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| **Crossgates Primary School & Nursery**  **Standards and Quality Report**  ***Achieving Excellence and Equity***  ***2020-2021*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | Sept 2020 – 262 Primary and Nursery combined | | | | | **FME** | 12% | | | | | **Attendance (%)** 95.88% | **Authorised** | 2.76% | **Unauthorised** | 1.36% | | **Exclusion (%)** | 0 | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £36419 | | | |   Crossgates Primary School is situated in the village of Crossgates and the outlying areas it serves. Our current school roll (June 21) is 227 pupils across classes. The 3-5 nursery class capacity is 48 and the Under 3 room provides up to 15 places. Both nurseries offer a full day from 9am-3pm, term time only.  Crossgates staff team is fully committed to our children, their families and in working with our community. Our ethos for the school and nursery is shaped through our 6 school values and clear vision statement: To be the best we can be, through everything we say and everything we do; and is understood by our whole school community.  In this school session our focus has been recovery and well-being throughout the COVID19 pandemic. |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | |
| NIF Priority   * Improvement in children and young people’s health and wellbeing. * Raising Attainment   NIF Driver  School Improvement | HGIOS 4 Quality Indicators  3.1Ensuring wellbeing, equality and inclusion.  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  HGIOELC Quality Indicators  3.1 Ensuring wellbeing, equality and inclusion.  2.3 Learning, teaching and assessment. |
| **Progress:**  As part of our recovery all classes and nursery focussed on Health and Wellbeing in term1 and into term 2. Almost all classes continued this throughout the school year. We used information from parent and pupil surveys and from discussion with parents at review meetings or informal chats to develop this priority on our recovery journey.  Examples of this are -   * P1, P2/3 and P5 used Here We Are book as stimulus for mental health discussions. * P6 used Compassionate Connected Classroom. P1 and P1/2 used Bag of Worries and introduced Worry Monsters in class. * P2/3 used Bucket Fillers to encourage ongoing appreciation of individuals within the class. * P3/4 focused on emotions and how to manage difficult emotions. * P4 had Place2be sessions which allowed children to reflect on lockdown and have hope and be thankful for what they have, whilst also appreciating what they can and can’t influence. * P5 focussed on emotions and recognising and dealing with their own emotions. * P7 used Do Be Mindful and Leadership topic to encourage 4 capacities and encourage responsibility and leadership within the school. P7 also led weekly celebrating success assemblies, and this has encouraged a whole school ethos, maintaining whole school links while class bubbles are in use. PSAs led weekly, targeted, nurture groups within their class bubbles.   From term 2 we started to work on our next priorities, which were somewhat hampered by the second lockdown.  In school we were focussing on our attainment in writing. We started with professional reading which led to every teacher creating an action plan for change within their own classroom. Every teacher attended training on Clicker 8 and a workshop on a whole school approach to spelling. We are in the early stages of implementing these.  In nursery for term 2/3 were focussing on developing our provisions for literacy, numeracy and outdoor learning. Staff were working in pairs to develop a particular area e.g. developing numeracy activities to support counting beyond 10, assessing and improving resources. All staff took part in Signalong training, and this is now being used daily in nursery. In term 4 there has been a major development in our 3-5 nursery garden. We’ve been able to double the size and is being developed through discussion with the children and parents. This will continue to be developed next session. In term 4 we also participated in some professional reading about self-regulation. The learning from this will be implemented next session. | |
| **Impact:**  All staff have been able to measure the impact of the work on wellbeing informally in their own settings. Examples of feedback from staff are   * P1, P2/3 and P5 used Here We Are. “All children looked at their place in the world and the impact they have on the world and people in the world and learned to appreciate the small things. Discussion was ongoing between teachers to ensure that there was progression between stages and tasks were age and stage appropriate.” * “Compassionate Connected Classroom increased emotional resilience with almost all children in class.” * P1 and P1/2 “Increased emotional resilience in all children by identifying who children can approach when worried.” * P2/3 “The class are settled and have formed good relationships with each other as a new class. This is ongoing and all children are extremely enthusiastic about bucket filling. This was also used during Anti Bullying week to encourage kindness and has encouraged writing during literacy lessons.” * P3/4 “All children came up with their own strategies and these were shared with the class. We also practiced our mindfulness and did daily emotions check-ins. The class also had a Kindness Champions board and learned about the meaning of empathy. * “P4 Place2be sessions helped the class to settle and think positively about their response to situations.” * P5 “This has had a positive impact on their relationships with each other in class and resulted in fewer arguments and issues in classroom and playground than last session.” * "Do-Be Mindful has given pupils strategies to use during difficult times such as ‘note it and float it’ and learning to focus on things they’re grateful for rather than allowing negative thoughts run through their minds even though their day was full of positives. Our leadership pathway has given all P7 children much needed responsibility as the oldest pupils in the school. * In Little Blossoms all children have a ‘mini me’ block with their picture on it which they can transport around the room, this has helped with emotions as offers a visual to aid with talking about how they feel and how others feel.   Some examples of the impact of teacher action plans to raise attainment in writing are -   * P7 Spelling Age assessments completed showing positive progress for almost all learners. A few pupils have been using Clicker to support writing for a number of years. One pupil has recently been able to work independently for the first time on script writing. This is a significant achievement for them. * P6 - Using the Writing Revolution model from professional reading. All children in P6 have more meaningful and relevant opportunities to write with links made across the curriculum. Almost all children are enthusiastic and motivated and wanting to share their writing work across the school community. All reluctant writers are now enthusiastic and engaged through use of IT to support. For some of our children who are below level we have closed the gap by at least 3 months in writing in P6. For children on level or above, they are consistently producing writing that is at length (2-3 pages) with interesting word choice and engaging structure. Spelling tests in March (6 months on from first test) saw the children’s spelling age increase from between 6 months and 25 months over the 6-month period. With the average increase being 13 months across the year group. Ten of the children scored the maximum of 12 years plus. * In P3/4 there has been a focus on teacher feedback for writing. All children have started to use individual writing goals which are taken from written feedback which they can use to assess their own writing. * Almost all classes chose to change the structure of their writing lessons ensuring that grammar learned that week is being applied to the writing task. Teachers modelling genres and how to apply grammar and punctuation skills to writing, along with verbal feedback during writing and written feedback for following week has shown increase of pupils taking responsibility for their writing and an overall improvement in the quality of writing for the majority.   