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| ***Guardbridge Primary School***  **Standards and Quality Report - DRAFT**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | Guardbridge role – 38  No ELC or ASC | | | | | **FME** | 15 - GB% | | | | | **Attendance (%) 98.26 – SK**  **95.27 -GB** | **Authorised** | **3.4** | **Unauthorised** | **1.33 –** | | **Exclusion (%)** | 0 | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | PEF: 4502 | | | |   **VISION**  Our vision is for a wide curricular experience in which we provide opportunity to excel, taking advantage of the richness of our context and the support from strong partnerships with parents and the wider community; resulting in all pupils achieving positive destinations and a fulfilling future.  **VALUES**  Our values of *‘respect, responsibility, equality, ambition and kindness’* are promoted through dialogue with pupils, visual display and weekly awards for pupils.  **AIMS**  We are committed to continuous improvement where stakeholders are a key part of planning and evaluation  We offer a nurturing environment that includes restorative approaches, mutual respect and understanding that is focused on ensuring the rights of the child within the UNCRC  We have an ambitious and equitable approach for all learners that uses creative and innovative learning experiences to foster curious and highly engaged learners.  We provide a learning community that extends beyond the realms of the school, incorporating human and physical resource to provide the totality of the curriculum. |
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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | |
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| **PRIORITIY 1: WELLBEING** | | |
| NIF Priority  Improvement in children and young people’s health and wellbeing | HGIOS 4 Quality Indicators  1.2 leadership of learning  2.3 teaching, learning and assessment  3.1 ensuring wellbeing, equality and inclusion | |
| **Progress:**   * Colour Monster and or Inside Out Characters have been used to support emotional literacy * *‘Buckets’* visual tool has been used consistently and regularly in all classes to carry out emotional check in with each pupil regularly throughout the day * Regular check in with staff on wellbeing at staff meetings and provided time within the WTA * Use of 5 ways to wellbeing to guide staff wellbeing activities- display in staff area * Five Ways to Wellbeing display in each class and discussed in class assemblies. * Use collegiate time for staff wellbeing activities – guided by staff and Fife Staff Wellbeing resource. * Support play in playground to allow for play in bubbles while no playground ambassadors or buddies in position – resources, learning new games, clarity of rules and setting up games * Kitbag groups using Kitbag online for identified groups and individuals | | |
| **Impact:**  **EVIDENCE IS GATHERED THROUGH FORMS SURVEYS, KEY QUESTIONS TABLES, FOCUS GROUPS AND MONITORING PROCESSES.**   * Almost all pupils demonstrate strong emotional literacy skills, vocabulary and confidence to talk about their feelings, thoughts and emotions as well at those of others around them. Almost all report they are listened to by adults in school * Almost all staff feel equipped to deal with emotional impact of pandemic as issues arise. Almost all pupils report they feel they are listened to and that they have opportunities to share their feelings. * The staff team remains supportive and almost all staff feel well supported in their role. Stress in the workplace is managed by the whole staff team working together. * Playground staff report a positive impact of restorative and wellbeing focused approaches to manage disputes during breaks, Majority of pupils report content friendship groups within bubbles and less anxiety about not being able to mix. * Pupils report reduced anxiety within social and learning situations. * Pupils and parents report positive feedback on the impact of Kitbag to support emotional health | | |
| **Next Steps:**   * Pupil Support staff require further training to deliver increased approaches to further develop health and wellbeing of pupils – mainly physical health through OT activities but also training to improve approaches to mental health support.This is included in PEF planning for next session * Monitoring processes need to include approaches to maintenance of whole class wellbeing support already in place and in need of embedding. | | |
| **PRIORITY 2: EMPOWERMENT** | | |
| NIF Priority  Improvement in attainment, particularly literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in employability skills and sustained positive school-leaver destinations for all young people | HGIOS 4 Quality Indicators  1.2 leadership of learning  2.2 curriculum  2.3 learning teaching and assessment  3.2 raising attainment and achievement  3.3 increasing creativity and employability | |
| **Progress:**   * Digital literacy including use of Glow and Microsoft 365 package is used in all classrooms for literacy and sharing learning with home * Literacy leaflet has been developed and shared with parents to support literacy learning at home and help parents understand the learning processes across literacy. Parent surveys show that some parents have increased or sound knowledge in how their children develop literacy skills in reading. * Pobble back in full use by all class teachers and pupil’s work beginning to be published. * Pupils from P3-7 have a Sway set up to share learning and celebrate achievement. P1-2 have class Sway that is updated by the teacher. | | |
| **Impact:**  **EVIDENCE IS GATHERED THROUGH FORMS SURVEYS, KEY QUESTIONS TABLES, FOCUS GROUPS AND MONITORING PROCESSES.**   * Almost all pupils in P4-7 can access Glow successfully to complete learning tasks and continue to be prepared for a home or blended learning scenario and most in P1-3. * Parental survey data shows some parents are developing understanding of how reading is taught in school and how consolidation of skills can be supported at home. A shared approach to learning in literacy is becoming established. * Majority of staff have attended Thinglink training and are making use in learning delivery. * All staff using Sway to share learning experiences with parents. A few classes have children using it independently as well. | | |
| **Next Steps:**   * Not all pupils are accessing homework tasks on Teams – data shows all pupils have access to devices and further devices have been provided. Motivation and skills to access home learning is required. | | |
| **PRIORITY 3: ACHIEVEMENT** | | |
| NIF Priority  Improvement in attainment, particularly literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people | HGIOS 4 Quality Indicators   * 1. self-evaluation for self-improvement   2.2 curriculum  2.3 learning, teaching and assessment  2.6 transitions  3.1 ensuring wellbeing, equality and inclusion  3.2 raising attainment and achievement | |
| **Progress:**   * Tracking meetings and assessment calendar activities in maths, reading, spelling, handwriting, writing supports identification of pupils who have suffered slippage in learning during lockdown * Targeted support for pupils who have suffered slippage in learning * Collegiate working for support staff to improve their approaches when working with focus groups – literacy and motor skills mainly * Professional development work for staff in pedagogical approaches to teaching aspects of reading – links between comprehension and knowledge about language. * Further development of spelling/phonics pathways * Development of SfL planning and tracking approaches including monitoring calendar. * Development of transition processes to ensure consistency and improve outcomes for pupils. | | |
| **Impact:**     * Assessment data indicates identified pupils have increased their skills and understanding in numeracy and reading. * Handwriting analysis in jotter monitoring shows progress for targeted pupils * Writing attainment in most targeted pupils indicates improvement with pupils completing writing tasks across all genres and types of text. * All teaching staff feedback shows improved understanding and skill in pedagogical approaches to teaching reading following further development work this session. * Teacher reporting shows increased focus on pedagogy of writing – terms and written evidence uses terminology and phrasing in line with the new approaches in use. This is a marked improvement from previous year reporting. * Assessment pupil profile tool has been initiated to allow more accurate tracking of attainment – staff report this has helped them report more accurately on progress for pupils in spelling, reading and maths. | | |
| **Next Steps:**   * Pedagogical approaches need to include planned opportunities for pupil self/peer assessment and clear feedback of learning progress and next steps. Pupil voice evidences that almost all pupils do not have a clear idea of their next steps in learning. * Some pupils, especially those who have identified barriers to learning, are still behind expectations and further targeted support is required to close gaps in learning in numeracy and reading. | | |
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| **Attainment of Children and Young People** | | |
| **Guardbridge**  Year Read Write L&T Num  P1 100% 100% 100% 100%  Two pupils  P4 80% 80% 80% 80%  One pupil with a learning delay – targeted support from Gov funded additionality  P7 71% 71% 85% 57%  Reading and writing levels reflect difficulties of two pupils with dyslexia – one of whom shows competence in oral work; numeracy reflects the same two pupils who have difficulty accessing the maths curriculum due to literacy issues and another pupil who has only attended Guardbridge this session. All three pupils have had focused support for maths and processes to support dyslexia have been in place for two.  All pupils behind expected levels were identified early through tracking discussions and assessment diet. All were given additional support through Government funded additionality. Much of the additionality focused on P2 and 3 pupils who showed lower attainment in phonic acquisition, reading skills and basic number concepts due to school closure in early 2020. This was reassessed throughout the session and was also reviewed following second lockdown to include further individuals who had not successfully engaged in home learning. | | |
| **Evidence of significant wider achievements** | |
