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| **Greyfriars RC Primary School**  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | 206 | | | | | **FME** | 6% | | | | | **Attendance (%)** | **Authorised** | 2.88 | **Unauthorised** | 1.01 | | **Exclusion (%)** | 0 | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £23,953 | | | |   **School Values**   * Ethos which is nurturing, caring and respectful based on the teachings of the Gospels, keeping Christ at the centre of all we do.   **School Aims**   * Learners are safe, happy and included * Learners are supported and challenged * Learners will be confident and successful |

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| **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  **Focused Priority: Learning, Teaching and Assessment- to assess where children are in their learning following period of lockdown** | |
| NIF Priority  Imrovement in Attainment  NIF Driver  School Improvement | HGIOS 4 Quality Indicators  1.3 Leadership of Change  1.5 Management of resources to promote equity  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement |
| **Progress:**  Our focus during session 19/20 was on Assessment and all staff had taken part in a series of twilight sessions led by our Qamso. There was therefore a natural progression into this year with staff continuing to use strategies agreed when looking at assessing where children were in their learning in August 2020. Parents/carers were informed in August of plans to have a period of assessment to measure where children were in their learning following lockdown.  Initial planning meetings with HT and consultation with LS at start of term ensured that expectations were clear and focused. | |
| **Impact:**  All staff carried out initial assessments when children returned to school. These were spelling/phonics, reading, a piece of cold writing, numeracy and maths assessments, the time period was Aug-Oct. Primary 1 and 2 staff used data from BASE and Primary 7 data from SNSA.  Data from BASE for the Primary 2 children was particularly useful as it gave a clear indication of progress made by these children. The data showed individual children who had made little or no progress, some even regressing during lockdown March-June 2020. | |

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| **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  **Focused Priority: Personalised Support** | |
| NIF Priority  Imrovement in Attainment  NIF Driver  School Improvement | HGIOS 4 Quality Indicators  1.5 Management of resources to promote equity  2.1 Safeguarding and Child Protection  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  3.2 Raising Attainment and Achievement |
| **Progress:**  HT and Support for Learning Teacher met to plan delivery of personalised support. Additionality to staffing and 0.2 teacher were identified as being key to supporting those children who were identified as needing support to ensure progress. During lockdown (March – June) children were monitored weekly as to their engagement in online learning. HT met weekly with staff to discuss concerns. Using this information, we identified children in classes where intense support was necessary to ensure children could make progress and close gap in learning. SfL teacher carried out assessments with identified groups of children to establish a baseline for going forward. Targets were then set for the children. Staff were involved with planning for learning. | |
| **Impact:**  The focus in the early years has been on Primary 2 and 3 where gaps in learning were identified by BASE assessment. Using the BASE data we identified a group of boys in P.2 who had not engaged in online learning or with any of the packs handed out. All of the group have complex family backgrounds. This group have had daily supported learning for phonics, reading and writing. They now know most of their initial sounds, can write their names and are beginning to recognise key vocabulary. The boys are growing in confidence and are becoming more enthusiastic and engaged in learning.  Primary 4-7, almost all of the focus has been on Primary 4 where there is a high level of need. Out of 29 children there are 10 who have needed personalised support. The focus has been on literacy especially phonics and spelling as these are the skills needed to be successful in reading and writing. All children in this group have made progress. A baseline spelling and reading assessment was carried out the results are all positive with children gaining + months for both.  An example would be  Reading test score -45 RA 9.2 @ CA 8.6 +18mths in 9mths  Spelling test score – 36 SA 8.7 @ CA 8.6 +24mths in 9mths  All children in P4 and 5 have made very good progress, almost all in P6 and all in P7 | |

