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|  ***Kennoway Primary School & Early Learning Centre*****Standards and Quality Report 2020-21** ***Achieving Excellence and Equity*** |

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| **Context**

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| **School Roll (including ELC/ASC)** | 523 |
| **FME (%)** | 40.7% |
| **SIMD (Profile)** | 1.7 |
| **Attendance (%)** | **Authorised** | 93.39% | **Unauthorised** | 1.87% |
| **Exclusion (%)** | 0.02% |
| **Attainment Scotland Fund Allocation** | £170,346  |

**Our Vision, Values & Aims**These underpin QI 2.3 across our school and early learning centre and are shared and understood by almost all stakeholders.**Vision:** Together We Succeed**Values:** Kennoway CARES**C**ommunity**A**chieve**R**espect**E**ncourage**S**upport**Aim**: Aim High! |

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| **Improvement for Recovery Priority Work****Session 2020 - 2021** |
| NIF PriorityImprovement in attainment, particularly in literacy and numeracy.NIF Drivers* Teacher Professionalism,
* Assessment of Children’s Progress
* Performance Information
* School Improvement
* School Leadership
* Parental Engagement
 | HGIOS 4/HGIOELC Quality Indicators**1.3 Leadership of Change**Focussed Priority: *Continue to build on the high quality learning, teaching & assessment across all stages and across all aspects of the curriculum. (Process QIs 2.2, 2.3, 2.4)***Driver QI’s**1.1 Self Evaluation for Self-Improvement1.2 Leadership of Learning**Outcome QI’s**3.1 Ensuring wellbeing, equity & inclusion3.2 Raising Attainment & Achievement/Securing Children’s Progress 3.3 Increasing Creativity & Employability *Care Inspectorate Key Question 5 (5.1,5.2 & 5.3)* |
| **Progress:** **2.3/2.4;** Continue to focus on consistent very good teaching and learning across the BGE, including feedback, questioning and differentiation as a direct impact of COVID-19.**2.3/2.2:** Further develop our assessment & moderation framework to ensure a shared understanding of standards in order to plan effectively and use proportionate summative and formative evidence to inform robust professional judgements. * High quality professional learning and professional reading has been planned to support our school improvement work. In August 2020, Staff engaged with the Spotlight series of papers on Learning, Teaching & Assessment, Curriculum and Equity (August 2020). These papers aligned closely with our own Recovery Plan, our Vision, Values and Aims and Education & Children’s Services Agile Action Plan 2020‐21 and in doing so provided staff with a coherent and relevant context for our plans for improvement.
* In September 2020 we critically engaged with “Assessment within BGE”: Education Scotland (June 2020) to ensure we had a shared understanding of the National perspective. Further to this we revisited the fundamental principles of planning for assessment in line with our Curricular Drivers and established our expectations for summative assessment in Kennoway which was agreed, shared and understood by all of our Teaching Team.

All Teaching Staff were issued with Assessment Folders which would be monitored along with Forward Planning Folders as a basis for our Assessment Framework which would support professional judgements.* Teaching Staff reviewed the BGE attainment data from session 2019/20 (Power BI) and through analysis of this along with CfE tracking, e-LIPS and P1 Baseline Assessment, cohorts of learners either currently off track or at risk of becoming off track were identified across P1-7. This allowed us to make best use of resources, including Pupil Equity Funding, to ensure quality interventions impacted positively on our lowest achieving cohorts in Literacy and Numeracy, particularly when declaring the National Expectation of achieving Early Level by the end of P1 and First level by the end of P4.
* The 2019-20 BASE Assessment was followed up in September 2020. When comparing the data, we found that out of our cohort of 51, 34 children had shown a decrease in their Literacy scores and 42 showed a decrease in Numeracy. We used this information to front load support from our Support for Learning Staff, PSA’s and Early Years DHT in Terms 1,2 and 4.
* In Term 1 we revisited our Writing Strategy, with a particular focus on Big Writing. This work ensured that Teaching Staff had a shared understanding of the expectations associated with each termly assessment piece.
* On INSET Day 3 Staff were asked to read *The Ultimate Guide to Differentiation-Achieving Excellence for All-*Sue Cowley 2018-Chapter 5 “Assessment”. After which they engaged in a self-evaluation activity based on selected challenge questions from HGIOS 4 (QIs 2.3, 2.4 & 3.2).

