|  |
| --- |
| **Canongate Primary School****Standards and Quality Report 20-21****Achieving Excellence and Equity** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |
| --- | --- |
| **Setting/School Roll (including ELC/ASC)** | *261* |
| **FME**  | *24%* |
| **Attendance (%) 93.02** | **Authorised** | **5.01** | **Unauthorised** | **1.98** |
| **Exclusion (%)** | *0* |
| **Attainment Scotland Fund Allocation (PEF and SAC)** | *£57,478* |

 **Canongate Vision and Values**Diagram  Description automatically generated**Aims*** Celebrate diversity and respect the rights of all.
* Always promote positive relationships with our families, partners and community.
* Nurture every child, keep them safe and promote healthy lifestyles.
* Open windows for life through a broad range of learning opportunities and achievements.
* Nurture enquiring minds and a joy of learning.
* Grow and develop a sense of place in St Andrews, Scotland and the wider world and a responsibility for sustainability.
* Appropriately challenge pupils and promote resilience and determination.
* Teach and model positive relationships and behaviours.
* Educate and prepare children effectively for transitions, the world of work, life skills, with a strong focus on literacy and numeracy skills.

  |

|  |
| --- |
| **Improvement for Recovery Priority Work****Session 2020 - 2021** |
| **NIF Priority*****Improvement in Children and Young People's Health and Wellbeing******Improvement in attainment, particularly in Literacy and Numeracy******Closing the attainment gap between the most and least disadvantaged children*****NIF Driver*****School Improvement******Parental Engagement******Teacher Professionalism******Assessment of children’s progress*** | HGIOS 4 Quality Indicators**3.1 ensuring wellbeing, equality and inclusion 3.2 raising attainment and achievement 2..4 personalised support. 1.3 Leadership of change**HGIOELC Quality Indicators**3.1 ensuring wellbeing, equality and inclusion 3.2 raising attainment and achievement 2..4 personalised support. 1.3 Leadership of change** |
| **Progress****HWB- Nurture*** ***All classes participated in daily/ weekly outdoor learning both session both for nurture and for curriculum learning outdoors. School sensory garden was developed with use of resources and staff development time used to provide training to support teacher understanding and skills in outdoor learning. Specific link to numeracy outdoors. This was led by two members of staff.***
* ***Local forest utilised in term 4 with Botanic Gardens for outdoor experiences. Including forest skills. ASC especially have developed use of outdoor space and sensory garden.***
* ***Nurture base developed for targeted children by PSA trained in Fife Pedagogy Nurture Course. Funding streams applied for and granted.***
* ***Online Kitbag groups for targeted children – identified through parental feedback forms on return, pupil feedback and teacher observations/ consultations. Target groups for Lego Therapy.***
* ***Continued work on 5 ways to wellbeing through school assembly sways/ learning grids/ Focus HWB fortnight. Including both ASC and ELC***
* ***Resilience alphabet used in some classes followed by Tree of Resilience activity on return from Lock Down for all classes including nursery.***
* ***Class teacher completed final year of nurture leadership course with Pedagogy Team***
* ***Term 4 GWMP survey and Shine Survey carried out for all pupils in P4-7 and targeted children in P1-3 (information gathering for next session)***
* ***Staff initial training aspects of nurture delivered by PSA and teachers who had completed Pedagogy Nurture Course.***
* ***ASC staff undertook ‘Attention Autism’ intensive training to improve focus and engagement in Term 4***
* ***ASC 1 developed outdoor area to ensure sensory needs are met. Also developed learning in sensory garden.***

***Numeracy/ Literacy**** ***Review of numeracy input time led to increased numeracy time in weekly timetable.***
* ***Review of writing policy to reinforce need for daily writing and clear focus for weekly writing lesson***
* ***Some teachers involved in upskilling own professional development using Rebecca Hanson development materials.***
* ***Audit of numeracy resources/ staff consultation Form and purchase of resources to ensure adequate concrete materials to aid learning. Agreements made on how resources and assessment can be used.***
* ***Targeted resources developed including Stile Trays for numeracy and literacy, IDL for literacy,***
* ***Resources reviewed in light of Covid – Purchase of Sum Dog for literacy and numeracy, Read Theory.***
* ***Assessment developed through use of Microsoft Forms for numeracy.***

