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| ***Kettle Primary School***  **Standards and Quality Report**  **2021-22**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | *102* | | | | | **FME** | *11.76%* | | | | | **Attendance (%) 95.49** | **Authorised** | **3.35** | **Unauthorised** | **1.16** | | **Exclusion (%)** | *0* | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | *£15,860* | | | | |

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| **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 & Numeracy**  NIF Driver | HGIOS 4 Quality Indicators  1.1 1.3 2.2 3.1 3.3  HGIOELC Quality Indicators  1.1 1.3 2.3 3.1 3.3 | |
| **Progress: School and Nursery- To further develop the outdoor learning experiences of our children both in our school grounds and in the community spaces we access in and around our village.**  **All children have more regular planned time outdoors. All classes have accessed playground for weekly P.E sessions..**  **Playpod has been updated with Parent Council providing additional resources and organising equipment to aid access.**  **All classes have at least one planned playpod session per week.**  **All classes now have had weekly walks, play park visits or visits to the forest.**  **Equipment to support skills and a variety of social play has been provided by Parent Council and from school funding to enhance the experience of all children in “Play Bubbles”.**  **Nursery garden has been rezoned with clear space to play in the outdoor home corner, mud kitchen and to cycle, build, dig and climb.**  **Increased storage space and new planters to create a nursery garden have been purchased through grant funding in collaboration with the Parent Council.**  **Staff have taken part in regular discussions about learning outdoors and have adapted planning to ensure all curricular areas are being delivered through outdoor experiences as well as classroom based.** | | |
| **Impact:**  **All classes from Nursery to Primary 7 were observed outdoors. Almost all observations of the range of outdoor activities showed that all children were engaged and motivated.**  **Focus groups were created across the P3 to P7 classes these groups constituted 35% of the total pupil population. Discussions and written responses highlighted that 95% of children indicated that they would give 10/10 for how active they had been on a weekly basis and 90% would give 10/10 for how healthy they believed they were at school.**  **Most children were engaged in planned outdoor activities that took account of experiences and outcomes from all curricular areas. Due to difficulties ensuring ratios were correct for outdoor learning some classes missed planned opportunities. Although, experiences and outcomes were delivered in a different way this diminished the experience in some cases.**  **All nursery staff reported that outdoor learning opportunities were leading to improved progression in learning this is supported by increased reference to progression in learning during outdoor play in almost all PLJs. As a result children are experiencing greater breadth and depth in their learning experience and more scope to apply new learning across different contexts during play.** | | |
| **Next Steps:**  ***To Continue to develop planning to ensure that all children experience all curricular areas during planned outdoor opportunities.***  ***Develop a dedicated outdoor space for P1-3 building on the experiences in the nursery garden and staff to allow all day access.***  ***Continue to develop the nursery outdoor space to include a greater focus on conceptual numeracy across learning.***   |  |  | | --- | --- | | **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | | HGIOS 4 Quality Indicators NIF  1.1 1.2 1.3 2.3 2.4 3.2 Assessment of Progress  HGIOELC Quality Indicators Teacher Professionalism  Performance Information | | **Learning, Teaching and Assessment – Feedback**  **Progress:**  ***Staff meetings at the start of term 1 focussed on staff bringing evidence from their classrooms to share. This created a current picture of how feedback is used across the school. This confirmed that feedback was evident in all classes during lessons and as part of marking in written and oral form. All pupils who were part of a focus group could say what they were doing and the knowledge they were gaining. Children could not say why they were learning or what skills they were development.***  ***Staff dialogue about effective practice and approaches took place. An agreement was reached to include the WHY of learning during every lesson and that we needed to develop a whole school approach to skills development.***  ***Learning partnership meeting to allow dialogue across schools about effective practice and approaches took place this allowed sharing of good practice and provided skills developments to support our work to develop a whole school approach in this area. We agreed to have a second meeting with a particular focus on moderation across schools in term 3 or 4. The second meeting did not take place due to COVID and changing priorities.*** | | | **Impact:**  **Due to COVID, although actions were undertaken there is little impact or outcome data at this point. We did have an opportunity to come together as a staff to look at our learning, teaching and assessment model to further improve consistency.** | | | **Next Steps:**  *This priority will be continued in to 2021-22 to ensure evidence can be gathered and impact measured.