**2.3/2.4**; Continue to monitor attendances across all stages, P1-P7 in order to assess the impact of COVID -19.* The HT has continued to analyse attendance data across the school year and apply agreed and clearly defined strategies to improve attendances. Further to this throughout the period of school closure, staff were asked to highlight children that were not engaging or whose level of engagement had decreased. The SLT then agreed next steps to ensure the wellbeing of our children and families, to encourage engagement or to offer wider support. In a few cases this led to collaborative work with partner agencies.

**2.3/2.4;** Continue to develop children’s skills in their use of digital technologies with a particular focus on First Level.* Our self-evaluation processes following the first school closure highlighted that whilst the majority of children had the appropriate skills to engage meaningfully and purposefully in remote learning not all had access to the appropriate resources to do so. Furthermore a gap was identified in children’s skills, knowledge and understanding in Early Years associated with Digital Technologies. In order that our children could make best use of the Scottish Government Devices allocated to bridge the equity gap in our community, it was crucial that we took steps to up skill our children and subsequently digital technologies became a driver for us in terms 1 and 2.

It was agreed across the SLT that Digital Technologies would be a focus for Forward Planning Feedback and Planning & Consultation meetings thus ensuring our children consistently received their entitlement across the BGE. |
| **Impact:****2.3/2.4;** Continue to focus on consistent very good teaching and learning across the BGE, including feedback, questioning and differentiation as a direct impact of COVID-19.**2.3/2.2:** Further develop our assessment & moderation framework to ensure a shared understanding of standards in order to plan effectively and use proportionate summative and formative evidence to inform robust professional judgements. * From a range of rigorous quality improvement processes including planning & tracking meetings, Forward Planning Monitoring, PLJ Monitoring and PLJ follow up discussions, pupil focus group, staff focus group, jotter sampling and monitoring of Seesaw throughout school closure, it is evident that planned professional learning continues to impact on improvements in learning, teaching and assessment across the school and nursery.
* During our Learning Partnership (March 2021), staff highlighted that they had a shared understanding of the plans and expectations associated with returning to school & nursery to enable us to identify gaps in learning and plan effectively for recovery.
* Almost all school staff have used the Big Writing criteria, as agreed across P1-7, to very good effect and in doing so have an increased confidence in their professional judgements.

The majority of teaching staff have worked collaboratively with stage partners to moderate writing.We have met or exceeded our school NIF Stretch Target in Writing across all stages.* Summative Assessment folders have supported the triangulation of evidence across our Literacy & Numeracy and this evidence has further enabled the SLT to support and challenge staff on attainment.
* The majority of teaching staff have an increased awareness of the value of triangulating assessment evidence, including SNSA, Base, e-LIPS and Leuven Scale to inform their professional judgements and this has been evidenced through professional dialogue at Planning & Tracking Meetings, PLJ discussions and through the monitoring of Forward Plans & PLJs.
* Analysing attainment data specifically pertinent to our lowest achieving groups of children, professional dialogue and collaboration leading to responsive planning has enabled us to interpret the impact on “progression”, “maintenance” and achievement as a result of our targeted interventions. We recognise that not all of our children are “on track”; however, in relation to CfE, we have evidenced that our interventions have minimised a further gap emerging for most of our identified cohort across Reading, Writing and Numeracy.
* Our e-LIPS initial pre-school scores illustrated that 26 out of 52 children were in either highlighted red – significantly off track or amber – slightly off track. Final e-LIPS scores show that this gap had been minimised to 12 children off track. Most of this cohort have either been deferred, have a diagnosis or an ASN.
* Our P1 Base analysis shows that out of 49 P1 children presented 9 have increased in Numeracy and 4 in Literacy. The majority have maintained an average score in Numeracy and Literacy, however the gap between initial and end assessment in Literacy has widened.
* Our Schonell Spelling Assessment carried out in P2-7 in August and again in May demonstrates that most children (80%), whilst not necessarily correlating with their chronological age, have progressed in spelling.
* Across our P2 cohort most children are working on or above the National Expectation across all pathways in Literacy and in Numeracy showing that our interventions informed by the follow up BASE assessment have impacted positively; however, we have an acute awareness of an identified P2 cohort where the attainment gap has widened as a result, in part, of school closure.
* A recent questionnaire based on the Wellbeing Indicators (May 2021) shows that almost all children in P2-6 who responded either strongly agree or agree that they understand what they are learning about currently and what learning will be next.

In P1, almost all children agreed that they learn to do their best in our school and all agreed that their teacher gives feedback on their learning.From those 113 parents across P1-7 who responded to a similar questionnaire, almost all stated that they either strongly agree or agree that the school supports their child to reach their potential.* In March 2021, most of our P7 cohort participated in the Scottish Schools Health and Wellbeing Improvement Research Network (SHINE) survey. The data shows that most of our boys (85%) either liked school “a lot” or “a bit” whilst almost all girls (93%) responded in the same way. Both results exceed the Scottish average for both genders.
* Jotter Monitoring undertaken in December 2020 demonstrated that most teaching staff were consistent in supporting their children to present their Numeracy work to a high standard according to their age and stage and in line with our agreed school approach.

**2.3/2.4**; Continue to monitor attendances across all stages, P1-P7 in order to assess the impact of COVID -19.* In December 2020, 91 children received 100% attendance certificates, 22 % of P1-7, an increase of 1 from the same time the previous year.
* We currently have 46 children on track to achieve 100% attendance in June 2021.
* Monitoring of April 2021 attendance data highlighted 35 children across P1-7 had an attendance of less that 85%. May’s analysis highlights that from these 35 children, the majority (63%) have shown improvement.
* Based on Power BI annual report for the academic year 2019/20 our unauthorised absences of 2.4% fell below the Fife average of 2.7%. Our unauthorised absences have reduced further this session to 1.87%.
* The impact of our intervention work throughout the period of school closure can be evidenced in our engagement and participation figures over leaf.

**2.3/2.4;** Continue to develop children’s skills in their use of digital technologies with a particular focus on First Level.* In Terms 1 and 2 most staff continued to deliver digital technologies across the BGE, offering our children the opportunity to further develop their knowledge, skills and understanding and apply this across learning contexts. This was evidenced through Forward Planning Monitoring in Term 2 and was further interrogated in Planning & Consultation meetings. The impact of this work was evidenced during school closure. An increased number of children engaged with the digital platform with only a few families requesting paper packs in comparison to the previous period of school closure. In addition, across second level, the majority of children were demonstrating an improved confidence and were able to apply their increased knowledge to display and complete their learning.
* Our Learning Partnership (March 2021) found that staff had a “*shared understanding of the high expectations associated with remote learning, with a focus on progressing learning, which was agreed and understood”.*
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| **Next Steps:****Focused Priority****2.3/2.4;** Continue to ensure high quality learning experiences across Nursery – P7.**Strategic Actions*** 2.3/2.4 (Themes 2 & 3) Further develop the principles of planning for progression across all Numeracy & Mathematics Pathways.
* 2.3 Revisit & refresh our understanding of the key principles of Workshop for Literacy across P1-7

2.3 (Theme 3) Work collaboratively with Cluster Colleagues to enable wider opportunities for robust moderation of writing across a CfE Level.* 2.4 (Theme 2) Revise our Support for Learning processes to ensure that interventions are best placed to raise attainment in a timely and well-planned approach, ensuring equity.
* 2.3 (Theme 2) Work collaboratively with Education & Children’s Services Directorate Solutions Team to develop an ICT Improvement Plan which will support high quality teaching & learning.

Allocate £2000 to enhancing resources as required.* 2.3 (Theme 1) Refresh our Relationships and Learning Policy to reflect our Vision, Values and Aims.

Ensure that there is a shared understanding across our school community of the principles and the roles and responsibilities associated with this work.* 2.3 Work collaboratively with Early Years Practitioners, using the framework of “Realising the Ambition” to ensure that quality environments, interactions and experiences are shared, understood and delivered by all.
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| **Attainment of Children and Young People** |
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| **20-21** | **Listening & Talking** | **Reading** | **Writing** | **Numeracy** |
|  | P1 | P4 | P7 | P1 | P4 | P7 | P1 | P4 | P7 | P1 | P4 | P7 |
|  | 73% | 94% | 81% | 71% | 75% | 77% | 71% | 63% | 70% | 73% | 71% | 69% |
|  | Listening & Talking(P1,4,7) | Reading (P1,4,7) | Writing (P1,4,7) | Numeracy (P1,4,7) |
|  | 83% | 73% | 67.7% | 70.4% |

**NIF Stretch Targets for Kennoway PS 20/21 (Combined P1, P4, P7)**Literacy – 61.1% Numeracy – 66.9% BELOW KENNOWAY**Fife NIF Stretch Targets 20/21 (Combined P1, P4, P7)** Literacy – 67.5% Numeracy – 72.7% BELOW FIFEAcross all stages we have met or exceeded our school NIF Stretch Targets in all Literacy & Numeracy Pathways.Although P4 and P7 have not achieved the Fife NIF Stretch Target of 72.7% in Numeracy, there has been an improvement in Numeracy attainment for these stages compared to last session (70% P4 and 66% in P7). Our P4 SNSA data shows that whilst most children are Band 5 and above, 13 children are below Band 4, whilst in P7 most children are Band 7 and above, with 7 children below Band 6. In P4 and P7 we have made gains in Reading attainment compared to last session, an increase of 5% across P4 and 8% across P7 and in Writing we have maintained our attainment in Writing compared to last session and increased in P4 (1%) and P7 (8%).There has been significant improvement in P4’s Listening and Talking attainment this year compared to last, an increase of 17% whilst P7 have improved by 6%.Across P2,3,5 & P6 cohorts most children are performing at or beyond the National Expectation in Literacy & Numeracy.In P6 almost all children are meeting the National Expectation in all Literacy Pathways.In Kennoway we currently support 17 children who are currently or previously Care Experienced. Most are either on track or above in Listening and Talking (76.5%), whilst the majority are either on track or above for Reading and Writing (64.7%), falling slightly short of the Fife NIF Stretch Target.Across this identified cohort, whilst the majority are on track or beyond, there is a slight reduction in Numeracy attainment (58.8%), which is below both the school and Fife NIF. |
| **Evidence of significant wider achievements** |
| Despite school closure in Term 3, Staff have continued to have high expectations for children and there is a strong emphasis on promoting & celebrating success and achievement for all. There are a range of opportunities for successes and achievements to be celebrated in school and with Parents/Carers including Star of the Week, Star Awards, Good Morning Kennoway, displays, Seesaw, School Facebook Page etc. (3.2 Raising Attainment & Achievement/Securing Children’s Progress HGIOS 4/ELC) all of which support our children to develop the 4 capacities of CfE.Our P1-7 children engaged with the NSPCC – Speak Out, Stay Safe, virtual assemblies, raising awareness of the importance of keeping safe.In Term 2, our P1 cohort confidently delivered a wonderful online Nativity which highlighted teamwork and collaboration, essential to making our school successful.P6 & P7 welcomed an online presentation from Smoke Factor, and further to this P7 worked with Barnardo’s on the subject of Substance Misuse. Almost all children engaged positively addressing the important and relevant issues of making positive, informed, lifestyle choices now and in the future.Across the year all children in P3/4 and in P4 have entered several writing competitions. Across these 3 classes almost all children have either had a poem or a story published by Young Writers. These opportunities have provided a relevant and coherent context for writing and have increased motivation and confidence for most children.All children across P1-7 took part in their competitive Sports events over the course of Sports Week in May thus ensuring that the attributes of resilience and positive mindset encouraged in class could be transferred to a different context.In line with our school values (Kennoway CARES), we supported 2 charity events – Christmas Jumper Day and Comic Relief embedding our children’s understanding of equality and promoting mutual respect. |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| Prior to school closure we had no class isolations which enabled us to maximise our time in Terms 1 & 2. We used this time to prioritise our recovery plan, minimise barriers and ensure equity. In doing so we ensured that almost all parents & carers in school and most in nursery were linked to our digital platform, Seesaw, and used a variety of digital approaches to share information including Seesaw, Groupcall, Facebook, and SWAY as well as through our regular Parent Council Meetings. Furthermore, we spent time up skilling our children in their use of digital technology, particularly those in Early Years.In September 2020 we asked our parents and carers benefitting from a Free School Meal entitlement to complete a questionnaire to establish what the IT needs were across our families. The feedback from this informed how we distributed our 90 Scottish Government Devices to ensure that, where possible, we were ensuring equity and minimising barriers to learning. Furthermore we made resources available to support home learning including stationary, jotters, reading books and art materials.Local and National guidance was shared with staff which supported our discussions in ensuring a shared understanding of the expectations across our school and Nursery associated with remote learning which was shared with our parents and carers.In school our Curricular Drivers continued to be the focus, Literacy, Numeracy, Health & Wellbeing. IDL supported our delivery of the BGE. In line with our WTA we built in collegiate opportunities for collaborative planning across stages and bubbles, the focus being progressing learning and applying our development work undertaken over the last 2 years associated with 2.3 and 3.2. The range of formative and summative assessments undertaken in Terms 1 and 2 informed planning for remote learning.One task for each of the curricular drivers was uploaded on a daily basis along with 2 additional, optional tasks allowing for challenge or “fast finishers”.Participation and engagement were tracked separately.We analysed the data associated with the number of children across P1-7 who participated in any learning across the week.On average throughout the period of school closure, most children participated. Our averages, based on a full week, ranged from 85-89%.Engagement in learning was tracked by the HT on a weekly basis using an agreed high/medium/low/non engagement criteria. In doing so we established that in most classes the majority of children were either high (15-20 weekly core tasks) or medium (10-14 weekly core tasks) engagers for most of the Term.This data informed our rigorous approaches to contacting and supporting children and families who were finding it challenging to engage in learning.We issued a further questionnaire for all parents/carers in January 2021, at the end of Week 2 of school closure, the focus of which was “How are you doing? & How are we doing?”In analysing the feedback, we were able to determine that the majority of parents felt that the number of learning tasks set were both manageable and pitched appropriately. A few parents highlighted that access to an appropriate digital device continued to be a challenge and subsequently we were able to use this data to highlight the need for further devices through the return in the HT Briefing.In nursery almost all parents responded to their questionnaire advising that they were happy with the amount and content of the online learning during nursery closure.Questionnaire responses were shared with all teaching staff which enabled them to plan and deliver support in a different way, provided reassurances to parents and managed parental anxieties where necessary.A few P7 parents highlighted that they would prefer to have all learning tasks for the day to be set by 9am so that they could plan around their working day and across the school a few of our Parents requested paper packs.These requests were immediately actioned.Most staff sought feedback from their children through their regular interactions and again responded as appropriate.Telephone Parent /Teacher Interviews were offered in November 2020 and whilst some parents/carers requested a Seesaw update instead of a telephone appointment, the majority requested the opportunity to hear more about their child’s progress. These communications also offered further opportunities to reassure, support and challenge families as well as action any specific concerns raised. The SLT continued to quality assure learning, teaching & assessment across the whole school, supporting and challenging staff where appropriate. Virtual Planning & Tracking Meetings continued to focus on our identified priorities within QIs 2.3 and 3.2.Regular staff meetings, including weekly staff Bubble Meetings provided a forum for sharing good practice, which allowed staff to learn from each other. This was vital in monitoring and supporting staff wellbeing, maintaining motivation and confidence as well as continuing to prioritise the sense of “Team”.In August 2020 almost all nursery staff completed a questionnaire to determine staff wellbeing returning to work during the COVID pandemic. Most staff stated that they felt some apprehension, however at the end of the first week all staff stated that their concerns had been addressed in a positive way and any questions were dealt with sensitively and effectively.We agreed and maintained a clear rationale for accepting applications for Extended Support Groups throughout the period of school closure. This rationale was in line with the guidance from our Local Authority but also based on our knowledge and understanding of our families.Throughout the period of school closure, we supported 57 children across nursery -P7 who met the criteria for Keyworker status. 39 children in school were identified as meeting our criteria for extended support and most (85%) accepted this support. We offered 15 2-year-old nursery places and throughout the period of closure all places were accepted.Our Learning Partnership held on 9th March 2021 highlighted that “*Planned interventions to support vulnerable children and families in minimising barriers to learning have been valued*” by staff.On INSET 4 we used the reflective questions from the Education Scotland Remote Learning Guidance January 2021 as a self-evaluation tool with staff focus groups (1.1 Self Evaluation for Self – Improvement).The feedback from staff was overwhelmingly positive and this was further evidenced in our Learning Partnership in March 2021. Key strengths highlighted by staff included the strengthening of relationships across our whole school community, their understanding of standards and expectations and the increased confidence staff felt in their use of ICT.Staff highlighted challenges associated with remote learning including increased workload, the challenges associated with assessment and the emerging gaps in learning as a result of varying levels of engagement. |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)**  |
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| Number of devices provided to support learning at home | 90 |
| Additionality in staffing  | 1.8 FtE |