· ***Digital Learning - (Pupils and Staff)**** ***P1-3 started use of Seesaw in September 20.***
* ***Focused Teams instructions during August to December for P4-7 (one anomaly where there was a P3/4 class and the P4 had Seesaw to avoid two systems in one class)***
* ***Staff at first second level attended professional development on use of Microsoft Forms for assessment – focused on numeracy. Second level participated in Fife Short Burst development for support in using this.***
* ***Minimum expectation set that all teaching staff would be able to produce SWAYs for learning or information. All staff to be able to use Microsoft Forms. Targeted support given where required.***
* ***Fortnightly Sway assembly usually with a theme for whole school focus and information sharing to parents. Teachers uploading.***
* ***Staff development focus during Lockdown on best ways to present during live lessons and recording. Consultation with Derek Rollands. Staff moderation of presentation methods etc. In house training led by staff on how to use resources such as Interactive whiteboard during Teams , how to record, platforms such as Kahoot for motivation***·

***PPP******P1 and P1/2 teachers have been undertaking the PPP course, run by FIfe.*** * ***Regular meetings at the start of session, with the resources uploaded to PPP team***
* ***Smaller tutor groups to discuss in smaller groups the progress and next steps within classes***
* ***Planning and observation documents created and implemented by P1 and P1/2***
* ***Daily professional dialogue regarding learning experiences available***
* ***Daily discussion on layout, resources being accessible and next steps***
* ***Sharing of learning on seesaw, daily***

***Consultation - We used Microsoft Teams for pupils, parents and classes this session to gather feedback. We consult regularly with the representative body ‘ Friends of Canongate’ for feedback. We also triangulated evidence through focus groups/ jotter monitoring and observation.***  |
| **Impact:*****HWB**** ***Feedback from focus groups and observations has shown that all children have benefitted from outdoors. Pupils identified this has supported their physical, mental health and team working skills. They also identified challenge and risk taking as positives. ASC children accessing sensory garden has led to almost all children being a bit more settled in class.***
* ***Targeted children in nurture base are now both engaged in academic learning in morning and afternoon due to intensive support. Previous session children were extremely disengaged.***
* ***Improved play times – less incidents recorded in almost all classes apart from one.***
* ***Zero exclusions - but still have some incidents.***
* ***Feedback from kit bag through discussion groups and questionnaire– all children said it helped them when they ‘had worries’ with some families.***
* ***No impact from GWMP/ Shine data as yet – see plan for intervention.***
* ***Almost all Children (P3-7) can articulate how the 5 ways might help their mental health and give examples.***
* ***Parental feedback on Kitbag and PSA 1-1 described as invaluable in settling anxieties etc.***
* ***Awareness raising regarding nurture at beginning of session has had some impact but needs to be embedded with whole school community in order to have more universal impact rather than just targeted staff and individuals. Need to consider better measurement of perceived improvements.***
* ***ASC initial sessions showing some increased engagement but all staff need to be trained to have a more significant impact.***

***Numeracy/ Literacy**** ***Most children (out with our ASC) achieved appropriate levels in reading. For some the impact of Covid has had an effect on frequency of reading and being able to use reading skills effectively – where engagement was not as good. This will be a target for improvement next session. We have also identified that the novels we use sometimes are too long/ not engaging some of our readers and need to review this in light of feedback. Through SLT monitoring it is clear with lack of assemblies and chance to ‘present’ children are not as confident in reading aloud. This will also be a focus.***
* ***Using the outdoors for numeracy allowed classes to be outside for prolonged periods, increased motivation observed.***
* ***School now fully equipped for numeracy lessons to avoid sharing of equipment and allow for more ‘hands on’ lessons.***
* ***Assessment/ planning policy agreed in numeracy will lead to better consistency across the school.***
* ***PSA support using targeted support for groups in individuals has led to some improvement in reading ages for small group of children.***
* ***Use of Microsoft Teams for assessment was effective especially during Lock Down but also use of Sum Dog/ Read Theory for Homework was also effective for most children.***
* ***ASC need to be involved in moderation activities with other ASCs in relation to planning/ tracking/ assessment and use of codes.***