* | |  |  |  |  | | --- | --- | --- | | **Improvement for Recovery Priority Work**  **Session 2020 – 2021** | | | | HGIOS 4 Quality Indicators  NIF  School Improvement  Assessment of progress  Teacher Professionalism  Performance Information  1.1 2.2 2.7 3.3  HGIOELC Quality Indicators  1.1 2.3 2.6 2.7 3.2 | | | Together with our community develop and promote an aspirational vision for our curriculum.  **Progress:**  **A new strategic overview for planning has been developed and ready to implement. This provides improved detail at each stage about which Experiences and Outcomes we will deliver. It provides staff with learning statements that cover the knowledge and skills to be taught and supports collegiate planning to improve planning for progressing.**  **Progression pathways for all curricular areas are prepared and ready to implement. Some use was made of them during the last remote learning episode to support progression and pilot the approach.**  **Learning statements are in place, derived from Es and Os and benchmarks, for all areas of the curriculum.**  **Tracking at individual pupil level for every curricular area is ready to be implemented and has already been carried out for new P1 entrants based on their PLJ information.**  **Planned Periodic Assessments are in place for the expressive arts ready for term I pilot and this work will continue throughout term 1 of 2021-22.**  **Early years staff have taken part in training session related to playful pedagogy and new play resources have been purchased including new wooden blocks across the P1-P3 classes.**  **A skills progression has been prepared to support the development of the 4 capacities in all children.**  **The Learning Statements from the new progressions were used to plan for the most recent remote learning period.** | | | | **Impact:**  **All children were provided with relevant remote learning experiences with a clear focus on skills for literacy, numeracy and health and wellbeing as well as subjects from the wider BGE. across all classes in term of Es and Os covered to support families to engage and complete tasks. Feedback from parents has been positive.**  **“… and feel the school also did a fantastic job of organising the second term of home learning.”**  **(Parent Quote)**  **Due to COVID, although actions and tasks have been undertaken there is little impact evident.** | | | | **Next Steps:**  **Implement and monitor the new progressions, planned periodic assessments, tracking and moderation processes.**  **Continue with aspects of this plan that were not taken forward due to COVID including sharing our curriculum progressions with parents and updating our shared rationale, vision and values in light of improvements.** | | | | **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | | | | HGIOS 4 Quality Indicators  1.1 1.3 2.2 3.1 3.3  HGIOELC Quality Indicators  1.1 1.3 2.3 3.1 3.3 | | **Continuation of learning, teaching and assessment during times of restrictions of any kind**  **Focused Priority: Emotional well-being of our learners and ensuring we are meeting the needs of our learners and community.**  **Progress:**  ***All logins and IT resources were checked and all in place.***  ***Teams now an integral part of homework delivery and all staff and families accessing confidently.***  ***Training provided to up skill staff in the use of SWAYS all staff confident in use and created SWAYS for families and school monitoring purposes.***  ***A school guide to remote learning/ teams was prepared and shared with parents.***  ***Resource folders created for every child and sent home for use during remote learning.***  ***A pack of extension and fun activities provided for each child.***  ***Whole school approach (including additional support check ins) to remote delivery fully implemented and adapted as required. Almost all families engaged and reporting no issues with access.*** | | | | | **Impact:**  **All classes established immediately when remote learning was announced. This ensured children had continuity in their learning and meaningful relevant learning experiences ensuring progression.**  **Almost all children engaged with all online classes and teams activities. This allowed staff to meet the curricular needs as well as any development wellbeing issues quickly and effectively.**  **New planning provided a progression for all classes and a more streamlined approach.**  **All children with additional support needs were contacted weekly and additional resource/ approaches implemented as appropriate. This ensured learning was individualised and that children were making progress within meaning progression pathways.** | | | | | **Next Steps:**  *Continue approach as and when required.*  *The collegiate approach taken towards planning across the school will be applied on an ongoing basis within school as this supported meaningful monitoring, evaluation and moderation of learning and teaching.* | | | | | | |
| **Attainment of Children and Young People** | | |
| ***The following attainment data for P1 P4 and P7 combined should be read keeping in mind that the recent Pandemic has resulted in declarations being lower than they were in previous years, going back to 16/17.***  ***For Kettle Primary an overall drop was seen in literacy levels during session 2019-20 from 77.3% in 2018-19 down to 61.4%.***  ***In numeracy an overall drop was also seen in 2019-20 from 88.6% in 2018-19 to 81.8%.***  ***This session we achieved the following attainment results, in reading 81.39%, in writing 69.76% and in listening and talking 86.04% and numeracy 79.06%,***  ***Our attainment in both literacy and numeracy was beyond the expected target set by the education service. Our target was 68.8% in literacy and 73.9% in numeracy.***  ***Writing has shown a significant drop and this will be a focus for improvement during session 2021-22.*** | | |
