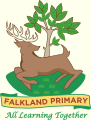
**FALKLAND PRIMARY**

**AND NURSERY SCHOOL**

**Standards and Quality Report**

**2020-21**





**Context**

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| Setting/School Roll | School 123 Nursery 22 | |
| SIMD | 7 | |
| FME | 11% | |
| Attendance 95.24 | Authorised 2.65 | Unauthorised 2.11 |
| Exclusion | 0% | |
| Placing Requests | 35% | |
| Pupils with Support for Learning | 40% | |
| Flexi-schooling Agreements | 4% | |
| Attainment Scotland Fund Allocation | £33,080.00 | |

Falkland Primary School was built in 1967. It is the only primary school in Falkland and also serves the village of Newton of Falkland and the surrounding area. Falkland is situated in a unique location, rural, spacious and rich in diversity, commerce, heritage and creativity. The main school building houses 4 classrooms, and The Hub, assembly hall, dining area and office accommodation. Two huts in the school grounds house the Nursery class and Primary 1. We have a tarmac playground, school orchard garden and a large playing field. We also have access to the beautiful surroundings of Falkland Estate and local countryside.

**Vision Statement**

We aspire to be a nurturing, learning community where attainment is excellent, achievements are planned for and celebrated and where we are all involved in supporting a love of learning.

**Declaration/Aims**

We are **kind** to ourselves, each other, our school, our community and our world.

We have **courage** through ambition, risk-taking, challenge and self-reflection.

We show **curiosity** by having enquiring minds, being motivated and by developing a love of learning.

**Our Values**





**Curriculum Rationale -** *abridged*

At Falkland Primary School and Nursery children learn through experiences, influenced by the broad general education of Curriculum for Excellence, their own interests and our inspiring unique, natural surroundings. This is achieved through our own bespoke approach called Falkland Footsteps. We use local creative talents to enhance our curriculum, focusing on literacy, numeracy and health and well-being connecting with local artists/creatives, story tellers, and sports clubs. We use our natural connections to transfer our teaching, learning and skills to and from the classroom and the outdoor environment, creating real and relevant links between our lives, other’s lives and our future lives. This supports the identified need to support emotional, social and mental wellbeing within our pupils. We link skills across the curriculum using rich opportunities, digital literacy and creative approaches to learning to best support the varied learning difficulties and challenges as well as those who are performing above the expected level of achievement. We motivate, support and challenge ourselves within a culture of continual improvement that makes a positive difference through a positive school ethos embedded in the life of the school, school assemblies, class assemblies, supported by a pro-active parent council and whole school pupil voice.

**Excellence and Equity** We minimise the cost of the school day by ensuring equity across all experiences for all learners, supporting parents with affordable uniform options and £zero expectation for pupil resources. Pupil Equity Funding enabled us to employ additional Pupil Support Assistants to provide targeted supports to identified pupils, to enable us to continue outdoor learning opportunities every week. Stationary packs were purchased for all our learners for their return to school in August 2020. The Parent Council purchased iPads, the P7 leavers hoodies and hosted very successful online quizzes for the local community. They also supported school leadership with positive and supportive community conversations regarding the COVID risk assessments protocols and the school approach to remote learning.

**Improvement for Recovery Priority Work**

**Session 2020-2021**

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| **School and Nursery Priority A:** 100% of pupils feel fully supported during their return to school post COVID-19. | | | |
| 00511761**NIF Drivers**  Teacher Professionalism  School Improvement  Assessment of Children’s Progress | Corporatezone_logo**HGIOS4**   * 1. Management of resources   to promote equity  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion | **UN Convention—the right to:**  Article 12 – be heard  Article 13 – be curious  Article15 – choose friends  Article 17 – wellbeing information  Article 19 – be protected in body and mind | Image result for united nations rights of the child  Article 28 – good education  Article 31 – to play and rest |