Despite lockdown affecting how we implemented this part of the improvement plan we have seen a slight improvement in writing attainment between this year and last.  In nursery our plan to develop outdoor learning has led us to extend the garden to almost double the size. Due to COVID restrictions it has been difficult for us to facilitate free flow out to the garden. The extension now allows all children to use the outdoor space whilst still maintaining their ‘bubbles’.Children and parents have been supporting with planning and organising the new space. As the extension work was only completed this term so development of outdoor learning will continue into nextyear. | |
| **Next Steps:**  We recognise the significant impact on the wellbeing our families and children due to COVID 19 and we plan to continue to develop our work with well-being, resilience and mental health through our School Improvement Plan next year. Parents who responded to a recent improvement plan survey also support this.  In nursery we are going to audit all of our core learning provision which will include outdoor learning.  Our approaches to spelling and writing will continue to be embedded next session. | |
| **Attainment of Children and Young People** | |
| Numeracy – This year our target for the percentage of children to have achieved the average milestone for their stage at P1,4 & 7 was 77%. Our actual school average was 87%.  Literacy – The target (as above) was 72% and our actual was 88%. Whilst we are very pleased with these results, we also bear in mind that percentages can be affected yearly by different cohorts of children.  Undoubtedly if we hadn’t adapted the approach to home learning between first and second lockdown, we would likely have been reporting lower figures. Staff were introducing new learning during lockdown, were given time to plan with stage partners and had a clear plan on learning which needed to be covered by the end of the school year. The hard work of our learners, the support from our families and the excellent staff team here at Crossgates must be commended this year. | |
| **Evidence of significant wider achievements** | |
| This year we have continued to develop wider achievements in line with the Four Arenas of Participation. Staff have used the Four Arenas to ensure we are offering children a wide range of opportunities both during in-school learning and during home learning. These opportunities have been planned using the Skills for Learning, Life and Work and the focus has varied depending on the needs of the class. For example, P7 have focussed on Leadership as they have not been able to take part in some the activities on our Leadership Pathway due Covid restrictions. We were approached by Education Scotland to do a recovery update for our Sketchnote which illustrates some of the opportunities our learners have had over the last year. [Crossgates Recovery Sketchnote](https://education.gov.scot/media/wm2dr3bv/crossgates-ps-recovery-update.pdf) | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| Whilst the second lockdown was unwelcome, we were much more prepared for it than the first and had a much improved and more robust offering for home learning. Views of staff, pupils and parents were sought and acted upon. Rather than work being shared weekly, it was daily and live sessions were introduced. This led us to having more than 95% of pupils engaging in learning. As IT was such an integral part of the last year, we’re going to be developing the Crossgates Digital Culture next session as part of our School Improvement Plan. During lockdown we extended our use of Seesaw from nursery to P1/2 and following lockdown we had all classes on board. This has provided a vital link for parents/carers to share learning as well as being an excellent 2-way communication tool. | |
| **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 | 15 government funded Chromebooks  School tablets also provided where needed | | Additionality in staffing | 0.3fte Teacher |   During most recent period of home learning more than 95% of children were engaged in home learning, some of whom were supported by devices supplied by the Scottish Government or by school.  This year we have used our additionality in staffing to provide NCCT cover. This meant that 2 experienced staff were released from their class commitment to support with wellbeing and raising attainment in all class. In some classes they were used to work specifically with targeted groups of children and in others they were used to release the class teacher to work with the group. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | |
| **Progress:**  This session our Pupil Equity Fund allocation was linked to our recovery plan. Our aim was to provide continuity of staffing and to use experienced staff to support learners and their wellbeing. We also funded two newly qualified teachers to release the PT and another staff member from some of their class commitment in order to support with wellbeing and raising attainment.  We purchased a site licence for Clicker 8 to support targeted learners and all staff received Clicker training. | |
| **Impact:**  By continuing to fund extra Pupil Support Staff who were familiar to the children and the school community we were able to provide a heightened level of support for all learners returning to school in August and throughout the school year. Their support with our vulnerable pupils who were attending school during the second lockdown is reflected in their engagement with learning. Almost all children with ASN stayed on track with their learning throughout. | |

**School/Setting Name** Crossgates

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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/Very good | Good/Very good | Very good |  |
| **2.3 Learning, teaching and assessment** | Very good | Very good | Very good | Very Good |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good/Very good | Good/Very good | Good/very good |  |
| **3.2 Raising attainment and achievement** | Very good | 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** | Good | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good | Good |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Very Good | Very good |  |
| **3.2 Securing children’s progress** | Good | Good | Good/Very good | Good |