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| **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  **Focused Priority: Ensuring Wellbeing** | |
| NIF Priority  Improvements in pupils health and wellbeing/Closing the attainment gap  NIF Driver  School Improvement | HGIOS 4 Quality Indicators  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.4 Personalised Support  1.3 Ensuring Wellbeing, Equality and Inclusion |
| **Progress:**  School routines, protocols and the school risk assessment was shared with parents and children to give an understanding and confidence in the school environment on returning to school. There is only one access to school at present so a member of the school mgt team is always at the gate every morning to welcome children and parents. On the first day back at school we had bunting and a huge ‘Welcome Back’ banner to set a positive return for children and parents. As far as possible we have included children in decision making, an example of this would be Primary 7. Traditionally the P7 class are involved with Peer Mediation, buddies, tuck shop and prefect duty. HT worked with the children to discuss how we could make this year a positive and successful one for them and created a ‘tailored’ set of responsibilities for them that were ’bubble’ friendly.  Kitbag was available for any child who requested it. Kitbag is well established in school so children are happy and confident in sharing with staff. | |
| **Impact:**  Almost all children returned to school in August with confidence and excitement, they were happy to be back in school. We had a few children who were anxious on returning to school. We worked with parents to support these children, tailoring start times etc to help them get over their anxieties. This proved successful. The ethos of the school has been a positive with children feeling safe and comfortable in school. They know the adults and are secure in asking for help with their feelings and emotions.HT worked with the Parent Council to provide joy in this difficult year, Father Christmas visited school and waved to us all inside, he left sacks for every class by the school doors. It was a surprise and brought huge excitement. The Easter bunny also put in an appearance! These were important in keeping some normality for the children which lifted the spirits. | |

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| **Next Steps:**  Following this period of assessment and consultation with HT and LS a programme for revision of learning was put in place. This involved a focus on core learning in Literacy and Numeracy.  P.1-3 – phonics, reading, writing and numeracy with focus on number bonds  P.4-7 – spelling, writing and numeracy/maths | |
| **Attainment of Children and Young People**  Our attainment this year has been affected by the two lockdowns over the past 18 months. In December 2020 following our period of assessment and revision our attainment was looking good. Early indications were that P2 -7 had made progress and were back on track. Primary 1 had made a good start to learning.  The next period of lockdown and remote learning did have an effect on progress despite high quality provision of online learning. The impact of this can be seen in this year’s data below.  **Data for 20-21**   |  |  |  |  | | --- | --- | --- | --- | | CfE AchievedLevel | Maths/Numeracy | Reading | Writing | | Primary 1 | 97% | 84% | 77% | | Primary 4 | 79% | 83% | 76% | | Primary 7 | 70% | 74% | 67% |   The above data will inform our next steps for P1 and 4 in 21/22.  We were realistic in our declarations for P7. We compared data from SNSA and in numeracy we also compared a transition assessment completed for Madras.  There are very clear assessment stories for those children who did not achieve a level. | |
| **Evidence of significant wider achievements** |
| Parents/carers and children were kept up to date with events throughout the school year. Children were given opportunities to be involved in the life of the school. Primary 7 applied for and were interviewed by HT for Prefect posts. All children were successful and carried out daily tasks which were within our risk assessment protocols. House captains/vice captains were elected to be role models for children in following new routines in school and in the playground.  Primary 7 children all completed the John Muir award, the first time we have done this in school. The children worked together to create a Christmas Fair. This was organised by the P7 children and all children took part in their bubbles. The fair raised money for Mary’s Meals.  Health and Wellbeing week which got all children outside and active. The week was rounded off with a Sports Day (children only) which all enjoyed. Successes were shared with parents on class teams pages with phots and videos of the day |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| |  |  | | --- | --- | | **Challenges** | **Successes** | | Reliability of Glow | Staff all very quickly upskilled in use of Glow  Positive feedback from parents in most classes  Commitment of staff to providing high quality learning to children  Staff supporting one another and sharing of ideas | | Providing feedback across the stages | Most staff managed this effectively | | Parent Meetings – done by phone call | Feedback from almost all parents was positive  Follow-up Teams meetings arranged where parents had concerns | | Pupil engagement at home – this definitely dipped in the second lockdown |  | | Staff morale | HT worked hard with staff to ensure stress was kept to a minimum. Eg managed to use additionality to cover the ‘hub’ whilst staff were delivering online learning. Staff were appreciative of this | | Second lockdown – this had a much bigger impact on learning. Primary 2 had now lost two crucial terms of learning. P1 had lost one term. Whilst the little ones were struggling to come back from gap of being in school, the older children, P6 and 7 were struggling more emotionally. | Staff have been committed to supporting the children’s return to school from second lockdown. | |
| **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 | 11 | | Additionality in staffing | 0.4 plus 1.5 |   Children who needed additional support were identified. Devices were allocated to the families. C Crompton (chartered Teacher) took responsibility for allocating and tracking laptops. Class teachers monitored engagement and we liaised with parents to support any problems/issues. There were a minority  of our families where for various reasons despite having a device they were unable to support their child/children. Eventually I organised a timetable to facilitate access to time in the ‘hub’ to support learning for the children who were simply not engaging. Parents were glad of this and it eased pressure when they were unable to support at home.  Support for Learning teacher provided focused learning tasks for children in targeted groups for literacy in school, liaising with class teachers to monitor children’s engagement. A few children, about 10%, in this group did not engage despite all efforts made by school to support.  On returning to school we used the additionality to staffing to pick up these children and get them back on track. This is ongoing and any additionality next year will be used to continue this support.  SfL teacher has also effectively managed Kitbag sessions for individual and small groups (in bubbles) to support children emotionally. |
| **Attainment Scotland Fund Evaluation (PEF/SAC** |
| **Progress:**  Additionality to staffing has enabled a member of staff with some previous experience in Support for Learning to work co-operatively with SfL teacher one day a week. She has primarily worked with children in the early years, with the focus on the children identified as having gaps following lockdown. The children in P4-7 group have been supported by a member of staff funded 0.2 from PEF. Both these teachers liaise with SfL teacher for planning, tracking and assessment.  PSAs have been trained to support children with Kitbag, Lego Therapy. SfL teacher also liaises with PSAs once a week to share planning for learners. |
| **Impact:**  Individual children and small groups were assessed to get a baseline for where they are in their learning. Following assessment programmes of learning were planned and implemented by staff. Progress has been carefully tracked and most children have made good progress in closing the gaps in learning. This work will continue on in the new school year to ensure progression and success for learners. |

**School/Setting Name**

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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** | Very Good | Very Good | Very Good |  |
| **2.3 Learning, teaching and assessment** | Very good | Very good | Very Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Very Good | Very Good | Very Good |  |
| **3.2 Raising attainment and achievement** | Very Good | Very Good | Very Good |  |

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

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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** |  |  |  |

**Appendix B**

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  Improvement in Attainment focusing on writing | | | | | |
| **Focused Priority: Implementation of consistent learning and assessment particularly in Reading and Writing** | | | | | |
| **HGIOS4 Quality Indicators** | | | **Developing in Faith – Developing as a Community of Faith and Learning** | | |
| 2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement | | | A commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Reflecting on this past year’s data we will focus on raising attainment in reading and writing  The focus will enable us to follow on from work started last year on closing the gaps created by lockdowns.  Primary 2-4 the focus will be on phonics and reading. Primary 5- 7 will focus more on writing.  Identified groups will have specific targets | Baseline assessment will inform planning. Timetable of assessment and moderation will be in place to ensure progress is made  Staff will use the Assessment and Moderation Toolkit devised by Assessment group  Continue to plan, track and assess children’s progress in learning termly | Moderation and Assessment group will lead on this  This work was started this past year and was always planned to be implemented this year | | Data will be collected from baseline/ongoing assessments.  Professional dialogue in moderation sessions and pupil feedback.  Evidence of progress across a level for targeted groups of learners. | Staff will commit to twilight sessions for moderation  HT and SfL teacher will meet termly with staff during NCCT time to monitor progress. Staff have already agreed to these meetings.  November Inset – session on assessment & moderation |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  Improvement in Young Peoples Wellbeing | | | | | |
| **Focused Priority: Developing partnerships across the school** | | | | | |
| **HGIOS4 Quality Indicators** | | | **Developing in faith – Developing as a Community of Faith and Learning** | | |
| 2.5 Family Learning  2.7 Partnerships  3.2 Raising Attainment and Achievement | | | An inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Children, parents/carers and staff will work together to improve our partnerships in our school community. This will develop communication. A changing demographic and difficult Covid year has highlighted the need for work to be done on partnership.  The children will benefit as parents/carers and other agencies will become more involved.All children will benefit however we will work on ensuring inclusion especially for those whose families struggled during lockdown. | Staff, children and parents will work on our school rationale.  Teachers will work with children on school values which will be linked to a project in our school community.  Homework to be designed to involve all parents/carers in a sensitive and thoughtful manner. | HT to lead, all staff  Parent Council to involve more parents and be more inclusive to the needs of all in our school family/community. | | Questionnaires at beginning/end of year  Feed back from parents and local groups in the community  Parents/carers will be more involved and included in life of the school | Aug – Dec working party led by PT to re-visit school rationale  Events/opportunities throughout the year to encourage parental involvement. Should Covid restrictions remain in place HT will work with staff and PC to improve virtual communication. |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

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| **National Improvement Framework Priority:**  Improvement in Young People’s Health and Well Being | | | | | |
| **Focused Priority: Promoting the Well Being of our School Community** | | | | | |
| **HGIOS4 Quality Indicators** | | | **Developing in Faith – Developing as a Community of Faith and Learning** | | |
| 2.4 Personalised Support  3.1 Improving Wellbeing, equality and inclusion  3.2 Raising Attainment and Achievement | | | A commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Consult parents/carers and children about how effectively we are meeting wellbeing needs, what are we doing well what can be improved?  Develop play in the P1/2 open plan area to enhance children’s early learning experiences and to meet the needs of all learners.  Develop outdoor learning in the early years | Create Microsoft forms for parents/carers and a form for children in school to collect thoughts and ideas  Re-organise the P1/2 classroom area to facilitate a wider range of learning opportunities through play.  Develop learning in the back playground now that the area is secure with no access to public (as was previously) | HT and CC  HT, P1/2 teachers and  PSA  PT working with P.1-3 staff. | | Feedback will provide areas of strengths and areas we need to develop.  Children will have a positive transition into school. They will feel safe and secure in their environment which will offer positive learning opportunities | Aug – Oct  Ongoing throughout 21/22 |
| **Ongoing Evaluation** | | | | | |

**Session 2021 -2022 Improvement Plan**

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| **PEF Plan** | | **Amount of Fund** | | |
| Children’s emotional wellbeing is crucial to their opportunity to be successful in their learning. In this past year/18mths there has been a huge level of disruption to all children. However, for some of our children the impact of this disruption has been exacerbated by their complex home lives or lack (for whatever reason) of parental support. The focus for PEF funding is therefore directed at those children who need the additional support to their wellbeing and learning. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Impact on learners**  **Ongoing evaluation** |
| Children will become more confident in school and be more resilient when involved in their learning.  We will close the gap in learning and raise the level of children achieving CfE levels for majority of this group of learners | The past year/18months have been a difficult time for all in school. One of the aspects of school life that has been affected at Greyfriars is our community and parental involvement. Many have felt unsettled by not being able to access the school building and have that human contact with staff. I have also observed a divide within the parent body due to the fact we can’t get people together.  This is the reason I have decided to review our rationale, working with parents/carers and agencies linked to school to make sure we are getting it right for everyone and improve where necessary, ensuring cohesion across the school.  The following interventions will be in place to support learners and their families.   * Shared learning for home – workshops or virtual meetings * Increased parent/teacher communication face to face or virtually * Children supported in school individually or in small groups to improve progress in literacy especially reading, phonics, spelling and writing following baseline assessment * Progress tracked throughout the session providing next steps for planning learning. | | Feedback from parents/carers and children.  Rationale shared with all so that everyone has a clear understanding of what we all want from our school  Everyone will feel valued and included  Children will make good progress in learning | Clear shared understanding of our school ethos and how this impacts on learning.  We will see a continued raising of attainment in target groups across the school. |