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| **Progress:**  All staff fully committed and followed through with implementing a reconnection through play and talking activities, All About Me tasks and by re-establishing routines, expectations, reinforcing the school values and our vision as a school. Almost all classes engaged with our school book “The Boy, The Mole, The Fox and The Horse” to promote and support emotional wellbeing. All classes and nursery continued with our consistent Outdoor Learning Programme, using this to again reconnect and talk within a natural environment and with the benefits that being immersed in nature provides. PE was our NCCT focus and provided all children with time to connect, be energetic and have fun whilst learning skills. PE sessions were timetabled for the nursery children so that they were in the school building and this would help with transition.  Nursery staff completed a Core Provision Audit and created an action plan for new and/or additional resources to meet the needs of the children. The new Nursery team quickly bonded and recognised the comradery amongst all the staff, the adaptability and willingness to get involved for the benefit of the children. They have taken on leadership, are keen to self-evaluate, acknowledge success and areas for development.  Staff Peer Support Model was introduced and a few staff took up this approach to support their own wellbeing, whilst staff wellbeing was a continuous item on staff meeting agenda and there continues to be an open-door approach with the headteacher which almost all staff engage with. Community supports, online supports and Fife Council and Health supports were promoted to the school community with some families self-referring and some families being supported through the school/nursery staff. |
| **Impact:**   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Leuvan Scale - Wellbeing | September 2019 | | | | |  | May 2020 | | | | | | Year Group | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |  | Level  1 | Level 2 | Level 3 | Level 4 | Level 5 | | P6/7 | **0** | **0** | **3** | **7** | **14** | **1** | **0** | **5** | **4** | **14** | | P5/6 | **0** | **0** | **2** | **3** | **19** | **0** | **0** | **0** | **2** | **22** | | P4/5 | **0** | **0** | **4** | **15** | **6** | **0** | **0** | **3** | **16** | **6** | | P2/3 | **0** | **2** | **8** | **7** | **8** | **0** | **1** | **6** | **10** | **8** | | P1 | **0** | **0** | **2** | **8** | **12** | **0** | **0** | **1** | **9** | **12** |   Almost all pupils returned to school in August and were observed at levels of 3+ on Leuvan Scale demonstrating a majority of school children ready to learn and reconnect. When reviewed in May the data shows that almost all children were displaying increased wellbeing, perhaps due to the focus on wellbeing, wellbeing conversations, strategies to support wellbeing as well as their return to learning, to routine and friendships.  Almost all pupils are able to attend school and feel safe, happy and able to learn. (Attendance data, Plickers, Leuvan Scale data)  Almost all pupils are able to reform friendships and establish new positive relationships with their teachers, staff and peers. (Pupil questionnaire, Plickers, Conversations with teachers)  All pupils can follow the COVID-19 protocols and understand why they are necessary. (Observations)  Almost all pupils can identify an increasing number of emotions and can identify their own triggers and solutions. (Staff observations)  All classes can work as a team to support each other. (Outdoor Learning observations)  Clear plans are in place for all key children to ensure their continued attendance at school. (SfL data)  Almost all parents and carers have a positive relationship with school staff and actively seek support when necessary and are given clear guidance, strategies or connections. (Forms feedback and direct correspondence to HT, Referral data, SfL data)  All pupils, families and school staff are connected through the Seesaw app. There are open lines of communication and sharing of learning. (Seesaw data)  Almost all children’s levels of fitness increase across the academic year and levels of participation in active learning activities also increased.. (Observations in PE and Outdoor Learning)  Almost all pupils participate consistently in PE activities and outdoor learning opportunities. (Attendance and staff observations)  A significant increase in referrals to health for ADhD, ASD and CAMHS as well as Cause for Concern referrals to Support for Learning is also noted. This is partially due to children reaching an age/stage appropriate to now take further action but also due to the child having not participated fully in remote learning and therefore having noticeable gaps in learning. Almost all of these referrals are now active or plans are in place for support within class.  A few staff actively participate in a “supervision” model to support their own wellbeing. (PRD information)  Almost all teaching staff liaise with another staff member for support. (PRD information)  All Nursery staff feel well supported by their team (self-evaluation)  All staff will actively seek support from HT when necessary. (HT data) |
| **Next Steps:**  Finalise, implement, evaluate Health and Wellbeing Progression. All nursery and school staff to be familiar with it and support implementation.  All nursery and school staff to be trained in Emotion Works and to implement and evaluate impact.  HT to liaise with expertise in areas of ASN to create a calendar of opportunities for nursery, teaching and PSA staff to upskill in their understanding and approaches of support in identified areas of ASN, literacy and numeracy as part of our development sessions.  Falkland Wellbeing Policy will be created for ongoing good practice.  Increase staff awareness of and participation in Peer Support.  HT to engage with cluster HWB focus using the Circle Framework, Edinburgh Resilience Pack and Demand Avoidance training session. This would then cascade to all school and nursery staff.  P6s to engage in cluster Peer Mediation initiative linking with S4 pupils at Bell Baxter  Identified pupils to received targeted intervention of Seasons for Growth.  All staff to continue professional development linked to creativity across the curriculum to ensure all learners are inspired and supported to develop their learning “Our Creative Journey”, Education Scotland resources, SEIC Creativity resources.  All staff to engage with “When the Change happens” Paul Dix as professional reading next session. |

