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| **PARKHILL PRIMARY**  **Standards and Quality Report**  ***Achieving Excellence and Equity***  ***June 2021*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | **283 pupils** | | | | | **FME** | 22% | | | | | **Attendance (%)**  **94.55%** *Power Bi May 2021* | **Authorised**  **2.24%** |  | **Unauthorised**  **3.21%** |  | | **Exclusion (%)** | **0.09%** | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £60,050 PEF | | | |   Parkhill Primary’s vision is Learning Together-Achieving Together.  Our core values are   * Positive * Achieving * Respectful * Kind.   Our GOLD status for Rights Respecting School was awarded in October 2020 after assessment by the RRSA Assessors.  Parkhill Primary has around 285 pupils. There are 2 DHTs who support the Headteacher to lead the school. From August 2021 there will be only one DHT due to the Primary Management Model. The school has close link with Viewforth Nursery as they share Headteacher.  Parkhill Primary have strong community links with partners such as local businesses and local churches.  Attainment-June 2021 |

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|  | Numeracy | L/T | Reading | Writing |
| P1 | 69% | 63% | 66% | 63% |
| P4 | 73% | 68% | 66% | 63% |
| P7 | 71% | 92% | 90% | 79% |

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| SIMD 1 | 31% |
| SIMD 2 | 16% |
| SIMD 3 | 9% |
| SIMD 4 | 21% |
| SIMD 5 | 3% |
| SIMD 6 | 0% |
| SIMD 7 | 0% |
| SIMD 8 | 20% |
| SIMD 9 | 0% |

SIMD for 2020-21

47% of roll live in lowest SIMD quintile.

