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| Dysart Primary (@dysart_ps) | TwitterDysart Primary SchoolStandards and Quality ReportAchieving Excellence and Equity2020-2021 |

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| Context

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| Setting/School Roll (including ELC/ASC) | 193 |
| FME  | 63 |
| Attendance (%)  | Authorised | 4.90 | Unauthorised | 3.57 |
| Exclusion (%) | 0 |
| Attainment Scotland Fund Allocation (PEF and SAC) | £54,051 |

  **Our Dysart Values are:** Respect, Teamwork, Kindness and Everyone Included**Our Vision is: Learn it! Do it! Believe it!**  **Our Aims are:** * To learn in a happy, secure and caring environment which is welcoming to pupils, parents and staff.
* Experience a meaningful, balanced and challenging curriculum consistent with National and Fife Guidelines.
* Strive to achieve the highest standards of learning and behaviour from all pupils in order to ensure that they fulfil their potential.
* Provide an interesting, exciting, appropriate curriculum which will motivate the pupils and encourage them to become active and independent learners.

***Vision, Values and Aims will be reviewed this session as part of our school improvement plan.***  |

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| **Improvement for Recovery Priority Work****Session 2020 - 2021** |
| **Priority 1: Ensure consistency of the four part lesson model from P1-7**  **Develop effective feedback through practitioner enquiry (impact cycles)**  |
| NIF Priority Improvement in attainment particularly in Literacy and Numeracy NIF Driver:Teacher Professionalism Assessment of Children’s Progress  | HGIOS 4 Quality Indicators1.2 Leadership of Learning 2.3 Learning, Teaching and Assessment |
| Progress:* All staff engaged in Impact Cycle Visible Learning training to support their practitioner enquiry.
* All teaching staff carried out one practitioner enquiry (impact cycle) to develop effective feedback.
* Staff engaged in professional reading and dialogue about effective feedback – led by Jenny Hutton.
* The four part lesson model is visible in all classes.
* During remote learning class teachers collaborated to identify effective ways of adapting the four part lesson model to support the structure of learning, teaching assessment on Seesaw.
* All children were provided with feedback during remote learning. Teachers made very good use of Seesaw Tools to ensure feedback was meaningful and accessible to children. Collegiate time was spent moderating the quality of LI, SC and feedback during remote learning.
* Feedback was gathered from staff, parents and children to evaluate the effectiveness of feedback through focus groups, moderation and surveys.

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| Impact:Data from P3-P7 Children’s Questionnaires shows:* Almost all children agree that the four part lesson (LI,SC and feedback) is used in their learning every day.
* Most children agree that the feedback they receive helps them to improve in their learning.
* Most children agree that the four part lesson model helps them know how to be successful in their learning.

Data from Child Focus groups shows: * All children were able to confidently talk about the feedback from their class teacher and described it as: verbal feedback in the lesson, verbal feedback after the lesson, written comments in their jotters.
* Most children were able to talk about their progress in Numeracy and Maths, Writing and Reading and talk about their next steps.
* All children were able to give examples of feedback that they received from teachers and peers to help them improve their learning.
* Most children agreed that the feedback they receive in Writing is clear and helpful.
* Most children stated that they would like more feedback in Maths and Numeracy and other curricular areas.

 Staff:* Informal observations indicate the Four part lesson model is visible in all classes and is used in all curricular areas.
* All impact cycles had a clear and measurable impact on children’s learning and their ability to talk about their progress/next steps

 E.g. 36% of P2 children could talk about what they have done well and what they need to do to improve in September. By May 78% of P2  children could talk about what they have done well and what they need to do to improve. * Almost all class teachers used writing as a focus curricular area for their feedback practitioner enquiry (Big Write Criterion and Benchmarks)
* Due to the pandemic teachers were only able to carry out one practitioner enquiry when we had planned for two.
* Most teachers have identified a need to improve the quality of learning intentions, success criteria and feedback in curricular areas other than Literacy, Numeracy and HWB.

Parent Feedback: * 96% (78 responses) of parents agreed that their child received high quality feedback every day during remote learning.
* 96% of parents agreed that the feedback helped them to understand what their child was doing well and what they needed to do to improve.