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| **School Priority B:** 90% of pupils can identify own next steps/experiences in writing and numeracy. | | | |
| 00511761**NIF Drivers**  School Leadership  Teacher Professionalism  School Improvement  Assessment of Children’s Progress  Performance Information | **HGIOS4**   * 1. Self-Evaluation for Self-Improvement   2. Leadership of Change   3.2 Raising Attainment and Achievement | **UN Convention—the right to:**  Corporatezone_logo  Article 12 – be heard  Article 13 – be curious  Article 28 – good education | Image result for united nations rights of the child |

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| **Progress:**  **Literacy**  **Writing Success Criteria** - A bank of checklists or success criteria has been developed for each genre that can be used by all staff and pupils for self, peer and teacher assessment. In this way there is consistency of expectation and assessment and pupil would have a clear understanding of their next steps.  **Workshop for Literacy** – All staff are now using the WfL Record or Understanding and Pyramids to plan and track the learning of individual pupils which then clearly shows the gaps still to be addressed and the progress made.  **Comprehension Skills** – Through staff discussions it was identified that pupils are less able to attack comprehension skills with confidence. This was evident during remote learning responses to literacy tasks. Through discussion it was felt that an independent resource that promoted these skills would benefit the majority of pupils. SRA is currently used successfully in P5/6 therefore we decided to extend this resource above and below this age group.  **Cursive Handwriting** - Working group also identified through professional reading the link between cursive writing and spelling, supporting dyslexia and supporting extended pieces of writing. A handwriting policy has been created and a whole school commitment to implement cursive handwriting from P2-P7 from August 2021. The P5 cohort will use fountain pens and will be monitored as a test of change.  **Presentation** – All staff agreed on format, layouts, fonts and presentation for literacy and numeracy jotters. A Presentation Policy has been created and will be implemented from August 2021 to provide consistency.  **Additional PSAs** - Additional support (2 x PSAs) was provided through Pupil Equity Funding. They provided support for identified pupils however this changed due to COVID Risk Assessment and PSAs were placed within one (or two at most) class.  **Additional Government Funded 0.8 teacher** - initially provided additional support to address the attainment gap however she then supported P5/6 due to staff absence both through remote learning and then in class on the return to school.  **Numeracy**  **Assessments** - The working group decided on specific assessments, to be used in conjunction with class evidence, observation and staff professional judgements, which would support the declaration of achieving IE or P. Assessments have been trialled with all pupils in P2/3 as a test of change  **Resources** – Options for a new resource to support progression of activities and evidencing learning as well as mental maths and individual challenge-based learning has been investigated. The resource Big Maths also tracks pupil’s individual performance so that interventions can be put in place in a timely manner. We are awaiting costing as for this as a possible PEF focus. An alternative textbook has been sourced which directly supports the Scottish Curriculum, conceptual numeracy approach. Again, this is being costed as a possible PEF focus.  Additional support (2 x PSAs) is provided through Pupil Equity Funding. They will provide the opportunity for identified pupils to have targeted support and for other pupils to have universal support to close identified gaps in attainment.  Additional COVID 0.6 teacher will also provide additional support to address the attainment gap. |
| **Impact:**  **Literacy**  **PSAs** – the impact of having a PSA assigned to one class meant the building of a stronger relationship between the PSA and the class/identified pupils and the class teacher(s). This became a more streamlined approach and supported the wellbeing of the pupils and PSA. This also provided all the targeted pupils with a consistent approach from one PSA had a positive impact on almost all of the targeted pupil’s attainment.  **Cursive handwriting, Writing Success Criteria, Presentation, Comprehension Skills** – impact will be seen in session 2021-22.  **Numeracy**  The planned resources should be implemented next session and the impact will be tracked during 2021-22. |
| **Next Steps:**  With the implementation of a suite of supports the expected next steps and future impacts are:  All staff have a clear understanding of the achievement of a “level”, IE/P.  All staff report increased confidence in level declarations and in the planning and tracking of their pupils for writing.  All pupils experience a broad range of writing genre experiences and develop their ability to create an extended piece of writing.  Almost all pupils are actively using self-evaluation/check lists to accurately review their own learning and peer learning.  Targeted support using Lexia for almost all pupils in P3-6 and individuals in P2 and P7 to improve progression in spelling and close identified gaps in spelling.  Almost all pupils can state their successes and challenges and can explain their next steps in writing and numeracy.  A smooth transition of expectation from P7-S1 for all P7 pupils in writing and numeracy. |

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| **Nursery Priority B:** 95% of pupils and parents in Nursery will access digital learning at least 3x/week. | | | |
| 00511761**NIF Drivers**  School Leadership  Teacher Professionalism  School Improvement  Assessment of Children’s Progress  Performance Information | Corporatezone_logo**HGIOELC4**   * 1. Self-Evaluation for Self-Improvement   2. Leadership of Change   2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement | **UN Convention—the right to:**  Article 12 – be heard  Article 13 – be curious  Article 28 – good education | Image result for united nations rights of the child |

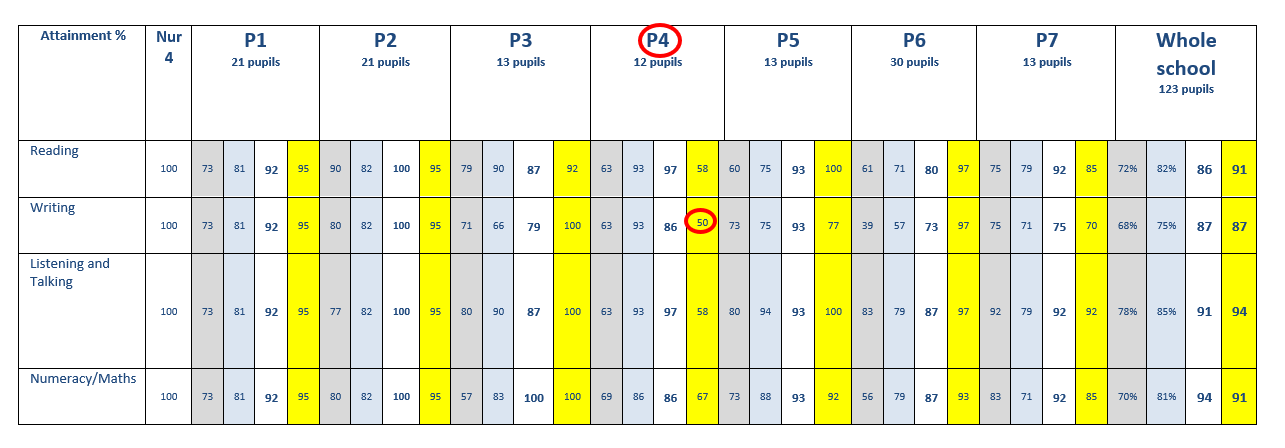
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| **Progress:**  All our nursery children and families are connected to nursery and the child’s learning through our school app Seesaw. Staff have used Seesaw to share the nursery plans, focused learning opportunities and individual children’s learning episodes. Almost all parents respond with a like or a comment to their own child’s posts and at least 25% comment on every group post. Every child has at least 4 posts/week with this being a mix of group and individual activities and learning. The posts state clearly the learning that they child is demonstrating or poses an open question to support a conversation between the parent and child.  Seesaw was used successfully during lockdown to support the ongoing learning for the nursery children and a s a source of support and encouragement for all parents. All the staff have fully engaged with Seesaw and have increased their skills using the app considerably over the past session.  All children are encouraged to interact with the smartboard or iPad e.g. games linked to literacy, numeracy, STEAM. About 60% of the children regularly investigate play using the smartboard and enjoy the challenge and visual interaction. There have been sporadic opportunities for the children to participate in other digital activities such as coding, Beebots. |
| **Impact:**  A positive digital conversation is evidenced between nursery staff, nursery children and their parents through the uploaded posts. Almost all children can talk about what their posts show. They can say what they were doing/learning and what they might do next.  All parents talk positively to the staff about the provision in the nursery and the feedback questionnaire and 1:1 conversations were all positive about the provision and level of care and learning experience that the children received.  All the children have the opportunity to look at their PLJ and most children enjoy looking at and sharing their PLJs although this has been with Nursery staff as PLJs did not go home during the session due to COVID19 restrictions.  As all the staff were starting with Seesaw from scratch it provided an opportunity for the new team to all learn together. The team has settled and developed quickly, each having their own area of interest/expertise and therefore opportunity for devolved leadership whilst also supporting one another.  Fortnightly Early Years Meetings have enabled communication between school, nursery, nursery staff and headteacher to be more fluid and the use of Seesaw has ensured that the Headteacher is aware of the learning opportunities that are taking place, being promoted or captured for the nursery as a whole and for individuals. |
| **Next Steps:**  There is now the opportunity to take Seesaw to the next level and encourage the children to confidently interact with their Seesaw account through the iPad or the Smartboard. The children should also be encouraged to state what they would like uploaded onto their Seesaw account and why. Children should also develop the skill of taking a photo using the iPad and uploading it with the support of staff. The difficulty around this is the lack of iPad resources however the iPad could be based in different sections of the nursery on different days so that learning can be captured. Further thought should be given to the workload for nursery staff so that documenting and evidencing learning and play on Seesaw and within each child’s PLJ remains meaningful and necessary. |