| * P7 pupils took part in a day of beach sports demonstrating increased resilience and ambition. * P1-4 write letters to the elderly community in Guardbridge to make them feel less isolated and remain connected to the school while it was relocated. * P1-4 engaged in outdoor learning in the grounds of the Leuchars site to extend their learning in this area * Both classes engaged with online live visits related to science and history learning experiences. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| * Pressure on staffing has made it challenging to move improvements forward – WTA was used during closure to meet and support each other, and little time was left for staff development and leading change. * Access to devices for some pupils was initially a challenge but the school was well supported by BTS and devices were also accessed through additional funding. This led to very high engagement. * Data and staff reporting demonstrate live lessons significantly improved engagement and increased communication and links with parents and pupils during closure. * Almost all parents and pupils reported that their emotional health was well supported by this added approach. * Almost all staff reported that live lessons improved assessment of progress with most pupils and improved their own emotional wellbeing. * High levels on online engagement left less time to support those who chose not to engage online. Few parents chose not to engage with online lessons and our challenge was found in ensuring engagement in learning for these pupils in line with planned learning. Return to school showed that in a few cases parents designed their own learning progression and activities which did not match the necessary learning progression for some children. * Tracking processes put in place during closure for staff to measure attainment were challenging to record but supported staff in planning to meet need and planning for learning on return. * Cover for Child Activity Centre held within the school put pressure on staff to deliver online learning due to small numbers of staff available to deliver learning for those on duty. All staff delivered online learning while also supporting in the school which was challenging for them. * One pupil, who has significant barriers to learning, made remarkable progress while attending school full time during closure. This trajectory has continued due to his increased confidence and skills in literacy. * Collaboration between both sets of staff was excellent – staff reported that they improved their approaches to online learning based on sharing of skills, techniques and approaches. * Support staff were highly engaged in online learning and linked with targeted pupils to support literacy progress and emotional wellbeing as well as whole school community activities. * LST supported the professional development of support staff during closure leading to improved approaches for pupils. * Use of Kitbag online continued once school reopened to improve approaches to hygiene and enabled parents to continue support at home. * LST continued to support remotely due to shielding – approaches used during closure made this very effective. * Majority of staff included pupil voice in annual written report to parents to record achievements during lockdown. | |
| **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 | 3 from Government fund, 5 from BTS | | Additionality in staffing | 0.2 |   The impact of additionality can be seen in the delivery of improvement priorities above.  Additional time was used to provide robust approaches to assessment to effectively identify groups of pupils most in need. Additional staffing was used to take groups and individuals for targeted learning as well as team teaching to improve pedagogy and provide input during class lessons.  Additional staffing was also used to evaluate and enhance resourcing and pedagogical approaches to ensure legacy of funding. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | |
| **Progress:**  Additional support staff to provide targeted activities in health and wellbeing and literacy.  Purchases of resources:   * to support progression in reading in the early years purchased. * to support with Lego Therapy and Occupational Therapy approaches – gross and fine motor development   Additional devices were ordered but were not delivered until April 2021 | |
| **Impact:**  Minimal direct impact from PEF has been reported due to difficulties employing staff. This was directly linked to the new Oracle system.  Support staff report improvement for pupils identified as in need of gross and fine motor skills and their own increased knowledge and understanding in this area of pupil support.  As above: wellbeing evidence shows positive impact of Kitbag and some Lego Therapy (Lego Therapy much reduced due to covid restrictions)  Impact of approaches to raise attainment and close the gap can be seen in the work carried out to achieve the three priorities of the school improvement plan evaluated above. | |
| **Next steps:**  Continue to provide professional learning and relevant resources to enhance the impact of support staff input for pupils  Extend digital approaches to ensure all pupils can progress in their learning out with school.  Continue to develop approaches to literacy pedagogy to raise attainment and close the attainment gaps. | |

**Guardbridge 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 | Very good | Very good | N/A |
| **2.3 Learning, teaching and assessment** | satisfactory | good | Good | N/A |
| **3.1 Ensuring wellbeing, equity and inclusion** | satisfactory | good | good | N/A |
| **3.2 Raising attainment and achievement** | good | good | good | N/A |