***·*** ***Digital Learning**** ***Almost all children have become more confident with the use of digital technologies – focused instruction in use of Teams from August to December.***
* ***Some P1- 3 children were accessing Seesaw independently and uploading work but in many cases adults were doing this for the children.***
* ***Most of the children in P4 engaged with home learning via Teams, most were able to do independently and some uploaded work successfully.***
* ***Staff development on Microsoft Forms (short burst) supported assessment in numeracy during lock down as teachers could set for working out how children had put wrong answers.***
* ***The variety of presentation of learning using whiteboards/ other means helped to keep children engaged. Almost all children were positive about their actual live teaching sessions and recorded sessions.***
* ***Parents have suggested simple guides from school / council to support some families – many families were using Teams at their work but aware that not all were.***
* ***Microsoft Sway assemblies informed parents of what children are learning in school, keeps the school family connected***
* ***Teachers are more confident at using digital literacy to deliver their teaching online which impacts on school***
* ***Microsoft Forms – gave instant feedback so teachers could plan realistic next steps for children who were engaging. This was the same with other digital learning platforms such as Read Theory and Sumdog.***

***PPP**** **All children are more engaged throughout the day for prolonged periods of time.**
* **‘Top Job’ follow up jobs done independently with personalisation and choice has supported responsibility and learning in P1**
* **Teacher able to focus on key groups / children as very few interruptions when teaching at the teaching table as all children are more independent and aware of their learning tasks. Better use of time learning in class.**
* **Almost all children showing resilience, are responsible and have far more autonomy**
* **Improved teacher awareness of needs/next steps as teacher working with focus groups daily,**
* **Most children (excluding ASC figures) are on track for all literacy and numeracy.**
* **Clear evidence from observations that almost all children are aware of how to be successful in their learning**
* ***Positive feedback from parents regarding activities/learning within class which was used for video during Lock Down.***
* ***Base results show progress for most children in numeracy and literacy in line with national averages. A few children below average in reading.***
 |
| **Next Steps:*****Nurture / HWB**** ***Each teacher to be involved in a Test of change for targeted pupils using suggested interventions after repeated Questionnaires to improve engagement and attainment.***
* ***Need to embed nurturing culture. Input on 6 principles of nurture for all - tackling entrenched belief systems staff eg terminology used / use of voice (shouting). Readings on window of tolerance, self-regulation, resilience, de-escalation and restorative conversations.***
* ***Pupil awareness of nurture/ need to be able to be leading on this also than just a ‘done to’ model.***
* ***Broaden access to nurture base for PSA Listening Service – training from PMHW.***
* ***Explore even further interventions to improve attendance – use of pupil support officer already being used to improve engagement.***
* ***ASC will focus on ‘Attention Autism’ Strategies next session. Trained staff member will cascade the course, and this will be the key development for the ASC along with better tracking.***

***Literacy/ Numeracy**** ***Reading for enjoyment to be a focus as a means to improve reading and writing/ vocabulary/ engagement. Gap has widened due to lockdowns / attendance. We have identified that many of the children not achieving in writing are also reluctant readers– especially at second level. Group will also be target for additional support through PEF - PSA funding.***
* ***Class library and School library review to ensure we have current and interesting materials for children/ Graphic Novels and magazines. We have already consulted staff, pupils and parents on what children enjoy and***
* ***Reading campaigns at school level and support for parents. Teachers will lead parent sessions to support. Assemblies to be used.***
* ***Better use of baseline assessment/ measures to identify impact. E.g. IDL – more regular analysis of results by staff to check impact.***