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| **Nursery Priority C:** 90% children will access all areas of the nursery during a term. | | | |
| 00511761**NIF Drivers**  School Leadership  Teacher Professionalism  School Improvement  Assessment of Children’s Progress  Performance Information | Corporatezone_logo**HGIOELC4**   * 1. Self-Evaluation for Self-Improvement   2. Leadership of Change   2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement | **UN Convention—the right to:**  Article 12 – be heard  Article 13 – be curious  Article 19 – be protected in body and mind | Article 28 – good education  Article 31 – to play and rest  Image result for united nations rights of the child |

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| **Progress:**  Staff took leadership of different areas of the nursery provision, developing an outdoor sound/music area, further resources outside to promote creativity such as a replacement mud kitchen, climbing cubes and climbing wall. Resources were moved around the three outdoor area sections for provide the children with the best opportunity for play such as moving the construction blocks to an area with a more stable surface. The indoor provision was simplified in terms of the amount of resources on offer to support creative play and the behaviour of individual children.  Staff have begun using “Our Creative Journey” to support the development of the provision and have implemented new ideas in response to the document.  Due to COVID19 restrictions the nursery has been unable to extend their reach and connection in the local community however this is an area that will be developed once the restrictions are lifted. |
| **Impact:**  Nursery team have all been involved in self-evaluation of core provision and all contributed to a clear plan of improvement.  Almost all children can talk about what changes have happened in the nursery and why.  Almost all staff feel more informed and confident when talking about creativity and when designing, implementing activities to support creativity across a variety of areas in the nursery.  Creativity is evident in the opportunities provided and the open ended, imaginative tasks and play. All children are actively engaged in creative learning.  Almost all children enjoy the experience of making sound/music in the nursery setting and their ideas influence the type of music provided, instruments – untuned.  All children engage in imaginative play using the loose parts inside the nursery setting or in the outdoor areas. |
| **Next Steps:**  To focus on “Our Creative Journey” as an ongoing tool to improve core provision and the creative approach to all learning.  To offer more opportunity for the children to experiment with tuned instruments and to be exposed to different types of music.  To develop relationships with older/other members of our local community and ensure the children are involved in the planning of the occasions. |

**Attainment of Children and Young People**

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| **Session**  **2017-18** | **Session**  **2018-19** | **Session 2019-20** | **Session**  **2020-21** |



Areas for consideration/improvement

Current P4s identified as a focus class for next session with Writing as the main focus. Resources and approaches have been identified that will support individual pupils, independence and pupils across the school to provide consistency in expectation and assessment.