ASN- 23%

LAC-4%

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| **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  **PRIORITY 1 Supporting the Health and wellbeing of pupils on return to school.**  RECOVERY-RECONNECT-RESILIENCE. | | |
| NIF Priority  Improvement of pupils’ health and wellbeing  NIF Driver  School Improvement | HGIOS 4 Quality Indicators  QI 3.1 Ensuring wellbeing, equality and inclusion  QI 2.7 Partnerships  QI 1.3 Leadership of change | |
| Progress:   * All new staff were trained in using EmotionWorks. * All staff received and discussed R-R-R Spotlight Papers and Return to School Guidance from EP staff. * All pupils in all classes were familiarised with the EmotionWorks cogs and language. * All pupils contributed to a Recovery tree displayed in the foyer which included their hopes for recovery. * NCCT for P3-7 was Art and Design/Emotional Wellbeing. All pupils created variety of pieces based on techniques outlined in Fife Expressive Art Learning Pathway. * Weekly virtual assemblies took place every week (including during lockdown). * All staff completed Anxiety Training. * 2 Support Staff trained to use KitBag. * Weekly message for every class from Baptist Church Family Worker-also reinforced 5 Ways of Wellbeing and Parkhill Values. * Transition Group for target P7 group. * Almost all children developed IT skills through learning at home and devices were allocated to those who required them. * All parents given Microsoft Forms to give feedback after Week 1 of Home Learning-151 families responded. A rating of 4.03 out of 5 stars was given to amount and quality of work provided. Only one family requested additional tasks which was provided. All teachers had feedback shared and amended their schedule of work accordingly. * RRSA Assessors witnessed strong relationships in Parkhill Primary. Almost all pupils, staff and partners and parents could speak confidently about Learning About/For and Through Rights. School awarded Gold status. | | |
| Impact:   * Most pupils were able to use EmotionWorks tools during lockdown . Most parents reported this to be a positive tool. * Core values-PARK- and 5 Ways of Wellbeing were threaded through each assembly. * Almost all staff feel empowered to tackle issues of anxiety. Individual pupils identified for small group work using Talking Cards/Kit Bag and EmotionWorks. * 2 Support Staff who had Kit Bag training then trained other Support Staff. 50 children have taken part in series of Kitbag sessions. Pupils evidenced that they felt less anxious and spoke freely in the group setting. Teachers reported more focus and improved listening to others. * 91% children in targeted reading groups showed increase in reading age. * All pupils in transition group now all speaking positively about move to secondary. They have also further developed their friendship skills. | | |
| **Next Steps:**   * Continue to embed the language and vocabulary of EmotionWorks as well as the self regulation strategies in all classes. * Further develop small groups by mixing children from different classes. * Re introduce Seasons for Growth. * Focus on developing comprehension skills with the targeted groups. * Continue to embed the Articles from UNCRC and Global Goals in planning and on Learning at Parkhill Board in all classes. * Learn about The Promise-staff and children. | | |
| **PRIORITY 2 Teaching Approaches in Numeracy** | | |
| NIF Priority  Improvement in pupils’ attainment in literacy and numeracy.  NIF Driver  Assessment of Children’s progress.  School Improvement | HGIOS 4 Quality Indicators  QI 1.3 Leadership of change  QI 2.3 Learning, Teaching and Assessment  QI 3.2 Raising Attainment and Achievement | |
| Progress:   * Almost all learners required consolidation of previous learning on returns to school. * All teachers received Maths Talk input. * 3 teachers attended Education Scotland Numeracy Webinars. * Funds were found to buy numeracy bags and the contents for every P1 pupil. * Target numeracy groups were identified from 4 classes in August 2020. Pupils couldn’t be from more than 1 class so limited. | | |
| Impact:   * Almost all pupils in most classes were confidently using Maths Talk to share thinking and strategies. Almost all focus groups identified the importance of math talk and thinking skills in their classroom. All classes in class visits and observations were using their Maths Working Wall to support learning. * During lockdown all P1 pupils were able to use the contents of their bag to support numeracy learning. * All pupils in target numeracy groups increase in confidence in mental maths and talk about their thinking. * Class visits evidenced confidence in using the strategies that have been learned. | | |
| **Next Steps:**   * Evaluate impact of Numeracy Bags for P1-consider repeating if successful/well evaluated. * Further develop the skills in other areas of the curriculum and apply numeracy learning in IDL. * Plan Parent Workshop if restrictions allow to share strategies and activities for Home. | | |
| **Attainment of Children and Young People** | | |
| * **I + 2 Languages** – L3-Gaelic was a success with 5 classes fulfilling their requirement of block spent on language, culture of Gaelic. Some of this was delivered by Norrie McIver through Teams-even in lockdown. Almost all children reported their Gaelic learning as positive. This will be further developed. French as the L2 did not progress as much especially during lockdown. 1+2 will become a priority next session. * NCCT from P3-7 was delivered by a teacher doing art-using the **Fife Learning Pathway for Art and** **Design**. Learners have gained skills in art techniques and from Aug-December there was a focus on emotional wellbeing through art. A positive impact is that teachers have developed their knowledge and skills through the work the NCCT teacher has delivered. * **Literacy and Numeracy** Gaps in learning were identified using data from BASE/SNSA and teacher assessment. All teachers used Pedagogy Premier materials to refocus on Parkhill approach to Writing-a whole school approach. This quickly ensured all learners got back in routine of the weekly lessons ensuring the approach consistent across the school. A need to further develop comprehension skills in reading was also recognised and target groups formed and appropriate additional activities completed. * **Skills for Learning , Life and Work** were developed in all classes and evidenced in our assessment of UNCRC Gold award. Despite restrictions, many classes were able to engage with visitors through technology and have virtual assemblies with our Leven Baptist Church partners. All classes used skills to collaborate on whole school presentations on the work of our UNCRC work. Presentation shared on social media and with partners and parents. School Twitter was used to effectively convey learning from school and each classroom – this was much appreciated during a time where parents could not visit in school. Every class participated in Euro Sports activities and recorded results and marshalled their own activities in a Covid-19 friendly manner. School Captaincy Team managed to organise charitable activities through digital technology engaging all learners and families. Overall the digital skills acquired by most learners has been a significant development. * All learners benefitted from input in all classes on **5 Ways of Wellbeing** developing emotional resilience. * All teachers and support staff used CAMHS training and Anxiety Pack with some learners equipping them with coping tools. | | |
| **Evidence of significant wider achievements** | |
| Previous session priorities on Nurturing Approaches and building positive relationships were assessed throughout the school by the team from Rights Respecting School Award. In September we gained our Gold Award. The RRSA assessing team spoke with pupils, staff, parents and partners of the school virtually and highlighted   * **Positive pupils despite a lockdown being a recent experience** * **Embedded school values** * **Sound understanding of UNCRC and Global Goals.**   Despite Covid restrictions, staff were still able to provide a “party” and virtual panto (paid for by Parents Association) to celebrate Christmas.  Staff and pupils devised a Parker Bear Treasure Hunt around the shop windows and businesses of Leven-this was a well received family event.  Red Nose Day activities were organised by House Captaincy Team and money was raised for charity. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| In Week 1 where there was little or no engagement staff phoned/emailed and visited families. Many extra devices were sources/reconditioned to be given to families. Week 2, almost all families completed a Forms survey which highlighted the good communication teachers had with families. Most P5-7 parents felt there was too much tasks and a time was set in all classes to engage with the teacher, get extra tuition or finish or extend tasks.  Results of the 151 responses can be accessed here.  <https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKdVo-ThEJHtPsjormbmsMUpURUwzQzk2NklSRjY3TlpWNjZLRUxXTlMyUS4u>  All staff reported that regular phone calls and emails strengthened the partnership of school and home. HT/DHT and Support for Learning staff also developed regular rapport with some families requiring specific supports.  All parent requests or concerns were addressed within 24 hours.  P1 and P2 used Seesaw for the first time in August 2020-this was used in response to the younger children finding it difficult to use Teams during the first lockdown. Seesaw was embedded and used positively to engage learners and communicate with parents in lockdown.  Class Meets were popular and well attended-this built up and maintained positive ethos in the virtual class. | |
| **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 | 40- 30 Government provided/10 reconditioned | | Additionality in staffing | 0.9 teacher/4.5 hours PSA2 |   Learners disengaged in lockdown were given time individually and in small groups (from same class) for focussed activity. Emotional wellbeing sessions, literacy and numeracy.  Individuals were given strategies to reconnect with school and learning. These were agreed and shared with parents.  All pupils report increased confidence. In numeracy there has been opportunity for almost all children to be included in maths and numeracy due to individual and group activities they have additionally participated in.  3 P7 pupils have demonstrated increased understanding of vocabulary and comprehension.  DHTs have been able to offer a daily consistent approach to individuals and groups due to less time covering classes.  Digital skills in staff were developed -one class teacher was in a Bubble throughout lockdown based in school. She mentored and helped trouble shoot issues whilst offering consistency to the middle school bubble. Pupils with new funded devices were also supported at this time by staff in school. Impact was they could collaborate with their class and teacher on Teams. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | |
| **Progress:**  1.Professional Learning-SfL Teacher trained all Support Staff to deliver a variety of programmes to support learners eg KitBag, Anxiety Training, Clicker.  2.PSA2s supporting pupil health and wellbeing and developing positive relationships.  3.PSa2s Target Groups for literacy and numeracy.  4. Support for Learning Teacher-0.1 -Family Work | |
| **Impact:**  1.Support staff empowered. Individual and target groups pupils receive support to meet learning and emotional needs. KitBag-47 pupils  2. Pupils able to show emotional resilience and access more in-class learning.  3. 33 children benefitted from P2-P5/6 to reinforce conceptual numeracy in individual/small groups. 15 children participated in and developed their comprehension literacy skills.  4. Individual parents and families supported by SfL teacher- advice and guidance, emotional support and liaising with multi agency.  During lockdowns PSA2 kept contact with key children’s families-offering support, reading stories and providing emotional support activities. | |