***Digital Learning**** ***Pupils to be able to make their own Sways and Forms***

***PPP**** ***To continue using the observation and planning document we have created and ensure BASE results are shared and understood with new staff for tageted support.***
* ***Share findings with whole staff.***
* ***Develop shared learning experiences with parents.***
* ***Next stage of PPP course as was not completed due to Covid.***
* ***To observe/visit other settings using this format if and when allowed or more involved in networks.***
 |
| **Attainment of Children and Young People** **Overall attainment percentage figures and attainment of year groups will be affected by number of children in ASC or with specific additional support needs.** **Literacy****In primary 1, 4 and 7 most (over 75 %) of children have attained appropriate levels for reading, writing and listening and talking for their stage. In some year groups across the school almost all children have attained appropriate levels. (This is excluding children from our ASC). If all children in P1 (including ASC) are included, then reading would be only the majority of children achieving appropriate levels (67 %).****In our ELC our ELIPs data show that almost all children are making good progress with language development in our nursery and this is shared with Primary 1 teachers.****Base assessments for a few children in P1 do not show the expected progress (especially in reading) some support for this will be a target for next session with additionality from Covid funding.****Writing at P6 stage especially is an area of focus going into P7 – our analysis is that some children did not engage well during class time but then not at all for some children during both Lock downs. P7 writing will be a major focus going forward. We believe improvement in reading enjoyment will develop vocabulary/ sentence structure and grammar.****Our SNSA data from November showed that most children in P7 were achieving in line with national averages for literacy and numeracy.** **Numeracy****Most children in P1, 4 and 7 have attained appropriate levels for all aspects of numeracy (excluding ASC).** **In our ASC tracking using support codes shows good progress across both classes.** **Although Covid / Lock Downs have impacted on some of our attainment for many children there has been no impact due to support during remote learning periods.**  |
| **Evidence of significant wider achievements** |
| ***Due to Covid restrictions and changes we found it harder to plan medium and long term for wider achievements. We also found our internal internet in school very difficult to sustain assemblies or external Teams visits. However our fortnightly Sway assemblies available on Twitter evidence a whole range of exciting and adapted learning experiences for all children. Also due to the pandemic we opted to not carry out any fundraising activities except for one nursery event.**** ***Despite restrictions classes were able to provide a range of alternative Christmas Celebrations including online Nativity, Christmas celebrations around the World, signing of songs, dancing within Sways, 12 Days of Christmas. This***
* ***Successful Scottish Celebration during Lock Down with poetry recitals and other focus on Scotland. Whole school initiative.***
* ***Entries into local police competition to decorate the station – number of winners.***
* ***A range of virtual visits to classes, Dogs Trust Virtual Visit, police, university***
* ***The Drama Studio Project for four classes was particularly successful***
* ***Successful World Book Day week – activities related linking to skills for learning and life.***
* ***Very successful sports weeks in term 4 led and organised by P7 but carried out by each bubble. This***
* ***Parents have identified fortnightly Sways as a new significant positive for the school.***
* ***Term 4 tennis club through Active Schools***
* ***Every class walked to Craigtoun Park in Term 4 for a day of fun at a local attraction (4 mile walking). Behaviour of children and enthusiasm led to members of the public complementing the school.***
* ***P7 children participated in a ‘Blown Away’ experience on the West Sands to mark their transition. Big achievement for many children.***
* ***Nursery did engage in very successful fundraising to support purchase of new equipment.***
 |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| ***Significant evidence gathered as focus for LP Visit in March 21 which had a focus on remote learning. Due to some additionality, we were able to in the main have same teachers working in school so that those pupils in school did not have different people each day but having class teachers providing some NCCT for those teachers allowed them to check in with their learners from their class. This allowed a good flow to learning. Consultation took place with pupil groups, parent groups, staff groups and with the Friends of Canongate Group. Late January 21 a Microsoft Forms Questionnaire was sent out to see if there were ongoing issues to address.**** ***All parents interviewed felt there had been a vast improvement in focus and guidance for this lock down compared to last session. This view was backed in responses given to Microsoft Forms Feedback that had been sought after week two of second lock down (60% of parents responded)***
* ***In both Seesaw group (P1-3) and Teams group (P4-7) parents had felt the quality of teaching and learning had been of a ‘good quality’ and varied so that there was a mix of on-screen work and work set to be away from a screen.***
* ***Having recorded lessons / demonstrations was a positive from parents as allowed them to fit around their own work etc.***
* ***School communication of necessary changes was considered a strength with reasons given for changes. This was communicated through a Sway outlining our agreements for remote learning such as frequency***
* ***School had worked really hard to promote engagement through regular calls/ supporting with IT issues and providing equipment.***
* ***Level of support from ALL STAFF was considered a strength/ flexibility. Individual support was offered where needed.***
* ***Use of Seesaw for P1-3 for use of feedback had been effective and all stakeholders felt this was a positive to continue for homework etc after lockdown – Legacy.***
* ***Use of Teams for P4-7 was also effective for almost all pupils. School were constantly addressing ways to support learners not engaging, including bringing them into school either for learning or for help with accessing technology.***
* ***Weekly SWAY assembly with a theme was highlighted as a strong way to keep everyone informed with information while sharing learning from across the school.***
* ***School had participated in a focused support from digital learning team (short burst) which had supported assessment. Used Microsoft Forms specifically for assessment in numeracy so data could be instant for lessons. Staff were able to adapt these so that even wrong answers could be analysed further with pupils. These were providing immediate feedback.***
* ***Feedback in general was described as a positive from parents and they appreciated that if they didn’t get feedback at the time then they would get at another suitable time for the teacher. General feeling from those interviewed, feedback on Forms and from Friends of Canongate that school were working very hard all round to support parents as best as possible.***
* ***PSA support highlighted as good practice through variety of individual sessions to meet learning needs / kitbag or through Kitbag sessions for a small group.***
* ***Digital learning improvements for all stakeholders. This was allowing remote learning to be effective both ways.***
* ***Each week over 90 percent engagement evidenced according to Fife Council parameters but school had higher expectations than FC - (work had to be submitted daily) so our own figures were lower than this***
* ***Feedback from pupils was positive about experiences, enjoyed real time live sessions due to immediate feedback when unsure.***
* ***almost all children really enjoyed informal, check-in, social meetings to improve connection.***
* ***Hub children enjoyed connecting with their own classes through these meetings.***