| **Outcomes for Young People** | | |
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| **Evidence of significant wider achievements** | |
| ***Active Schools worked with children from P5-P7 developing awareness of mental-health and leadership skills in the playground. These opportunities have allowed children to further develop their skills across the 4 capacities.***  ***Children across all classes took part in a virtual “Burns Federation Competition” Two children received an award.*** | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| **Successes include keeping on track/ beyond expectations for attainment. See section related to “Attainment of Children” above for related data.**  **Ensuring we provided all families who required IT resources prior to remote learning starting.**  **Having a pre-planned parental advice sheet, weekly timetable, curriculum, folder of resources and additional online resources in place ready to start on day 1 of remote learning.**  **Where a very small number of families decided not to engage we found this impossible to reverse. We did try to engage with phone calls and including these families in e-mails and text messages.**  **We suffered from building related problems that led to staff working in very cold conditions and time lost due to closure to resolve issues.**  **We will continue to use digital platforms for engagement and homework.** | |
| **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 | 9 | | Additionality in staffing | Probationer plus 0,2 teacher time and 0.4 PSA time. |   ***Almost all of our families accessed remote learning and those that chose not to did not have any access difficulties.***  ***9 families were identified as requiring devices to ensure equity of access to learning provision. All 9 devices were issued and these families all accessed learning on a daily basis. For those children this ensured progression in learning and access to their teachers and peers through class check-ins and get togethers, supporting attainment and wellbeing.***  ***Additional staffing ensured we could protect classroom teacher time to deliver full contact for their classes during remote learning while, at the same time providing a class teacher and PSA support in school for those children who had to come in for learning time for various reasons.***  ***Our attainment data indicates that we met the needs of learners and progression from last session’s learning is beyond expectations set by the Education Service to meet our stretch target of 87.6% in literacy and 88% in numeracy by 2024-25.***  ***Our attainment data in reading was also higher than expected at 81.39% this reflects the focus we placed on additional reading for targeted pupils and groups using the additional resources provided. Writing was not a focus for additional resources and we had a lower level of overall attainment at 69.76%. This will be a focus for next sessions improvement work.*** | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | |
| **Progress:**  **Additional PSA staff were employed to support outdoor learning across the full session.**  **A wide range of toys were bought to improve levels of physical play and the variety of activities within playground class bubbles.**  **Additional PSA supported wellbeing by having an additional adult to connect with during playtimes and lunchtimes.**  **Storage was arranged and classes took responsibility for care and storage of equipment.**  **PSA supported almost all classes to access outdoor visits beyond the playground at least twice a week.**  **PSA supported the P7 class to engage in a week of visits beyond the village instead of the usual end of term trip experience.**  **PSA time allowed targeted pupils to receive two additional reading times with an adult every7 week.** | |
| **Impact:**  **All classes from Nursery to Primary 7 were observed outdoors. Almost all observations of the range of outdoor activities showed that all children were engaged and motivated.**  **Focus groups were created across the P3 to P7 classes these groups constituted 35% of the total pupil population. Discussions and written responses highlighted that 95% of children indicated that they would give 10/10 for how active they had been on a weekly basis and 90% would give 10/10 for how healthy they believed they were at school.**  **Most children were engaged in planned outdoor activities that took account of experiences and outcomes from all curricular areas. Due to difficulties ensuring ratios were correct for outdoor learning some classes missed planned opportunities. Although, experiences and outcomes were delivered in a different way this diminished the experience in some cases.**  **Targeted children have maintained their attainment in reading despite periods of remote learning.** | |

**School/Setting Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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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 | Good |  |
| **2.3 Learning, teaching and assessment** |  | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** |  | Good | Good |  |
| **3.2 Raising attainment and achievement** |  | Satisfactory | 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**  *(within last 3 years)* |
| **1.3 Leadership of change** |  | Good | Good |  |
| **2.3 Learning, teaching and assessment** |  | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** |  | Good | Good |  |
| **3.2 Securing children’s progress** |  | 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** |  |  |  |
| **Quality of environment** |  |  |  |
| **Quality of staffing** |  |  |  |
| **Quality of leadership and management** |  |  |  |