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

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | **34 Pupils - February 2020**  **27 Pupils – February 2021** | | | | | **FME** | **1%** | | | | | **Attendance (%) 98.13** | **Authorised (%)** | **1.87** | **Unauthorised (%)** | **0** | | **Exclusion (%)** | **0%** | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | **< £6000** | | | |   **School Vision**: *Small School, Big Dreams*  **School Values**: *Enthusiasm, Honesty, Kindness and Respect*  **School Aims**: **C**ollaboration between Children, Parents, Staff and Community  **O**pportunities that are engaging, motivating and challenging  **G**rowing independence, patience and responsibility  **S**upporting and including each other in learning |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | |
| NIF Priority   * Improvement in attainment, particularly literacy and writing * Improvement in children and young people’s Health and Wellbeing   Focused Priority   * Develop children’s vocabulary and understanding around the language of learning and their progress on their learning journey. Increase involvement of children in planning their learning and assessment * Develop children’s skills in writing and raise attainment * Continue with more robust implementation of learning pathway and whole school approach to health and wellbeing. Develop children’s resilience and awareness of the wellbeing indicators. Focus of safety and resilience in a digital world. | HGIOS 4 Quality Indicators  1.2 Leadership of learning  1.3 Leadership of change  2.3 Learning, teaching and assessment  2.4 Personalised Support  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement | |
| **Priority 1) Develop children’s vocabulary and understanding around the language of learning and their progress on their learning journey. Increase involvement of children in planning their learning and assessment:**  2020-21 Progress   * Continuing on from the implementation of our Presentation and Feedback of Written Work Policy in 2019/2020, most children have an increased understanding of what is expected of them regarding presentation in their jotter however standards must continue to be enforced with high expectations for all. * The use of ‘Glow with Green’ and ‘Act on Amber’ is now firmly embedded in school with all children understanding the meaning of their feedback in each colour that directly link to the learning intentions and success criteria. * Our colour coded feedback was also transferred over to remote learning to ensure consistency for children in uncertain times. * “Purple Praise” or “Proud in Purple” is slowly being adopted to keep separate celebratory ‘general’ feedback from the more constructive feedback of ‘Glow with Green’ and ‘Act on Amber’. * The free version of Seesaw was introduced to all classes in October 2020, before we upgraded in January 2021 to the full subscription for all children in the school. * Class Teachers used a new *Planning with Assessment* document and recorded the children’s learning on Working Walls. * Children engaged in more robust discussions with their class teachers and peers, to explicitly identify prior learning and recall of existing knowledge and understanding, as well as children identifying ‘how’ they would choose to show their teacher what they have learned. * Miss Cull and Mrs McBain liaised with cluster colleagues at Lundin Mill on their use of the *Planning with Assessment* document and to see how they involve children with the planning and assessment of learning. * The whole school focus on ‘Learning Superpowers’ based on the Metacognitive Strategies of Claxton (2002) and Costa and Kallick (2008) have been well embedded this year. * Both classes created their own learning superpower characters in August on the learning dispositions; Concentrate (Disinhibit), Don’t Give Up (Persistence), Be Co-operative (Teamwork) , Be Curious (Shift between ideas) , Have-a-go (Learn from Errors) , Use Your Imagination (think outside the box/problem solving/creativity), Keep Improving (Learn to learn) and Enjoy Learning. * Children shared their Learning Superpowers in a video presentation that was shared with Headteachers across our Learning Partnership.   Impact to date:   * Almost all children understand the terms learning intention and success criteria and are clear on what they are learning to do in most lessons. * Almost all children have regular opportunities to co-construct success criteria with the majority referring to them when completing tasks. * All jotters show ‘Glow with Green’ and ‘Act on Amber’ are embedded with the majority of children showing they have acted on their ambers. There is evidence of some ‘Glow with Green’/’Act on Amber’ self and peer assessment. * The introduction of the full subscription of Seesaw allowed consistency to be developed across   Elie Primary. Teachers were also able to schedule posts and add more multimedia posts, giving  them a wider range of teaching opportunities and manageability during remote learning.   * Seesaw enabled a more concise, whole-school approach to remote learning. The Headteacher and   Principal Teacher, as administrators, were able to see all the learning being provided, interactions  between parents, children and staff and know exactly what was going on in the ‘virtual school’ during  remote learning.   * 92.5% of our families have downloaded the family app and have been viewing posts since January 2021. * Understandably, weekly viewing figures peaked during remote learning. The number of weekly views from parents/carers now averages 20 per week for the whole school. Families may be viewing through their child’s class app which would mean family engagement is higher than this data suggests. * From a survey issued in March, then reissued in May and June 2021, through which 8 out of 22 families shared their views (36%) it was found that:   - 100% of respondents agreed/strongly agreed that it was easy to access/upload learning tasks on Seesaw and that seesaw is a valuable tool for sharing learning in the classroom.  - 37.5% of respondents strongly agreed that the feedback provided during remote learning, following Glow with Green and Act on Amber, was accessible and useful. 37.5% agreed it was accessible and useful however, 2 respondents (25%) disagreed. One respondent who disagreed shared “My child did not read their feedback so I feel this is something that would need to be looked in to”.   * All children are more confident in accessing and uploading teaching and learning on Seesaw with most doing this independently. * All teaching staff reported that Seesaw has increased communication between themselves and families during remote learning and that, by promoting children’s independence in using Seesaw, sharing learning in class was manageable and not too time consuming. * Staff feel more comfortable with the security aspects offered by Seesaw as opposed to sharing learning on Facebook or Twitter. * Through discussions with the children, they report enjoying having an audience for their work and take great pride in sharing what they have been doing with their families, even more so when families comment back or like their post. * Children have kept in touch with class teachers on many aspects of their life, not just learning and not only during remote learning, leading to an increase in confidence, building stronger teacher/pupil relationships and communication skills. * All teachers agreed that the *Planning with Assessment* document facilitated discussions with children about their prior learning that were very beneficial, and that prior learning must be incorporated into a 5-part model instead of our original 4-part model. * It was also felt the planning format was very difficult to manage within a multi-composite class and more engaging processes of obtaining prior knowledge are to be introduced. * Only a few children were referring to the pyramids with teacher’s reporting the discussions around the pyramids to be ‘dry’. * It was found that sharing the pyramids was challenging for the children and that they were perhaps not-child friendly and a little overwhelming. Discussions through the pyramids were very teacher led. * All teachers valued the working walls and feel this is the most child-friendly and impactful way of involving children in the planning, assessment and identifying the next steps in their learning journey. * Children were regularly seen utilising the working walls for support.   At the end of the year, almost all the children across all stages were able to describe at least one Learning Superpower and what that meant for them.  Next Steps for Priority 1  ***For a number of reasons including the large scale of this priority, two periods of remote learning in two consecutive years and new members of staff joining our team , this priority and the associated next steps will continue to be a focused priority for school improvement next session. Please see our School Improvement Plan for 2021/2022 for more details of the following next steps:***   * Continuation of high expectations for presentation within our two jotters with the hope of sharing these with families throughout the year should Covid-19 regulations permit. With a link to Priority 2 next session, consideration will be given to having a jotter specifically for writing at some point during the year. * To further support our policy, it has been agreed to have A3 examples of jotter layout displayed in each classroom at an age appropriate level, for children/staff to refer to. * Each classroom will receive their own Dymo label maker to be able to easily print Learning Intentions and Success Criteria that are co-constructed, there and then with the class. This will ensure Learning Intentions and Success Criteria are meaningful to the children and also that learning time is maximised and not taken up with copying Learning Intentions and Success Criteria. * Time regularly given to children to read their feedback with high expectations on them to act on any ambers or make amendments based on feedback discussions. * Jotter monitoring to be prioritised next session with both HT, Self and Peer evaluations taking place to share practise and ideas. * We are currently investigating a variety of handwriting resources that we can implement as a progression throughout the school linked to next session’s Priority 2. We are in consultation with other schools to ensure an informed decision is made. * We will continue to utilise the opportunities Seesaw has to offer. We will further develop children’s independence in uploading their own work, ensuring images are of a high quality and all writing is legible, and use Seesaw as a learning station more frequently in class. * We will create assessment folders within Seesaw which will link to our Record of Assessments to maintain accurate and timely evaluations of children’s progress in a manageable and succinct way for Class Teachers. This will also ensure continuation in learning at key transition points. * Explicit use of 5-part model required in every classroom emphasising prior knowledge. Class Teachers to engage in Professional learning, exploring the work on Retrieval Practice by Kate Jones to support. * Working walls/learning walls to continue. Progression pyramids to be scaled up, making them more accessible on learning walls and therefore more engaging and easier to interpret for children. Squared sticky-back white board rolls to be purchased for each classroom along with chalk pens for recording directly on to backing paper. * Implementation of a whole school approach to renamed ‘Successful Learner Superpowers’ where children will be invited to design/create/colour and name new Superpower Characters that will be in place throughout the school to create a very strong message and understanding. This will take place in the first few weeks of term. Consideration to be given to alternative methods of implementation and recognition in classes.   **Priority 2) Develop children’s skills in writing and raise attainment**  2020-21 Progress   * Clear learning intentions and success criteria are given/co-constructed with pupils in every writing lesson. * During the course of the year, some planning, assessment and moderation took place between Elie and Colinsburgh Primary Schools, using technology to meet Covid regulations. * Mrs Corstorphine arranged focussed interventions on the planning of writing with targeted individuals, monitoring the percentage of a child’s writing plan that was incorporated into their end pieces of writing. * Miss Cull, Mrs McBain and Mrs Corstorphine participated in Fife Council’s Improvement Methodology in Writing programme, which was established and continued throughout remote learning for a focussed group of learners. * Class teachers attended a writing twilight training session provided by Fife’s Pedagogy Team. * All stakeholders have been consulted on their views of the learning and teaching of writing at Elie Primary School in preparation for next session’s improvement priorities.   Impact to date:   * During the course of the year, some planning, assessment and moderation took place between Elie and Colinsburgh Primary schools, using technology to meet Covid-19 regulations. Class teachers reported the process to be very informative and increased confidence in declaring assessment levels. * Miss Cull, Mrs McBain and Mrs Corstorphine participated in Fife Council’s Improvement Methodology in writing programme which was established and continued throughout remote learning. This culminated in a presentation to schools across Scotland, sharing the success of the programme within our setting. * Teachers attended a writing twilight training session provided by Fife’s Pedagogy Team. All teachers across Elie and Colinsburgh Primary reported the professional learning session to be useful noting Teacher Devised Texts, Box Planning Formats and Pie Corbett’s Talk for writing of particular interest to them for further exploration and development work. * Through stakeholder consultations, the ground has been prepared and a shared vision has been created for the development of writing to continue as one of next session’s improvement priorities.   Next Steps for Priority 2  ***For a number of reasons including the large scale of this priority, two periods of remote learning in two consecutive years and new members of staff joining our team , this priority and the associated next steps will continue to be a focused priority for school improvement next session. Please see our School Improvement Plan for 2021/2022 for more details of the following next steps:***   * Build on the strong desire of all stakeholders to create an enthusiastic culture for writing within which, children feel positive about writing, experience success with their writing, enjoy writing and see their progress in writing. * Class Teachers to engage in collaborative professional learning across Elie and Colinsburgh, initially based around the text, Teaching English by the Book, by James Clements, to develop Teacher Professionalism in the learning, teaching and assessment of writing. * Consideration to be given to having one writing jotter in addition to our literacy and numeracy jotters. * Exploration into possible purchase and introduction of a handwriting progression to facilitate dexterity, motor skills, spelling, length of writing and presentation. * Introduction to whole school common words spelling progression with home link. * Creative, inspiring and motivating writing events to be held throughout the year for example, possibly publishing an Elie Primary School book, links with community writing groups, in-school competitions, author/illustrator visits/video links. * Share information on specific supports and teaching approaches with families who are keen to help their child’s learning at home.   **Priority 3) *Continue with more robust implementation of learning pathway and whole school approach to health and wellbeing. Develop children’s resilience and awareness of the wellbeing indicators. Focus of safety and resilience in a digital world***  2020-21 Progress   * To meet the needs of all learners, ensure progression and full coverage of important topics, lessons were taught to single cohorts within multi-composite classes, during the 2020/21 session. * Jigsaw launch assemblies presented virtually using Microsoft Teams. * Improved used of the Fife Educational Psychology Services’ Resilience Pyramids which enabled children to self reflect against five aspects of their wellbeing that are linked to the wellbeing indicators. This took place on 3/4 separate occasions this session. * Staff used the JIGSAW resilience toolkit to quarterly monitor children’s individual resilience in school, based on their professional knowledge and opinions. The results of the monitoring have been very enlightening and enabled targeted interventions to support particular individuals with identified concerns. * Introduction of Our Minds Matter and the 5 Ways of Wellbeing in April 2021. * Each of the 5 ways were focussed on for one week in class, with activities every day for that week’s ‘way’. The 5-week cycle was then repeated before the end of term in June 2021 therefore each ‘way’ was covered twice providing a solid introduction. * Primary 5-7 children completed the Google Internet Legends programme and whilst the planned Online Parent Support Session was not able to come to fruition, the children took home a *Google Interland - Build your Legend* game kit to share their learning with families. * P6 and 7 children also enjoyed an online safety talk from PC Emma Fisher. * Implementation of Relationship, Sexual Health and Parenthood resource from P1-P7. | | |