**Wider Achievements**

* P5 pupil winner of 1st place in Cupar Burns Federation Competition for P4/5 Recitation
* P5 pupil winner of 2nd place in Cupar Burns Federation Competition for P4/5 Recitation
* P7 pupil chosen as representative for Youth Scotland

**Successes and Challenges from 2020-21**

**Successes**

**Relationships -** All children and all feedback from parents was positive about the support they had received on return to school and during remote learning. All staff feel that we know our pupils and their families, that we all respond to individual needs such as provision of devices, support through telephone conversations, online or in person (door step**),** techniques and strategies to support anxiety, family dynamics. All parent responses highlighted the guidance from staff members, information from school, communications from the Headteacher and phone calls to individual families as areas that had specifically helped. Almost all parents who attended the two virtual parent/teacher appointments were positive about their child’s education and had a good understanding of their child’s achievements and areas for development or support.

**ASN** – direct feedback was received from some parents of ASN pupils praising the direct support through online, telephone conversations or in person to provide guidance and reassurance to pupils and parents, Robust planning is in place for all ASN pupils with appropriate interventions planned for individuals and cohorts of children. This is reviewed regularly by the SfL teacher.

**Creativity/IDL/Personalisation and Choice** – Through monitoring of learning tasks in school and online it is clear that all staff are providing a creative approach to learning encompassing different approaches to the tasks and allowing the freedom for children to choose how to respond to set learning intentions and success criteria.

**LI/SC/feedback** – All staff are providing clear expectations for each task and clear success criteria which then inform feedback. Feedback is provided in a timely manner directly reflecting the success criteria.

**Positive School Ethos** – All pupils participated in putting forward ideas for this school session, to reconnect with their teachers and friends. During remote learning in March 2020 we recognised the challenges of remote learning and adapted the successful learning schedule that supported working families and those with more than one child. We had positive responses from our parent community regarding this. We had whole school/Nursery learning tasks and we shared photos and learning across classes so that the children maintained links with each other. These tasks had the most engagement across all stages. Assemblies continued online on our return to school to ensure we are all still connected.

**FUN!** – As a staff we all know the value in making learning fun and this has been evident throughout the school year with all staff thinking creatively, engaging the pupil voice in the planning and creating of class learning and whole school learning (Wizarding Week).

**Staff Wellbeing** – All staff feel that they have been well supported on their return to school and continue to have an open and supportive conversation with the Headteacher so that any issues can be raised.

**Health and Wellbeing** – There have been ongoing opportunities in all classes for children to participate in conversations about wellbeing and to develop strategies to support their own wellbeing with interventions in place for identified pupils linking with third sector supports. These are also shared, along with web links and other resources with parents through our weekly email update.

**Challenges**

One of the main challenges was the ability to really connect as a staff. The isolation that all staff feel whilst adhering to the COVID risk assessment whilst in school and the need for 2D online communication at staff meetings and development sessions made it more challenging to support and engage in really meaningful and productive development work.

For most staff maintaining a healthy work/life balance was challenging particularly during remote learning as there was a constant steam of responses from pupils and parents and this was often on staff’s phones so it became difficult to switch off and not just deal with it even though it was considerably out with working hours.

For some staff it was challenging to balance the needs of their class pupils with the needs of their own children.

**Continued Changes**

We will continue to timetable PSAs with a main class or two as their feedback and that of pupils and teachers was that this supported relationships, trust, engagement and therefore attainment.

We already had Seesaw up and running for the school however we now have Nursery onboard to and we will continue to use this as a way to share learning with our parent community. We will encourage communications from Parents on Seesaw during working hours only. The opportunity for Parent/Teacher meetings to be accessed online will continue as this allowed parents to attend together however we will also offer the opportunity to meet face to face.

We will continue to use several entrance doors into the school at the start of the day and at the end of the day to speed up arrival and departure.