***Challenges**** ***Despite concerted effort some families not wanting to engage, even when all barriers discussed or invited to attend the school for sessions.***
* ***Agreements on how much or type of learning could be difficult to get consistency. Live lessons not compulsory and frequency and length of time different across school.***
* ***School internet for children having in school learning was very poor which resulted in many wasted Teams lessons.***
 |
| **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 | 25 with 5 devices to connect to internet |
| Additionality in staffing  | 0.2 teaching (From October) - mainstream only4.5 hours PSA (from October) |

***Digital devices accepted and welcomed by 25 families but not all were used consistently and a few not used at all for remote learning. We distributed from P4-7 and for most children these were an excellent support for continuation of learning through use of Teams for Live meets and accessing tasks/ uploading work etc. Also been used for homework during Covid which has reduced need for taking things home/ contamination etc. It was a major challenge to engage some families where both Internet connection and device was provided but there was still no engagement in learning. A few agreed to attend in school learning.******We were able to have one day additionality of staffing from October.*** ***From October to December this was carried out by a teacher we already had. For this day she supported assessment and interventions. However, on three days this was used to cover absence due to Covid isolations.*** ***From December to March this was used to cover delivery of in school learning for vulnerable children/ key worker children. This allowed the other teachers to fully concentrate on their own classes.*** ***Term 4 we did not have a member of staff in place due to the 28 week maternity rule and did not have a member of staff in place. We managed to get supply however and this supported Covid absence/ staff getting time for vaccinations. As we had three clinically vulnerable staff with RA from OH we have used some of this through supply to prevent these staff going into different classrooms and reducing risk for Covid.******From October we had 4 hours PSA from Covid funding. This spanned over a lunch break on four days to support a few individuals especially or to support supervision of strict bubble during play times. This supported safety and running of the school. Parental feedback indicated for the target children this had made them more positive about coming to school.*** |
| **Attainment Scotland Fund Evaluation (PEF/SAC)**  |
| **Progress:****Consultation with Friends of Canongate/ staff and target pupil groups.****This year we developed a ‘nurture base’ to try to reduce exclusion and improve engagement.** **We continued to use funds to support literacy and numeracy in the school and PSA funding was used.****During Lockdowns PEF funded PSAs were then able to keep connected with a range of children who require additional support.****Activities carried out included****Online kitbag****Reading** **Spelling****Numeracy support****Family check ins****PSA intervention has supported individuals and groups to access learning and promoted engagement.**  |
| **Impact: Due to this funding almost all targeted pupils showed less anxiety and at least same or increased attendance. During Lockdown the PSAs were described as ‘invaluable’ by families as they not only offered support for children but were able to be eyes and ears to who may need support. Relationships were strong. It allowed for learning to continue during remote learning or provide additional support in school. We were fortunate that the PSAs all immediately adapted to online support for individuals and groups and this provided an excellent support for families.****Nurture base continued to be open throughout Lock Down Period which supported a few children to fully engage in learning and who would not have engaged in remote learning.****Reduced number of recorded incidents and no exclusions throughout the year.****Increased quality and quantity of academic work completed for target children.** |

|  |
| --- |
| **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** | Satisfactory | Good  | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good  | Good | Good |  |
| **3.2 Raising attainment and achievement** | Good | Satisfactory | Satisfactory |  |

|  |
| --- |
| **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** | Very Good | Very Good | Very good |  |
| **2.3 Learning, teaching and assessment** | Very Good | Very Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Very Good | Very Good | Good |  |
| **3.2 Securing children’s progress** | Very Good | Very Good | Good |  |