 Raising attainment and achievements | | | * 2.2 Curriculum * 2.3 Learning, Teaching and Assessment * 3.2 Securing children’s progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All staff will be confident in recognising and applying the following:   * Stating a clear, context-free, learning intention that is transferable and based on Experiences and Outcomes of CfE * Co-constructing success criteria with children to ensure that the majority of children are making progress from prior levels of attainment. * Using exemplars and unpicking with children (WAGOLL) * Asking good questioning to generate high quality discussion * Provide opportunities for high-quality feedback that moves learning forward * Activating their learners as meta-cognitive thinkers who can identify their next steps in learning * All EYO’s will have increased understanding of how to ask good questions to generate high quality discussion. * All EYO’s will be able to track learning of children and plan for these using a consistent approach (short, mid and long-term planning) based on Experiences and Outcomes of CfE   The majority of:   * Children will know what they are learning in writing and why * Children will be able to apply this learning across different contexts and areas of learning * Children will be able to discuss and share their next steps in learning * Children will enjoy the writing process and write for meaningful purposes | * All teaching staff will attend Tapestry sessions monthly from August to February 2022. * Staff will agree on a genre focus throughout the year so that moderation activities can be focused and coherent. * Staff will create shared agreements for visuals to promote the 5-part lesson model and how this will be used to promote AifL strategies * Staff will create shared agreements on what feedback will look like in writing at different stages across the school – building on the previous work from EP on MPF. * Our shared/agreed language of learning will be communicated with parents. * EYO’s Collegiate time – introduce new PLJ format. Staff agree a shared understanding of E’s and O’s. * EYO’s Collegiate time - Planning/Observations (WAGOLL) * EYO’s – Collegiate time – Staff will trial new tracker | This will be delivered at monthly sessions by Tapestry – but a team of Class Teacher leaders will support within the school;   * Mrs Wood * Mrs Hawthorne * Miss Nedialkov * Miss McGregor * Miss Clunie | | * All teaching staff will carry out Big Write baseline assessment and termly assessments to measure progress. * Use of MFI tools to measure impact on and ongoing basis of small, targeted interventions in class. * Use of this session staff, parents, pupils and lesson observation baseline data. This process will be repeated mid-way and at the end of session to measure impact. | * August 21 – Feb 22 initial input from Tapestry * Feb 22 – May 22 – teacher led groups * Feb 22 data gathering from staff and pupils |
| **Ongoing Evaluation** | | | | | |
| This will be updated as part of on-going cycle of self-evaluation | | | | | |