| Impact to date   * The defined teaching and learning time for each cohort of children was welcomed, with teachers and children reporting it was nice to have deep conversations in small groups, however, the time-consuming nature of this approach meant that the class teachers were ‘booked’ for JIGSAW for up to 4 hours per week which had a considerable impact on the timetable and therefore other curricular areas. * The activities and discussions within JIGSAW are designed for larger cohorts of children so became difficult to complete with cohorts as small as three children. * JIGSAW didn’t cover all aspects of the Curriculum for Excellence’s health and wellbeing curriculum and as it is time consuming, it left little time for equally important areas including Substance Misuse, Relationship, Sexual Health and Parenthood and Food and Health. * The more thorough use of the resilience pyramids and REST toolkit led to identification of children who were requiring some addition social and emotional support which was then facilitated by staff and discussions with families as appropriate. * All P5-7 children have an increased awareness of how to stay safe online, particular dangers to watch out for and how to access help/report concerns if they are required.   Next Steps for Priority 3  ***For a number of reasons including the large scale of this priority, two periods of remote learning in two consecutive years and new members of staff joining our team , this priority and the associated next steps will continue to be a focused priority for school improvement next session. Please see our School Improvement Plan for 2021/2022 for more details of the following next steps:***   * Staff have agreed that Jigsaw is a very valuable resource that we will continue to promote many aspects of, including the mindfulness chimes, the soft-toy ‘Jiggy’ characters to support discussions and provide opportunities for children to talk through and to ‘dip into’ for specific lessons. * Staff will now focus on the Fife Wide Approach of Our Minds Matter for Mental and Physical wellbeing education throughout the year with a formal structure to be agreed. * Allignment of Vision and Values, Wellbeing Indicators, OMM 5 ways to wellbeing, 4 capacities and the United Nations Convention for the Rights of Child (UNCRC) to be explored to create clarity and consistency of success for children. * Adaption of the Fife’s Educational Psychology’s Children’s self-evaluation resilience pyramids to take place, aligning them more explicitly for the children to the five ways of wellbeing and the Wellbeing Indicators to avoid confusion. * Class Teachers to continue to use professional judgement and Jigsaw’s Resilience REST Toolkit scale to consider learners’ resilience and implement supports as required. * Data gathered to be shared more explicitly with class teachers, leading to explicit class targets. * PSA team to receive training on Our Minds Matter resource with other PSAs from across the cluster. Children will then be able to book appointments with the PSAs to talk through any worries or concerns they may have as early intervention. * Develop information resources for families around the experiences and outcomes of Relationships, Sexual Heath and Parenthood to ensure families are informed of vocabulary, resources and ways in which they can support their child. * Cluster focus on P7 transition activities throughout the school year, mixing with other P7 children from across the cluster where possible. | | |
| **Attainment of Children and Young People** | | |
| * Overall school attainment for Listening and Talking saw predicted attainment rise from 89% to an actual attainment of 92.3%. * Overall school reading attainment has also risen from predicted 85% to 86.2%. * Overall all school numeracy attainment achieved the predicated 85%. * Writing attainment has fallen from its predicted level of 81% to 78%. This data supports the continued focus on developing the learning, teaching and assessment of writing next session. | | |
| **Evidence of significant wider achievements** | |
| In September 2020, our P5-7 children enjoyed weekly visits to Elie Water Sports where they tried a variety of activities including Stand-up Paddle Boarding, Kayaking and Boogie Boards. Some of our children who were anxious of the water, overcame their concerns and really pushed themselves to try new things. Communication skills were also developed, especially in the team kayaking.  Whilst our older class enjoyed the watersports, our P2-4 children benefitted from the community link we have with Elie Sports Club where they attended weekly golf and tennis lessons over a 6-week block. Children again enjoyed golf and tennis sessions in term 4 when the whole school visited weekly for 6 weeks.  In collaboration with our Active Schools Co-ordinator, Mr Robertson, P5-7 children completed Junior Sports leader training. From this, children used their organisational and leadership skills to plan and lead activities in the playground for their class. Unfortunately, working with the younger children was difficult due to class bubbles but our leaders are keen to work with Room 1 as soon as possible. It is planned that Junior Sports Leaders will co-ordinate activities and events for Elie Primary throughout the 2021/22 session. The P5-7 children also starred in an Active Schools sports instruction video to be shared with teachers throughout Fife.  