**PARKHILL PRIMARY**

**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** | Good | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Very 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** | - | - | - |  |
| **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 Health and Wellbeing | | | | | |
| **Focused Priority: All pupils will have embedded in their curriculum lessons and strategies to support emotional wellbeing.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| QI 3.1 Ensuring Wellbeing Equality and Inclusion  QI 1.3 Leadership of Change | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All pupils to be supported with emotional wellbeing. Pupils feel able to express feelings, understand their own and others emotions and regulate their behaviours/feelings.  All teachers confident in delivering EmotionWorks so that all children receive consistent messages and strategies.  All support staff confident to deliver group activity supporting wellbeing.  All pupils and staff work to re-establish much of what contributed to a positive ethos in school prior to Covid. | Gold Sport Award activities resume clubs/indoor PE.  Re-establish Buddies for P1.  John Muir award P7  Ukulele P5  Rotakids-P6  Emotion works  Build on RRR-Target groups for Kit Bag, Anchor Group (Anti Anxiety), Seasons for Growth | Andrew Morrison-CT  Andrew Morrison-CT  P1/P7 Teachers  Gail Baillie-CT  Rotary Club Partners  Julie Brown-DHT  Rachel Wheway-SfL Teacher | | Microsoft Forms before/after groups/training.  All P1 have buddy.Record pupil experiences.  Gaining Gold Sports award  Pupils able to self regulate.  All P5 opportunity to perform.  All P6 fulfil Rotakids remit.-receive certification from Rotary Club.  All P7 pupils achieve John Muir Award.  Use Microsoft Forms to receive parent and pupil views.  Class Observations/Focus Groups of pupils/parents. | Emotion Works-Inset-Aug21  **Dependant of lifting of restrictions all will start August 21 and be achieved by June 22.** |
| **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 Attainment particularly in Literacy and Numeracy. | | | | | |
| **Focused Priority: 1 +2 to be fully implemented as was already for Session 20-21.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| QI 2.3 Learning, Teaching and Assessment  QI 1.3 Leadership of Change | | | N/A | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All P1-7 pupils experience daily opportunities to learn and practise French.  All P5-7 pupils experience a block of Gaelic building on prior learning. | All teachers use Power Language Platform and pack devised by J Clews-CT.  Whole School French Week.  French signage/poster around school.  All P5-7 pupils experience Gaelic L3 | J Clews and Class Teachers  Mr Morrison and P5-7 teachers | | All classes building on French language.  All pupils speaking confidently about learning French and about the country and culture.  Measure opinions of staff and pupils before and after.  All P5-7 speaking confidently about learning Gaelic.  Gaelic Showcase. | Input on Aug 21 Inset-all teachers.  May 2022  May 2022  WTA details times allocated for staff development throughout Session 2021-22 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |