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| ***A picture containing text, clipart  Description automatically generatedA picture containing text, clipart  Description automatically generated Ceres Primary School***  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**  **Context**  Ceres Primary School is situated in the village of Ceres. The school takes in children from the villages of Ceres, Kemback and Pitscottie and surrounding area. The Nursery class also takes in children from the Craigrothie catchment area. We currently have 5 classes and a 9am – 3pm term time nursery.  The village of Ceres provides a wealth of opportunities. There are many local businesses, cafes, a museum and historic buildings. Many of these engage regularly with the school. We also have the towns of Cupar and St. Andrews 15 minutes away and are continuing to develop links with the university and larger businesses. We are surrounded by a rich rural environment. In our recent curriculum rationale survey staff, pupils and parents all indicated how important it was to them to use this environment for learning.  We have a proactive and supportive parent council who are highly involved in school improvement, fundraising and the wider life of the school. We normally have a good range of opportunities to promote wider achievement through extra-curricular activities. Many of these are led by parents.  **Vision, values & aims** (Formulated with pupils, parent, carers and staff August 2019)  **Vision -** ‘We Care’ about….. ourselves, our learning, each other, our community, Scotland and beyond!  **Values –** kindness, courage, respect & responsibility.  **Our school aims** to work with parents, carers, families, partners and our community to:   * Promote a caring, positive, inclusive ethos where children are supported and challenged to achieve their very best, whilst ensuring they are Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected & Included. * Encourage our pupils to develop as positive members of society who care about others and the world around them, and who make a difference. * Provide opportunities which build confidence and resilience to navigate life’s obstacles * Provide inspiring and motivating contexts for learning, which promote enthusiasm, curiosity and creativity, and which develop skills for learning, life and work.   Our vision and values are embedded and were positively referred to in our annual self-evaluation from pupils and parents.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | *126 (September census***) Nursery roll 19** | | | | | **FME** | *4.7%* | | | | | **Attendance (%)** 96.6% | **Authorised** | 3.19 | **Unauthorised** | 0.17 | | **Exclusion (%)** | *0%* | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | *£10,661* | | | | |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | |
| NIF Priority   1. To support pupil and staff wellbeing (Improvement in children and young people’s health & wellbeing) 2. To develop our curriculum rationale   (Improvement in attainment).   1. To improve assessment and moderation of writing.   (Improvement in attainment).  All NIF Drivers were involved in the development of these priorities  *School leadership, teacher professionalism, parental engagement, assessment, school improvement, performance information.* | HGIOS 4 Quality Indicators  **3.**1 Ensuring Wellbeing, Equality and Inclusion  Supporting QIs - 1.1, 1.2, 1.3, 1.5, 2.1, 2.4, 3.2  **2.2 Curriculum,**  **2.3 Learning, teaching & assessment,**  **3.2 Raising Attainment and Achievement**  HGIOELC Quality Indicators  **3.1 Ensuring Wellbeing, Equality and Inclusion**  **Supporting QIs - 1.1, 1.2, 1.3, 1.5, 2.1, 2.4, 3.2**  **2.2 Curriculum,**  **2.3 Learning, teaching and assessment** | |
| Progress, **Impact &** Next Steps (impact is incorporated into statements and highlighted in bold)  **To improve pupil, parent & staff wellbeing**   * Vision, values & aims have been shared with all stakeholders through assemblies, class activities, staff lanyards, certificates, school/nursery displays and are the basis of our curriculum rationale. **This has meant that all stakeholders have a clear understanding of what we stand for. All parents and pupils refer to our school community as caring and supportive, which was evident in our parent and pupil annual questionnaires.** * Targetted groups supported by SfL teacher – using trauma pack, Seasons for Growth and breakfast club**. Pupils were able to settle more quickly into class in the mornings. Through emails, phone calls and the annual questionnaire all parents who responded, have said they feel their children are well looked after, feel safe and are happy in school.** * There has been a whole school focus on wellbeing and in class through circle times, kitbag sessions, emotional check ins and through assemblies and Wellbeing Wednesdays during lockdown. We also took part in mental health week, international mental health day and shared resources with parents. **Evidence such as photographs, comments shared on learning platforms and parent comments in our remote learning questionnaire showed engagement and an appreciation of wellbeing activities.** **Our learning partnership and staff observations showed that almost all parents and pupils are aware of the 5 ways and children’s emotional literacy is good. They can talk about their emotional wellbeing and how to manage their anxiety.** * Staff focus and moderation of learning environments highlighted the need to ensure nurture area and displays, **which has meant these are consistent across all classes.** * Majority of staff attended in-service input regarding the staff wellbeing strategy. Familiarised themselves with documentation and completed a WAP**, therefore ensuring a collective and shared responsibility towards our own and others’ wellbeing. Staff and visitors have commented that we are a caring school and that they feel wellbeing is a priority.** * Shared partnership with parent council led to a parent wellbeing hub, where parents are signposted to helpful websites and materials to support their own mental health.School highlights our flyer regularly and any appropriate initiatives such as ‘Men’s mental health week.’ **This has raised awareness and opportunities to discuss our own mental health, which has benefitted many parents.**   **Next Steps:**   * All staff to ensure classroom wellbeing displays include wellbeing indicators, Our Mind Matters, visuals and calming activities. * All staff to continue to offer emotional check ins and refer pupils who need further intervention. * Staff wellbeing partners. * Vision, values & aims displayed more widely within school e.g. in entrance way and in windows     **Develop our curriculum rationale with all stakeholders**   * This has been completed, **which will lead to a greater consistent focus on what stakeholders feel is important or unique to our context.** * New planning documents for social subjects, science and expressive arts, which included gaps identified through this process have been produced. E.g. **DYW skills, four contexts for learning, ensuring coverage of benchmarks, subject areas and key topics that stakeholders feel are important e.g outdoor learning, learning about their community, and learning for sustainability.** * Expressive arts progressions implemented, **ensuring all pupils get the opportunity to develop these skills consistently across the school and in a progressive way.**   **Next steps**  Through self-evaluation of 2.2. we now need:   * Nursery staff to familiarise themselves with the new PLJ trackers, to ensure progression through early level into P1. * To develop a progression for outdoor learning. * To implement PICT progressions. * To go for our Eco Flag * To become a Rights Respecting school.   **To improve assessment and moderation of writing**  Due to lockdown and strict Covid restrictions planned moderation activities with Falkland primary were not possible.   * Assessment framework created and shared with staff, **ensuring timely and ongoing feedback to pupils**. * Attainment staff focussing on writing and feeding back progress and next steps to class teacher, **meaning a moderated and consistent approach to improving writing.** * Attainment overviews and BASE/SNSA/ELIPS (nursery) data used as focus for tracking meetings, **which has meant these have become more streamlined and effective. (Greater focus on interventions to challenge pupils and to reduce attainment gaps)** * **Nursery staff completed training on ELIPS and used this data to target intentional promotions and to involved other agencies such as speech and language.** * Stand alone writing jotters introduced, **ensuring staff and pupils can see progression and breadth of learning. From class observations and through focus groups, pupils are showing greater awareness of progress and next steps.** * Jotter monitoring completed and feedback given to staff, **meaning next steps were identified and improved in almost all classes e.g. breadth of genres, improved feedback relating to SC.** * Staff have worked hard to develop programmes for both spelling and handwriting. They are in draft form and staff will evaluate these prior to the new session. **Wraparound spelling introduced from P 3/4 onwards ensuring a consistent and more effective approach to spelling (staff report improvement in the majority of pupils).** * VCOP approaches visible in almost all classes, **which are being used as daily expectations in writing – giving more responsibility to self-assess in upper classes. Learning conversations with pupils showed greater awareness of what makes a quality piece of writing.** * All staff using the new PM writing resource, **with visible improvement for the majority of children**. * Writing opportunities introduced to core provision in nursery, **ensuring pupils begin mark making and writing through play, and improving progression of skills into P1.**   **Next steps**   * Moderation activities across the school (including nursery, and with a partner school if possible * Letter Join – look at purchasing for school….? Other resources? * Share cursive format with parents * Add Twinkl fonts to computer | | |
| **Attainment of Children and Young People** | | |
| **Ceres Attainment Data May 2021**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Numeracy | L & T | Reading | Writing | | P1 | 69%  11/16 | 69%  11/16 | 69%  11/16 | 69%  11/16 | | P4 | 60%  12/20 | 60%  12/20 | 55%  11/20 | 70%  14/20 | | P7 | 68%  13/19 | 63%  12/19 | 68%  13/19 | 63%  12/19 |   Due to extra staffing and an increased focus on assessment, staff were able to identify pupils with learning gaps on their return in August and after the Easter holidays. This led to an improvement in writing in particular at primary 4 from 50% to 69%. As writing was a focus for us in school, staff worked hard to give daily writing opportunities in school but also through home learning tasks. This daily focus meant that the majority of pupils came back on track by Christmas.  We have identified reading as an area of improvement for next session.  In addition, we will continue to embed strategies to improve writing from last year outlined above and willuse attainment gap staff to support learners. All staff will receive a refresher CPD session in how to use the PM writing scheme to support the teaching of writing. This needs continued tracking and prioritising. | | |
| **Evidence of significant wider achievements** | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | Relevant skills for learning, life and work | | | | | | *Literacy* | a) Reading | b) Writing | c) Listening & talking |  | | **Scottish Book Week** – All classes took part in celebrating Scottish texts, with presentations from authors and illustrators. Encouraged creativity in writing and art.  **First Minister’s reading challenge** – Focused initiative in P 4 – 7 term 4 which increased engagement and enjoyment of reading for pleasure. Pupils also took part in celebration week which included author presentations to stimulate writing, thus increasing motivation, engagement and practice of core skills.  **Rotary Quiz** – joint 3rd – applying learning and increasing confidence.  **Letter writing –** P7 reached out to isolated Ceres residents from Over 60’s club, children in school during lockdown connected with Lunardi court care home – writing for a purpose and applying learning to a real life context  **P3 presentation -** presented learning through a Sway to Lunardi and Rosturk care homes- applying talking skills to a real life context and increasing confidence  **P5/6 recorded the history of Ceres** buildings and surrounding area and linked these to QR codes, which were then displayed on a model and throughout the community. The community council are looking into linking with Tourism Scotland to incorporate these into the village on a more permanent basis. Members of the public as well as Ceres residents have fed back on how this project has enriched their walk/visit. Real life context and increased engagement and enthusiasm for learning.  **BSL signing** – to support non-verbal primary one, staff and pupils learned a number of signs. These were reviewed at assemblies. Real life context and purpose.  **Fife Folk museum –** 3 classes contributed to the summer exhibition, which has been publicised in the community – Real life context and increased engagement, confidence and enthusiasm for learning. | | | | | | *Health & wellbeing* | Mental and emotional wellbeing | Social wellbeing | Physical wellbeing |  | | **Wellbeing Wednesdays** during lockdown – significant focus on wellbeing to support pupil, staff and parent mental health. Activities suggested were ‘whole family’/ any age group, to enable connection and learning together. Feedback from parents and pupils was very positive.  **Outdoor learning** – connecting with nature, opportunities for science, maths, creativity, mindfulness – pupils fed back to teachers and posted photos on their learning platform.  **Expressive arts focus** – often linked to outdoors, creative and open ended tasks alongside drawing/modelling skills.  **Active school Olympics** – approximately 60% of pupils engaged with this, learning new skills and opening up opportunities to explore new sports.  **Virtual assemblies** - Focus on 5 Ways – protected time on a Wednesday to put strategies into practice. | | | | | | *Communication* | Active listening | Interacting | Collaboration | Presenting | | See literacy | | | | | | *Creativity* | Curiosity | Open-mindedness | Imagination | Problem solving | | **Cupar Fair Trade competition** – 3 highly commended from P4, 1 overall winner. Learning for sustainability.  **Radio 2 Bee challenge** – all classes took part and have entered the competition. Learning for sustainability/creativity/problem solving.  **Easter egg competition** – all pupils given the opportunity to design and make a display. Top two in each class winning a prize  **Creative homework tasks** e.g. longboat, design and make activities. | | | | | | *Leadership* | Influencing others | Leading & collaborating | Social leadership | Experiencing leadership | | **Pupil council** – all P7’s were part of pupil council and either led or were part of our RotaKids, School improvement, School spirit, or health & wellbeing groups (all DYW skills highlighted in red).  This year due to Covid restrictions opportunities for whole school initiatives were limited, however pupil council organised Red Nose Day, sports day events and fundraised. They also created a Sway or took part in live assemblies, to involve younger classes and take on their views by using Wee HGIOS to gain feedback on health & wellbeing.  **Critical skills P4/cooperative learning P7** – (all DYW skills highlighted in red). | | | | | | *Organisation* | Taking ownership | Problem solving | Strategic thinking | Self-evaluating | | As above - Pupil council, entering competitions, history of Ceres initiative | | | | | | *Resilience* | Character development | Connecting & contributing | Competence | Confidence | | **Lockdown** – wider achievement from home celebrated at virtual assemblies e.g. baking, building, gardening, new sports/activities, riding bikes etc. improving confidence and life skills.  **Hot chocolate initiative** – we delivered hot chocolate and cookies to all pupils to help us connect as a school community and to show ‘We care’. Pupils posted photos of themselves to connect and share their enjoyment. Building community and delivering our vision.  **Give a little love** – parent council/school initiative – pupils/staff recorded messages of love and support for each other and family members. Video was shared with whole school community, which made us feel more connected and cared for.  **Supporting charities** - Children in Need, Red Nose day, Food Bank, Ceres Highland Games | | | | | | *Responsibility* | Reflecting | Being independent | Applying learning | Showing confidence | | **Global goals** – all pupils took part in the Climate Heroes campaign e.g. recycling at home, saving water, cutting energy use etc. Learning for sustainability.  P5/6 litter picked at local woodland – supporting community/ Learning for sustainability.  P7 designed posters to address community issues of speeding and litter. | | | | | | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| **Expectations for remote learning**  Staff and the Headteacher met in week 1 to agree a consistent provision of learning across school. i.e. maths, numeracy, H&WB as a priority and 3 activities/tasks a day. We considered live learning and compiled a risk assessment and protocol. We started with emotional check ins, which were optional as some parents could not ensure their child attended due to work commitments/childcare issues. **The** attainment teacher and P5/6 teacher then requested they deliver more ‘lessons’ through live sessions on Teams. They managed this for two weeks but it was not sustainable and their mental health began to suffer. Many parents were also struggling with Teams. We therefore reverted back to optional sessions 3 x per week, (numeracy, literacy & emotional check in).  **Data for engagement levels**  Engagement levels sat about 85% throughout lockdown. These fell slightly due to the snow week (however snow activities which included STEM were suggested) and fatigue for home learning as the term went on. Reasons for not engaging were both parents working/other childcare support e.g. grandparents/childminder, ill health, ‘other’ learning/activities – particularly nursery, IT issues e.g. connectivity with ‘lives’ and navigation of Teams in P7. One to one emails or phone calls from the Headteacher generally improved engagement but for some e.g. farming families, hard copy workbooks were provided so that the children could work independently on prior learning.  **Feedback received from all stakeholders**  Our main platform was Seesaw, which meant parents and pupils could feedback to teachers daily on challenges, gaps in learning and wellbeing. P7 used Teams, which was less reliable and user friendly.  In the parental questionnaire sent 3 weeks into lockdown we learned that 30/52 parents who answered the survey were working from home with a further 13 spouses also doing so. Parents disclosing personal circumstances about working hours of both themselves and partners, gave us a greater understanding of the challenges they were facing.  Feedback was very positive, with a recognition that staff were working extremely hard to support pupils. They also relayed that they had ‘good days’ and ‘bad days’. Staff responded with one to one phone calls, messages through platforms and targeted support. The Headteacher sent out support through our weekly newsletters and SfL Sways.  The main feedback we received was how difficult it was to juggle working with supporting their child. However,  100% of parents felt the work was at the right amount  85% felt it was at the right level  73% felt their children were engaging positively  92% felt their children required adult support  62% felt recorded lessons were helpful to parents and pupils  79% felt ‘live’ sessions were beneficial to their child’s learning and motivation (especially amongst some working parents)  A few parents were not happy when we reverted back to live check ins rather than lessons. We provided numeracy, literacy and wellbeing check ins, where children and parents could ask questions about any learning. These were not well attended but improved the consistent offer across the school. It also meant learning was not dependent on these sessions. I called most parents in one class to ensure we were getting it right after this change and 80% were happy to move back to Seesaw and not concerned about the move away from live lessons. They appreciated that there were still opportunities to engage in this way throughout the week, as well as through the learning platform.  **Changes to previous practice as the result from learning/engagement which will be sustained**  The use of Seesaw to share learning and for home learning tasks. It is also an effective communication tool and very popular with parents.  Live sessions to increase engagement and connect with classes.  Support for learning Sways – H & WB, literacy & numeracy Sways were all shared with parents. These could be used in future to support parents with home learning, through parent workshops or indeed CPD for some staff e.g. PSA’s supporting literacy & numeracy.  **Successes**  Stronger relationships between parents and teachers. Greater support for teachers.  Closer school community through joint initiatives such as ‘Give a Little Love’.  Newsletter with a regular focus on wellbeing – we had a joint initiative with parent council to support parental mental health. Parent mental health hub – flyer shared from school regularly and through PC Facebook page.  Focus on wellbeing and nurture in school - Despite this being good prior to lockdown, staff have prioritised the need for regular check ins with pupils. Pupils can then have targeted support through Kit Bag, lego therapy and breakfast club. The 5 ways is embedded within school and provides a focus regularly at assemblies, in classes and through our newsletter.  Improved ethos due to focus on our vision of ‘We Care’ and our values of kindness, courage, respect and responsibility.  Improved behaviour to restricted movement within school and the playground. Greater engagement with own class and peers. | |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing) *(primary, special and secondary sector only)*** | |
| |  |  | | --- | --- | | Number of devices provided to support learning at home | 7 | | Additionality in staffing | 2 days teacher from August (covered by probationer mentor)  Additional 1 day teacher from October |   **Devices**  The devices made a significant difference to most families. This was due to the demand in the household from siblings. Two pupils had 90% level of engagement throughout lockdown, whilst others increased engagement towards the latter half of the term due to intervention from the headteacher**.**  **Staffing**  The additional input from staffing immediately had a positive impact. In the first round of funding we did not receive additionality as a member of staff was out of class as probationer mentor. She took booster groups in numeracy and writing from P3 – 7. A feedback grid was designed which gave the teachers a summary of achievement and next steps. Staff then used this to inform planning and lessons in between sessions. In almost all planning and tracking meetings, it was evident that staff were focussing more on attainment gaps and in partnership with our SfL teacher, planned for interventions such as Clicker, Rapid reading and greater parental engagement. Rapid reader has made significant improvement to all pupils using it. PSA feedback – pupils have gone from having very basic reading skills to having a solid bank of words they recognise and now have the confidence to give words a go. Comprehension, spelling and confidence have also improved. S would never pick up a book but has blown staff away with his reading. M has found a love of reading which has carried on at home.  Our assessment timetable and overview became more focused and streamlined due to this process.  After October we received 5 additional PSAhrs and one day teacher support.  The PSAhrs targeted SfL pupils in P3/4 – these were children already identified as being behind pre – Covid. There has been significant improvement to almost all pupils in writing, which can be seen in their writing assessments over the year.  During lockdown a member of staff became unwell and could not continue the attainment groups online. Another member of staff continued to support P3/4 with numeracy and writing – almost all pupils showed progress in up levelling writing, independence and confidence.  On our return to school after lockdown, we used additional staff to cover classes to release teachers to complete assessments. This meant they had detailed information from which to target specific groups of children. The biggest gaps were in writing and numeracy as pupils had not retained prior learning. This has meant that the majority of pupils are on track for their attainment. | |
| **Evaluation** | |
| **Progress:**  All PEF funding last sessions was spent on securing previous level of PSA hours. Both PSA2’s have worked across the school to support pupils with basic numeracy and literacy skills. The provided Kit Bag sessions for small groups of children identified as struggling with their wellbeing on the return to school after lockdown. They ran breakfast club for children with emotional wellbeing concerns. They have also supported care experienced pupils and a children with ASD within their classes. | |
| **Impact:**  Almost all pupils have improved in retention of basic number bonds and spelling/phonic patterns. Most have begun using Clicker, which has led to independence and evidence of extended pieces of writing. Staff used Rapid Reader which has improved reading skills and confidence in all cases.  The support given to our care experienced and ASD children has meant they are spending all their time in classes, rather than working one to one outside their classrooms.  Breakfast club helped one child significantly with her mental health. Due to issues out of school, she struggled with her relationships and had difficulty focusing in class. A daily morning check in meant she could access class for the rest of the day and attained the expected level by the end of the year. | |

**School/Setting Name \_\_\_\_\_\_\_Ceres Primary\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2018 - 2019** | **2019 - 2020** | **2020-2021** |
| **Quality of care and support** | **Very good** | N/A | N/A |
| **Quality of environment** | **Excellent** | N/A | N/A |
| **Quality of staffing** | N/A | N/A | N/A |
| **Quality of leadership and management** | N/A | N/A | N/A |