Our P4-7 class developed their musical and creative skills through a series of African Drumming lessons led by Fife Youth Music Initiative teacher, Suzanne Jackson. The children thoroughly enjoyed these outdoor lessons that have been seen as an introduction to a further block of learning planned for Terms 1 and 2 in the 2020/21 session and hopefully, if guidance permits, a presentation to families and friends in December.  In support of the vibrant community spirit in Elie, children demonstrated their creative skills through participation in the Elie Advent Window’s project, the Elie Scarecrow Festival and shared their view points on community development putting together their ideas through ‘The Big Street Survey’. The children’s ideas, photos, writing and drawings were compiled into a Powerpoint Presentation to be shared with East Neuk Community Action Plan group and the local community councils. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| * With the staff having increased skills in preparing lessons for remote learning from lockdown one, the access to the full Seesaw suite and an increase in confidence from children and their families in what to expect from remote learning, it was agreed my children, staff and families that remote learning between January and April 2021 was a more positive experience than remote learning in March-June 2020. * In Room 1 (P1-3) there was 84% engagement from children and families with children who were engaging and completing almost all tasks. * In Room 2, there was 100% engagement through Seesaw, Teams and Phone Calls with all children and with most children completing 80-100% of the tasks that they were asked to complete. * Through a Parent/Carer survey with a 36% return rate (8/22) families: * 37.5% of respondents strongly agreed that there was an improvement in the provision of remote learning from 2020 to 2021 and 50% agreed. 12.5% of respondents were not sure if it has improved or not. One respondent stated “ I felt the home learning was really good. It was evident that a lot of time and effort was put into the work that was fun, engaging and on an individual basis. The teachers done an amazing job in keeping it fun and fresh. That you for all of your hard work”. * All respondents either agreed (62.5%) or strongly agreed (37.5%) that Seesaw was user friendly however one respondent noted that “It’s difficult having parent access and child access when sharing devices. It is   also very difficult to understand who is posting the posts on the journal feed”.   * 54% of respondents strongly agreed their child/children had made progress during the second period of remote learning. 23% felt they agreed their child/children had made progress and 23% were not sure. For families whose children were identified to receive focussed learning support with class teachers during remote learning, they reported being keen for these to continue should we return to remote learning. Some families of children who did not receive such sessions felt it would be beneficial for their children too, not necessarily to support learning, but for motivational reasons as well and to ensure maximum progress. * From remote learning, Seesaw will remain a key tool in sharing learning and engaging/communicating with families around their child/children’s progress. * Children will maintain and further develop their skills in using the technology to support their learning within class ‘stations’ using the Seesaw activities more frequently to provide recorded information for teachers, an insight for families and a wider audience for celebration for the children. * Pupil Support Staff worked in school, supporting individual learner’s needs in our school hub and through online support session. * Implementation of the Fife Quality Improvement Methodology for writing for identified Primary 6 and Primary 7 children worked well during remote learning. An information Sway was shared with families explaining the approach and how they could support their child at home. | |
| **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 | 2 | | Additionality in staffing | 1 PSA – 4.5 hours per week |   The devices were issue to 2 families. This ensured all families had good access to Seesaw and the opportunity for all children to remain in contact with their teacher and their classmates. There was an increase in engagement from all of the families who received a device.  The additional PSA hours received were used to support children’s needs in a variety of ways including social and emotional support, numeracy support and literacy support. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | |
| **Progress:**  Pupil Support Assistants provided targeted support to identified learners in school and during remote learning with particular focus on literacy and numeracy. | |
| **Impact:**  Focussed learning interventions from the PSA team led to children maintaining or improving their progress in numeracy or literacy and saw a slightly reduction in the attainment gap. | |

**School/Setting Name: Elie 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 | Good |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Raising attainment and achievement** | Good | Good | Good | Good |

Self-Evaluation declarations remain as a solid good. Progress towards very good is ongoing through identified targets and interventions but has undoubtedly been inhibited by the global pandemic. Regular and robust self-evaluation hopes to see a progression from good to very good in the 2021/22 session.