As previously noted we used our FME data as a baseline for the allocation of our digital devices and subsequently followed our analysis up with a questionnaire which, in the first instance, identified families’ most requiring access to a device. We also responded to families who contacted us to advise that although they did not qualify for free school meal entitlement they had no or limited access to a relevant device.89 Families across P1-P7 benefitted from digital devices.132 individual children across P1-P7 benefitted from a shared device. (1 per family).During the period of school closure less than half of the identified cohort of children (38%) positively engaged with learning using their digital device, whilst the majority engaged minimally, completing between 1-4 pieces of work per week, or not at all.As already outlined, in most classes the majority of children in P1-7 were either high (15-20 weekly core tasks) or medium (10-14 weekly core tasks) engagers for most of Term 3.In August 2020, we were fortunate enough to benefit from a 1.0FtE Scottish Government Funded Teacher in the first round of allocation. However, in September our Probationer took the decision to defer and subsequently, our additional member of staff was allocated to a class on a full-time basis.In the second round of the allocation, Kennoway benefitted from 0.8FtE additionally.Between September and December 2020, our additionality was used for the ongoing support of Numeracy across P3-6. P1, P2 & P7 Numeracy interventions were supported by one of our substantive staff and DHT.All stages have met the school NIF Stretch Target in Numeracy, whilst the majority of stages across P1-7 have met or exceeded the Fife NIF.Feedback from the groups benefitting from small group numeracy intervention was very positive with almost all acknowledging the benefits on their confidence, knowledge and understanding as outlined on Page 9. |
| **Attainment Scotland Fund Evaluation (PEF/SAC)**  |
| **Progress:****2.2/2.3/2.4:** Continue to make best use of our Scottish Attainment Fund to ensure quality interventions impact positively on our lowest achieving cohort in Literacy & Numeracy with a particular focus on progress from early to first level.* In line with COVID Guidance we have considered how we deploy staff this year. In doing so we have made every effort to minimise multiple contacts for staff and children. In Terms 1 & 2 we allocated PSA staff and Scottish Government staff to support Reading and Numeracy. In Term 3 teaching staff were allocated to bubbles of 3 or 4 across each stage of the school and we have maintained this model in Term 4, allowing for small group interventions in Literacy & Numeracy, informed by a range of data, enabling us to primarily target cohorts most affected by school closure. The SLT have also been heavily involved in maintaining this approach which has also ensured equity for all stages of the school in an attempt to, not only minimise the attainment gap but reduce any further gaps emerging.
* In December 2020 we worked with class-based pupil focus groups across P2-7 to establish pupil views on how support was deployed in our school and the impact of this on learning & teaching.

**2.4/2.3:** Continue to develop our Pupil Support Project (PEF) to further improve pupil engagement and participation for an identified cohort of children across the BGE.* In order to up skill all staff on strategies to support learners and learning, on INSET 3, November 2020 all teaching, non-teaching and early years’ practitioners engaged in an input from ASIST which was delivered for Early, First or Second level.
* This year a PSA Level 2 was recruited to support and deliver the principles of our Pupil Support Project along with our PEF Funded Pupil Support Teacher and PT.