*“My daughter is interested in remote learning and finding the learning enjoyable. She looks forward to her teacher’s feedback.”**“I find A is doing much better this time around, with the Seesaw App. We find the feedback helpful from the teacher and A loves hearing the voice recorded feedback. We are thankful for the chromebook from the school as it has made such a difference.”**“The teachers have been very supportive and are giving meaningful feedback daily.*Next Steps:* Continue to develop consistent use of the four part lesson model through quality assurance.
* Continue to use impact cycles to support practitioner enquiry.
* Improve the quality of learning intentions, success criteria and feedback across curricular areas other than Literacy and Numeracy. (Linked to learning pathways, for example, the new Expressive Arts Pathway will support high quality LI, SC and feedback in Expressive Arts.)
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| **Attainment of Children and Young People (Early Learning, Primary and Special)** |
| Achievement within a Level Session 20-21 as of May 2021

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|  | Reading | Writing | Numeracy |
| P1 (20 children) | 80% | 70% | 80% |
| P4 (28 children) | 68% | 71.4% | 70%  |
| P7 (29 children) | 79% | 75% | 72% |
| P1, 4 and 7 combined | 75% | 72% | 74% |
| NIF Stretch Target 20-21 | 61.9% | 61.9% | 67.9% |

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| * Overall P1, P4 and P7 attainment exceeded Literacy and Numeracy NIF Targets set for this academic session.
* All P7 attainment predictions (pre-pandemic) were achieved as a result of targeted work within Writing and Numeracy to recover progress. SNSA assessments were carried out in October 2020 and alongside end of level assessments supported the planning of targeted interventions.
* P4 SNSA results (25/28 children undertook the assessment) largely correlated with teacher professional judgment/ongoing assessments. However, it also provided valuable assessment data for a few children who had presented as very dysregulated on return to school in August and ongoing assessment had been challenging. Data will be used to support planning/personalised support next session.

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|  | Reading | Writing | Numeracy |
| Band 9 and above | 44% | 29% | 32% |
| Band 8  | 22% | 24% | 28% |
| Band 7 | 17% | 24% | 24% |
| Band 6  | 11% | 18% | 16% |
| Band 5 |  | 6% |  |
| Band 4 and below | 6% |  |  |

* P1 Base Class Reports indicate that most P1 children scored inline or above National average in Numeracy and Literacy at end of year assessments. The majority scored above. Individual and Class assessments will be used to inform teacher planning/personalised support next session.
* Almost all pre-school nursery children (12/13) made very good progress in their eLIPS assessments in the sections SAYING and UNDERSTANDING. Almost all children identified as low or below average (red/amber) in their initial eLIPS assessment within SAYING and UNDERSTANDING sections are now scoring average or above (green) within these sections. Within the DOING section of the assessment which focuses on social communication skills 8/13 children have been assessed as low (red)or below average (amber) at their end assessment. This may be attributed to the reduction in social play experiences during the pandemic.
* P2 targeted phonics intervention has ensured progress for targeted children. This intervention will continue next session.
* Based on prediction dates and assessments the number of P3 children on track to achieve First Level by end of P4 has decreased over the past session by 22% in Reading and Writing. Targeted approaches will be used in session 2021-2022.
* Across all stages we have created a detailed summary of pace and progress using a range of assessment information to identify children who have not made expected progress from prior levels of attainment. This has informed our PEF targeted interventions and improvement plan for next session.
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| Evidence of Wider Achievements* Primary 7 children developed leadership skills when they took on the role of planning and leading our weekly virtual assemblies. Each week they collaboratively planned the weekly assembly and coordinated celebration of achievements across P1-P7, encouraging and celebrating the successes of their peers and younger children. They designed the assemblies to allow children from P1-P7 to develop their confidence sharing their learning with the rest of the school.
* Through Seesaw during remote learning children were encouraged to share achievements from home and this was linked to the 4 capacities. Children were able to identify the skills they had learned from experiences at home and enjoyed celebrating their achievements on their Seesaw learning Journal.
* Primary 4 children undertook a range of challenges to support wildlife in the local area including birdwatching, creating bird feeders and homes to hang in the playground and local park. They planned a fundraising and awareness raising event to raise funds for RSPB. They worked within our local allotment growing vegetables and pumpkins for Halloween. All children achieved their Bronze Wild Challenge Award.
* Undertaking a two day outdoor adventure programme P7 children enhanced their skills of collaboration, negotiation, resilience, teamwork, technology and communication. P7 children talk passionately about their personal achievements gained from this experience.
* All children participated in a virtual Christmas Enterprise by designing and creating items to sell, working out budgets and profit, using digital technology to create images to advertise items.
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| **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 * Staff co-created expectations using Guidance from Fife and Education Scotland. These included:

 remote learning should be meaningful, relevant, differentiated with appropriate support and challenge. Learning should build on prior  learning, experience and skills. Children should have opportunities for consolidation of and application of learning.* Children were expected to engage in three learning experiences per day with an emphasis on Literacy, Numeracy and HWB.
* Teachers agreed to use a range of live interactions, pre-recorded lessons, voice recorded prompts and voice recorded questions over films/power points etc.
* Daily emotional check-ins were planned for all classes from P1-P7 allowing children to share how they were feeling, build emotional literacy and resilience. .
* Learning intentions and success criteria were clearly shared with children for all learning experiences.
* Children were given feedback to move their learning forward. This was done as voice recorded comments or written comments where appropriate.
* Independent learning skills were developed through use of checklists, visual timetables, success criteria, etc.
* We tracked contact, engagement and progress for all individuals in school.
* Concerns about lack of engagement were discussed with SLT and a range of supports were used to promote better engagement.

Engagement * Most children from P1-7 engaged in 4 literacy and 4 numeracy learning experiences per week. This was our agreed definition of ‘good engagement’
* Almost all children in P6 and P7 showed ‘good engagement’ week to week.
* P1, P2 and P3 engagement fluctuated between the majority and most children showing ‘good engagement’ in learning.
* We engaged with every child through Seesaw. Every parent signed up for the app within the first week. Contact was maintained with all families during this period of remote learning.
* We had great success in P6! Initially 90% of P6 children showed ‘good’ levels of engagement then levels of engagement fell below 60%. HT and CT carried out focus group discussions to ascertain what the barriers were. At this time the children and parents suggested three live lessons a day through Microsoft Teams. This resulted in 100% of class showing ‘good engagement’ over a 5 week period of remote learning.
* 25 children attended school during the remote learning period from Jan-March as identified through the keyworker/vulnerable criteria.
* Additionally, 2 EAL children continued to be supported daily with in school for 1 hour intensive sessions with a PSA and follow up learning for home. This was planned alongside Supporting Learners Service.
* The Nest continued to support a few children who required intensive nurture with very positive feedback from parents.
* Susan Thomson (PEF) continued to support a targeted group of P7 children in school.
* A few P4 children attended school for in school reading practice with their class teacher twice a week.
* Engagement in P4/5 was the lowest in the school – average ‘good’ engagement of 58%. Class Teacher tried a range of strategies to increase engagement but no significant improvement was sustained.

Parent Feedback * Data from parent survey (78 responses) shows that 82% of parents felt the amount of learning on a daily basis was ‘about right’.
* 96% of parents agreed Seesaw was easy to use for remote learning.
* 86% of parents agreed they would use the messaging function to communicate with their child’s class teacher.
* The majority of parents commented on the high quality learning delivered through Seesaw specifically video recorded lessons, voice recorded feedback and class Blogs being motivating for their child and having a positive impact on their child’s engagement.
* Parents highlighted how important being able to connect with teacher is and how this impacted positively on their child.

“*Seesaw has been a blessing providing a connection between teachers, pupils and parents.”**“We find the live interactions videos and voice recordings very helpful.”* Challenges * A minority of children engaged in learning outwith school hours. It was challenging to interact in ‘real time’ with all children.
* Problem solving technical difficulties was very time consuming.
* Staff worked longer hours and this impacted on their wellbeing. Three of our teachers became very unwell with COVID during the period of remote learning.
* A number of our staff became unwell with COVID during the period of remote learning.

Seesaw has increased parental engagement with class teachers reporting they communicate more with parents now than ever before. Class Teachers report that most parents comment on their children’s learning in Seesaw Journals. We plan to move the children’s PLPs onto Seesaw in session 2021-22. We will continue to use the voice tool to give feedback to our younger children.  |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing) (primary, special and secondary sector only)** |
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| Number of devices provided to support learning at home | 29 |
| Additionality in staffing  | 0.2 |

* We used all of the additionality in staffing to support the recovery of phonics in Primary 2 as reading/phonics assessments carried out in Sep 2020 indicated children had made poor progress in phonics and blending from their last P1 assessment. This was expected as less than half of the children had engaged in remote learning from March-June 2020.
* 10/20 children knew less than half initial sounds and could not blend simple CVC words with sounds they knew.
* Our SfL teacher researched a phonic recovery approach and delivered short daily inputs with small groups of P2 children.
* All children have made good progress since September. All children demonstrate a confident knowledge of the 26 sounds. Almost all children can identify the blends /ch/ /sh/, /th/ and /qu/. Almost all of the children can now identify vowel diagraphs.
* Most children increased their ability to blend and segment CVC words and beyond, to CVCC. (8/10)

**Impact of digital devices** The majority of children who received a device showed good levels of engagement. The larger screen made it easier for children to engage in learning opposed to the mobile phones or small devices they had been using. For a few children the digital device did not improve engagement in learning.  |
| **Attainment Scotland Fund Evaluation (PEF/SAC) (primary, special and secondary sector only)** |
| **Improving Writing Attainment (P7)** * SNSA and Big Write Assessments carried out in Term 1 showed that a cohort of 18 P7 children were no longer demonstrating the appropriate level of knowledge, skill and understanding to meet their projected attainment target in Writing. Likely as result of poor engagement in remote learning from March-June 2020.
* P7 class teacher and PEF funded teacher worked collaboratively to analyse assessment data using an assessment matrix. Common themes were identified. Working collaboratively the CT and PEF CT planned, taught and assessed Writing together. Identified children were withdrawn by the PEF CT for intensive short sessions on connectives, punctuation and robust vocabulary.

Impact Children:* All children made progress and met their projected attainment targets in Writing. 12 children achieved Second Level. 6 children moved to Second Level Progressing.
* All children showed improvements in skills, knowledge and understanding of Tools for Writing.
* Almost all children showed increased motivation and engagement for Writing.

Staff: Both teachers involved in the intervention feel their professional knowledge and skills have been enhanced through this work: *“This journey has allowed me to enhance my knowledge of Workshop for Literacy, understand the importance of formative and summative assessment and recognise how to include the 7 principles within literacy lessons. For instance, this experience has helped me acknowledge the importance of having an engaging context as a base for all learning within literacy, which I will continue to implement within my practice. I am more confident using Big Write Criterion and the Benchmarks. This experience has also highlighted that working collaboratively has a positive impact on my own practice and outcomes for my learners.” Sam More, Probationer P7 Class Teacher***Improving Children’s Social and Emotional Wellbeing: Additional Support for Individuals** * A few children in every class from P2-7 returned to school in August following the initial lockdown requiring an additional levels of support for social/emotional wellbeing.
* Susan Thomson who has worked with the Our Minds Matter Fife Steering Group for the past two years was taken out of class to support the wellbeing of these children.
* In collaboration with our Educational Psychologist and Support for Learning Teacher Susan carried out professional learning in using Resilience Toolkit, Red Route/Green Route, Breathing Techniques and Mindfulness.
* In collaboration with Winston's Wishes Susan supported children who had suffered from significant loss, change and bereavement during the pandemic.

ImpactChildren:* 12 children were supported over the last session. COVID restrictions prevented more children being supported.
* 4 children who had lost a parent during the pandemic were supported through Muddles, Puddles and Sunshine Approach. Their attendance at school improved.
* 2 children dealing with critical illness of a parent were supported 1:1 then in social groups to strengthen their friendships.
* 6 children presenting with increased anxiety were supported 1:1 using the Resilience Toolkit, Mindfulness and breathing then in social groups to strengthen their friendships.
* All children are able to talk about the strategies they can use to help themselves.
* All of the children have shown improvements in self-regulation in class and the playground.
* Class teachers report that almost all children have shown improvements in their engagement in learning.

**Improving Social and Emotional Wellbeing using Intensive Nurture Approach (The Nest)** Progress * On return to school in August a few children were presenting as highly distressed, leaving the classroom and escalating unsafely between 2 and 5 times each day.
* Two staff members (Teacher and PSA) carried out the Theory and Practice of Nurture Groups training by Nurture UK to develop their knowledge and skills in order to create and develop a nurture room to support the wellbeing of children.
* A room was identified to be set up as “The Nest”. PEF funding was allocated and resources purchased in consultation with Nurture UK and through professional reading carried out by staff members to identify initial specific requirements for the room.
* Staff collaborated to identify children who would most benefit from intensive nurturing approaches using Boxall Profiling. Three boys in P4 were identified.
* The children were supported in The Nest to build their levels of engagement in learning. Targets were set to improve social and emotional wellbeing.

ImpactChildren:* All children have achieved at least two Boxall targets and all showed at least 25% improvement across the Boxall assessment.
* Staff feedback indicates all children now transfer strategies learned in The Nest to the classroom to support their emotional regulation.
* Within The Nest, through discussion and written activities, all children can now identify different emotions, discuss these openly and discuss/demonstrate strategies they can use to support them when needed.
* All children have successfully transitioned back into classroom with only two morning sessions in The Nest. The children no longer leave the room. All of the children now use strategies to calm down in the classroom.
* All children have shown improvements in levels of engagement in the classroom.
* Due to Covid restrictions we could not bring children together from different class bubbles therefore only 3 children were able to benefit from this approach.

Comments from the group of children who have engaged in The Nest programme: "*I've got better with my learning. I have learned about my feelings and when I am angry I can control it and be calm again."**"When I am tired that is when I get angry. I like using the calming hand. calm space, the tent and the bean bag. Now I can tell the teacher how I feel. Before The Nest I used to smash stuff now I don't do that."*Staff:All staff members involved within The Nest can now confidently use the Boxall profile to identify and support the needs of children accessing The Nest. All trained staff members are now skilled to further support class teachers with strategies and resources to support individual children’s needs. Parents: All parents agree their child had benefited from their time in The Nest. All parents agree their child is more able to express their emotions. All parents agree that their child can talk about strategies to support self-regulation.  |

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| **Improvement for Recovery Priority Work****Session 2020 - 2021** |
| **Priority 2: To develop approaches to support the wellbeing of all children** |
| NIF Priority :Improvements in children and young people’s health and wellbeing NIF Driver: School Improvement Teacher Professionalism School Leadership  | HGIOS 4 Quality Indicators 3.1 Ensuring wellbeing, equality and inclusion HGIOELC 3.1 Ensuring wellbeing, equality and inclusion |
| Progress:* All staff engaged in professional learning in the PACE approach: a trauma informed approach to supporting children’s wellbeing.
* All staff engaged in refresher sessions on the use of Kitbag to support children to talk about and understand how they feel, to recognise strengths in themselves and others and promote compassion. Susan Thomson, our Kitbag Champion, modelled Kitbag sessions in all classes. We are working towards becoming a Kitbag accredited School.
* In response to a few children struggling to return to school following the period of remote learning teaching two members of staff engaged in a virtual professional learning session with Dr Tina Rae on Supporting Young People with Emotionally Based School Avoidance. Working alongside the parents almost all children successfully transitioned back into school using strategies such as ‘Monday Morning Plan’.
* P4-7 Class Teachers engaged with the Connected and Compassionate Classroom to plan Health and Wellbeing lessons focused on Children’s Rights, Relationships and Emotions.
* Children from P1-7 started their day with Emotional Check-ins at least twice a week to promote emotional literacy and self-regulation.
* SfL Teacher engaged in Normalising Anxiety training through CAHMS. One group of children completed the Normalising Anxiety Programme.
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| Impact:Staff:* Almost all staff report to feeling confident in their knowledge and understanding of the PACE approach.
* All staff agree that as a result of using PACE they are better able to understand what the child is communicating through their behaviour.
* Almost all staff agree PACE has helped them to maintain kind and supportive relationships with children and adults.
* All staff agree that PACE encourages children to verbalise how they are feeling and what they need.

Children:* Feedback from staff indicates that almost all children have increased their emotional literacy. Almost all children can name their emotions and identify triggers.
* Feedback from staff indicates most children can identify at least two ways to make themselves feel better.
* All children in the focus group agree using Kitbag to explore emotions and feelings improved their mood and resolved difficulties.
* PSAs have observed children are becoming increasingly confident at using the Kitbag tool to express themselves and resolve difficulties with others.

Data from Compassionate and Connected Classroom Post Questionnaires indicates (P4-7):* Almost all children feel confident there are adults in the school they can talk to if they need to. (95%)
* All children understand that what happens to people can make a difference to how they feel or behave.
* All children agree that they know where to get help when something difficult happens to them.
* Almost all children know how to get help for a friend if they are upset or something difficult happens to them. (95%)
* Most children could name a range of things they could do to help them feel better when something difficult happens to them. (73%)
* Post evaluations from the Normalising Anxiety sessions show that children have increased their knowledge of strategies to support them when they feel anxious. By the end of 6 sessions, all children were able to identify 3 strategies to use when feeling anxious or overwhelmed. All children were able to identify physical and emotional signs of feeling anxious and could recognise that these feelings are normal. All children were more open to discussing their own personal thoughts and feelings and were supporting each other through these conversations. Class Teachers observed these children as more relaxed and engaged in class and with their peers by the end of the sessions.
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| Next Steps* Embed the use of Kitbag and work towards accreditation
* Embed the use of PACE using prompts and visuals
* Continue to use Compassionate and Connected Classroom Resource
* Through assemblies focus on 5 ways to wellbeing
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| **Improvement for Recovery Priority Work****Session 2020 - 2021** |
| **ELCC Priority : Support Health and Wellbeing of all ELCC children on return to nursery**  |
| NIF Priority :Improvements in children and young people’s health and wellbeing NIF Driver: School Improvement Teacher Professionalism School Leadership  | HGIOELC 3.1 Ensuring wellbeing, equality and inclusion |
| Progress:* All staff read and discussed key documentation on safe re-opening of ELCCs.
* All staff read and discussed ELCC infection control/cleaning checklist. All staff took part in a nursery walkthrough to ensure team understands the new protocol.
* Staff developed a video to share the nursery environment and infection control processes with parents.
* Developed new transition processes and parent communication approaches inline with COVID guidance.
* Staff developed a feelings board and promoted emotional literacy through the use of stories
* Staff researched stories and rhymes to support children’s understanding of the pandemic and recorded these for parents to use at home
* Staff engaged in Care Inspectorate Hub Self-Evaluation Webinars.
* Engaged all stakeholders in self-evaluating Key Question 5: How good is our care and support during the COVID-19 Pandemic?
* Developed Seesaw to share children’s experiences and learning online.
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| Impact:* All parents agreed their child had settled in well to nursery.
* Evidence from planning and evaluations show children were supported to understand the pandemic at an age appropriate level.
* Evidence from observations, planning and evaluations show children very well supported to develop emotional literacy and self-regulation.
* Observations show children are very supported to understand their new routines through use of symbols and stories.
* Observations show children are very well supported at transition points throughout the nursery day with flexible plans in place for children who need it.

In January 2021 we were inspected by The Care Inspection on Key Question 5 and asked to share all evaluation and evidence on: **Quality Indicator 5.1: Children’s health and wellbeing are supported and safeguarded during the COVID-19 pandemic.****Quality indicator 5.2: Infection prevention and control practices support a safe environment for children and staff.****Quality indicator 5.3: Staffing arrangements are responsive to the changing needs of children during COVID-19.** * Feedback was very positive with the inspector commenting on how well children and families were supported throughout the pandemic.
* One action point was recommended: to ensure staff were familiar with the donning and the offing of PPE.
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| Next Steps: to use this good practice to support children joining nursery in August.  |

School/Setting Name \_\_\_\_\_Dysart Primary School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| NIF Quality Indicators (HGIOS 4) School Self- Evaluation |
| Quality Indicator | 2018 - 2019 | 2019 - 2020 | 2020-2021 | Inspection Evaluation(within last 3 years) |
| 1.3 Leadership of change | Good | Good | Good |  |
| 2.3 Learning, teaching and assessment | Good | Good | Good |  |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Good | Good |  |
| 3.2 Raising attainment and achievement | Good | Good | 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 | Good | Good | Good |  |
| 2.3 Learning, teaching and assessment | Good | Good | Good |  |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Good | Good |  |
| 3.2 Securing children’s progress | Good | Good | Good  |  |

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

Key Question 5 Care Inspection in January 2021 – this was not graded.