**Impact of additional resources – devices and staffing**

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| **Additional Resource** |  | **Impact** |
| Number of Government Chromebooks | 17 | This enabled all our families to be connected to their learning however despite having a device, 2 devices were not made use of which equated to 4 pupils. |
| Number of MiFi Connectivity devices | 4 | Three families used the MiFi device to successfully engage in learning. |
| Additional Government Funded Teacher | 0.8 FTE | Initially this allowed for targeted support with identified pupils in P4-7 who had attainment gaps in literacy and numeracy. However, from January this was to cover staff absence. |
| Additional Government Funded Staff - SfL | 0.2 | This additionality provided the Support for learning teacher to have time to assess and observe specific pupils with a rise in concern and Cause for Concerns from teaching and nursery staff - an additional 5 pupils from school and three pupils from nursery, plus 7 enhanced transitions for P7-S1. |

**PEF – progress, impact and next steps**

Our PEF funding created the additional PSA allocation which in turn enabled us to continue with our outdoor learning programme which supports interdisciplinary learning and promotes and provides the benefits that outdoor education is evidenced in terms of positive impact in health and wellbeing outcomes as well as increased engagement. Our outdoor learning programme was able to continue despite not being able to have parent volunteers as we had the additional PSA staff. Teachers all identified outdoor learning as the one area which supported all pupils wellbeing, relationships a, team building and resilience. PSAs also provided targeted support to pupils with learning challenges and interventions to those with anxiety related to COVID19, Autism and ACE’s. For these pupils this allowed for them to transition into school and attend for the full day, for others it has supported recapping previous learning and filling gaps from the period of remote learning where learning was not embedded. For other pupils PSAs supported them in re-establishing boundaries, expectations and allowed for time out with the classroom for wellbeing sessions with our school dog, for deep pressure activities, for walk and talk sessions.

PEF funding will again be used for PSAs to allow targeted support and outdoor learning opportunities to continue. We will also be investing in Emotion Works to support whole school and nursery wellbeing and to provide a consistent approach, use of language and understanding of emotional wellbeing. This will become a very visual and practical support and part of our Health and Wellbeing curriculum. We are purchasing a further 20 Lexia licences so that most pupils in P3-6 with have access to Lexia to benefit their spelling and literacy knowledge with targeted pupils in P2 and P7 also having access. The purchase of SRA (literacy comprehension scheme) will allow for independent development of comprehension skills to then allow teachers and PSAs to work with individuals or small groups. We also intend to purchase Big Maths as a whole school maths approach which will provide online challenges, teaching activities with resource materials and will collate data on individual pupil performance. Along side this we have purchased Lechie and Lechie Primary Maths for Scotland textbooks for Early and First Level which supports our conceptual numeracy approach and consistent use of mathematical terms and language.

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| **Falkland Primary School**  **NIF QUALITY INDICATORS**  **School**  **Self-Evaluation** | | | | | |
| **Quality Indicator** | 2017-2018 | 2018-19 | 2019-20 | 2020-21 | Inspection Evaluation  (where appropriate) |
| **1.3 Leadership of Change** | VERY GOOD | VERY GGOD | VERY GOOD | VERY GOOD |  |
| **2.3 Learning, teaching and assessment** | GOOD | GOOD | VERY GOOD | VERY GOOD |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | GOOD | GOOD | VERY GOOD | VERY GOOD |  |
| **3.2 Raising attainment and achievement** | GOOD | GOOD | VERY GOOD | VERY GOOD |  |

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| **Falkland Nursery**  **NIF QUALITY INDICATORS**  **Nursery**  **Self-Evaluation** | | | | | |
| **Quality Indicator** | 2017-18 | 2018-19 | 2019-20 | 2020-21 | Inspection Evaluation  (where appropriate) |
| **1.3 Leadership of Change** | VERY GOOD | VERY GOOD | VERY GOOD | VERY GOOD |  |
| **2.3 Learning, teaching and assessment** | GOOD | VERY GOOD | VERY GOOD | VERY GOOD |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | GOOD | VERY GOOD | VERY GOOD | VERY GOOD |  |
| **3.2 Raising attainment and achievement** | GOOD | GOOD | GOOD | VERY GOOD |  |