Staff were timetabled to continue to support our identified cohort of children to increase and sustain classroom engagement and participation.In Terms 1 & 2 interventions such as Kitbag & Lego Therapy continued within the restrictions of class bubbles.Our Pupil Support Teacher was able to release class teachers to work 1:1 with identified children thus enabling relationships to develop quickly.We continued to make use of our Learning Lounge however in addition we further developed another classroom space in our school to offer sensory support and physical activity.Individual trays of resources were developed in order that we were able to continue to offer children personalised de-escalation strategies. |
| **Impact:****2.2/2.3/2.4:** Continue to make best use of our PEF to ensure quality interventions impact positively on our lowest achieving cohort in Literacy & Numeracy with a particular focus on progress from early to first level.* Most staff continue to have a very good awareness of their lowest attaining children. We make use of quantitative data to inform our continued capacity for improvement. Pupil Equity Funding, along with planned deployment of our PEF PT, Pupil Support Staff, allocated Scottish Government Staff, SLT and Support for Learning staff, has enabled small class group intervention to support our lowest achieving children across P1-P7 in Reading, Writing and Number (Education and Children’s Services Directorate Agile Action Plan 2020-2021). However, it should be noted that this work has not had the impact we hoped this year as we have been unable to maximise support across classes and stages in line with COVID-19 Guidance.
* Across P1, P4 & P7, 61 children were identified for interventions in Reading, 68 in Writing and 62 in Numeracy. In comparing our CfE Data between August 2020 and June 2021 we can evidence that most children across all 3 drivers are either on track, the attainment gap has decreased or has been maintained. However we have also identified that across the P1 cohort that the gap has widened in Reading & Writing for 16% of children and 10% in Number. Furthermore our data shows that across our P2 cohort the gap has widened for 23% of children in Reading and 25% in Writing and Numeracy (please see SIP 2021-22/PEF Plan 2021-22).
* Almost all participants in our P2-7 Pupil Focus Groups felt that they benefitted from the small group support they received in Reading, Writing or Numeracy. Almost all highlighted that they felt more able to concentrate in a quieter environment and that they saw the benefit of “*getting help quicker when you put your hand up*”. The majority said that they felt that their confidence and/or learning had improved, “*When I am in my group, I feel more confident”,* *“I wasn’t good with dividing, but I am now”.*

When asked about how they thought this intervention work could be improved responses included “*more time*” or “*more often*”.* Almost all of the 113 parents (98%) who responded to our Questionnaire (May 21) either agreed or strongly agreed that they were happy with the standard of education that their child receives at our school.

**2.4/2.3:** Continue to develop our Pupil Support Project (PEF) to further improve pupil engagement and participation for an identified cohort of children across the BGE.* Most staff have found the ASIST Training helpful in identifying strategies to support children in their classrooms. Most nursery staff have accessed resources and further recommended reading from the links shared by Supporting Learners Service.
* Almost all children who have benefitted from support through the Pupil Support Project are able to return to class following their “Pit Stop” and furthermore there has been a reduction in the number of “Pit Stops” taken by our children.
* Most PSA’s benefitted from training in Lego Therapy, Kitbag or Social Stories and are now making use of these resources to support identified individuals and where appropriate wider class cohorts.

**Next Steps*** 3.2 Numeracy attainment for our identified cohort of children who are currently or previously Care Experienced will improve from 58.8% to most achieving the 2021/22 School NIF Stretch Target of 72.2% or beyond.

 Numeracy Attainment for our identified P2 and P3 & P5 cohorts will improve enabling almost all stages to achieved the Fife NIF Stretch Target of 77.1% or beyond and illustrating a reduction in the attainment gap between the most and least able.* Classroom engagement and participation for an identified cohort of children for our Pupil Support Project will increase, leading to an improvement in attainment.
* 3.1 All children in P6 & P7 will benefit from a free 10-week block of swimming lessons.
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**School/Setting Name:** Kennoway Primary School & Early Learning Centre

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation***March 2020* |
| **1.3 Leadership of change** | Good | Very Good | Very Good | NA |
| **2.3 Learning, teaching and assessment** | Good | Good | Good | Good |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Very Good | Very Good | NA |
| **3.2 Raising attainment and achievement** | Good | Good | Good | Good |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation***March 2020* |
| **1.3 Leadership of change** | Good | Very Good | Very Good | NA |
| **2.3 Learning, teaching and assessment** | Good | Good | Good | Good |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Very Good | Very Good | NA |
| **3.2 Securing children’s progress** | Good | Good | Good | Good |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** |
|  | **2018 - 2019** | **2019 - 2020** | **2020-2021** |
| **Quality of care and support** |  March 20195-Very Good | NA | NA |
| **Quality of environment** |  5-Very Good | NA | NA |
| **Quality of staffing** |  Not assessed | NA | NA |
| **Quality of leadership and management**  |  Not assessed | NA | NA |