**Standards and Quality Report 2022-2023**

**Muckhart Primary School**

**“Home of Natural Learning”**



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| **School Context** | | |
| **Our Context**  Muckhart Primary is a small rural school with a current roll of 40. The school was built in 1845. We have extensive outdoor areas, which we regularly use for teaching. We are an outdoor-loving school. This session we have 2 classes: Devon Class P1-3 and Cowden Class P4-7. We are well supported by our parents/carers and the wider community. We pride ourselves on taking part in everything that bigger schools do. Our Twitter hashtag is #smallbutmighty and this truly sums us up.  **School Vision and Aims**  Our vision statement is of “a thriving, resilient and happy community”. This was co-created involving all stakeholders.  We have a strong sense of community; working together as one “Muckhart family”. We promote diversity and belonging. We value each person in our Muckhart family as having something unique to offer. Parents have described our ethos as being “like a comfy, cosy cardigan” and our school as “a school where every child is seen and appreciated for who they are.”  **Our Values**  Our children and families understand that these values underpin our relationships and sit behind all that we say and do   * Kindness * Honesty * Determination   We are proud to say that every child and family know our values and do their best to live them daily.  **The Socio-economic Context**  The Scottish Index of Multiple Deprivation (SIMD) is the measure the Scottish Government use to identify which children are likely to come from a high- or low-income household. Each postcode is allocated a quintile which is used to target funding. However, data zones in rural areas tend to cover a large area; meaning that SIMD is less helpful identifying the smaller pockets of deprivation found in more rural areas. According to this measure a minority of our learners live in Quintiles 1 & 2. It is vital that Scottish Government Pupil Equity Funding is used wisely to drive forward improvements in educational outcomes to ensure that every learner has the chance to be the best they can be. | | |
| **Performance Information** | | | |
| **Attainment**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | June 23 | **Reading %** | **Writing %** | **L/T %** | **Literacy %** | **Numeracy %** | | P1 | All | Most | All | Most | Most | | P4 | Most | Majority | All | Majority | Most | | P7 | Most | Majority | Majority | Majority | Majority |  |  |  |  |  | | --- | --- | --- | --- | |  | **All Quintiles P1, 4,7**  **combined %** | **Stretch Aims All Quintiles %** | **Achieved/Not Achieved** | | Literacy | 69 | 68 | +1 | | Numeracy | 69 | 74.9 | -5.9 |  |  |  |  |  | | --- | --- | --- | --- | |  | **Q1&2 P1,4,7**  **combined %** | **Stretch Aim**  **Q1&2** | **Achieved/Not Achieved** | | Literacy | 75 | 59.3 | +15.7 | | Numeracy | 50 | 68.3 | -18.3 |  |  |  |  |  | | --- | --- | --- | --- | |  | **Q5 P1,4,7**  **combined %** | **Stretch Aim**  **Q5** | **Achieved/Not Achieved** | | Literacy | 62.5 | 76.9 | -14.4 | | Numeracy | 87.5 | 79.3 | +8.2 |   -The data above shows attainment in P1,4 and 7 in comparison to the Local Authority stretch aims.  -From this data we can see that we have succeeded in achieving the Local Authority stretch aims in literacy for those in Quintile 1&2 however, we have not done so for learners in Quintile 5.  -In contrast, the opposite is true for numeracy.  -We have to be mindful of the very small numbers in each cohort and in the school as a whole.  **Attendance**: Data from August 2022- 23rd May 2023   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Attendance | Overall School Attendance  Aug-May % | Overall Stretch Aim | Quintile 1&2: August 2022-May 22nd 2023 | Quintile 1&2 Stretch Aim | Quintile 5: August 2022-May 22nd 2023 | Quintile 5 Stretch Aim | Care Experienced: August 2022-May 22nd 2023 | Care Experienced: Stretch Aim | | 2022-23 | 96.4 | 94 | 96 | 91.7 | 97.5 | 95.4 | 99.02 | 94 |   Attendance Q1&2 V Q5 – HWB Measure   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Quintile 1&2 Attendance August 2022- May 22nd 2023 | Stretch Aim  Q1&2 | Quintile 5 Attendance August 2022-May 22nd 2023 | Stretch Aim Q5 | Q1&2  Achieved by… | Q5  Achieved by… | Care Experienced Achieved by.. | | 96 | 91.7 | 97.5 | 96.6% | 4.3 | 1.9 | 5.02 |   From this data, we can see that:  -Our overall attendance across the school is 96.4% which is higher than the Local Authority Stretch Aim of 94%.  -The attendance for children living in Quintile 1 & 2 is 96% which is higher than the Local Authority Stretch Aim of 91.7%.  -The attendance of care experienced children is 99.02% which is higher than the Local Authority Stretch Aim of 94%. | | | |
| **Review of Progress to May 2023** | | | |
| **School Improvement Priority One: Raising attainment in literacy**  By May 2023, **most** targeted learners identified as achieving “just below” the expected level in literacy (mainly reading and writing) will be back “on track” | | | |
| **NIF Priority: NIF Driver:**  -Improvement in attainment, particularly -Assessment of Children’s Progress  in literacy and numeracy | | | |
| **HGIOS4 QIs:**  -3.1 Ensuring Wellbeing, equity and inclusion  -3.2 Raising attainment and achievement/securing children’s progress | | | |
| **Progress and Impact**  -The **majority** of children in the targeted group of learners identified as “just below” are back “on track”. The original aim of **almost all** was not achieved, however, every child has made good progress.  -Targeted small group and one-to-one support was provided in Literacy mainly through the use of Toe by Toe or Word Wasp. Children in these small groups now have a greater understanding of spelling rules.  -During Term 1, we had an additional teacher which enabled us to use “Write On” small group resource to support the teaching of writing – this was focused on P4.  -Throughout the session, our Support for Learning teacher continued to assess and advise in the area of dyslexia meaning that children with dyslexia have comprehensive portfolios to support class learning and learning at home.  - PM Writing Big Books have been introduced – these are teaching resources which give clear structure and guidance for the teaching of writing which put more emphasis on functional writing. We have focused on P4 and P7; giving more personalisation and choice in the subject matter which has clearly enhanced the children’s enjoyment of writing. Children across the school are now asking to do more free writing.  -P4-7 have access to Chromebooks which has benefitted many children, who find handwriting challenging, during extended pieces of writing.  -The Class Teacher attended Cluster schools digital CLPL which supported her in the accessibility features of the Chromebooks – this resulted in children working collaboratively sharing ideas through Google Docs,  -“Nessy”- an online programme to improve reading and spelling has been recently introduced. It is too early to assess impact. It is hoped that “Nessy” will improve the children’s application of spelling rules across the curriculum.  -Teaching staff attended Talk for Writing CLPL at Craigbank PS. This enabled wider peer teacher discussion about improving writing. Teachers have adapted parts of this CLPL to enhance the teaching of writing.  -We continued to invite authors into school to inspire our children. Older children worked with The Japanese Garden to develop story telling stones and also took part in a story-telling workshop.  -Our Literacy Lead Class Teacher trained our library volunteer mums to ensure the volunteer time is linked to the curriculum and plays a part in improving outcomes.  -The use of PM Benchmarking in reading continues to track children’s progress in technical reading skills and also in comprehension. All children made progress through the PM Reading Levels.  -All learners were surveyed using our “Wee Blether” format. Almost all learners felt that staff help them understand how they are progressing in their school work.  -The reduction from 3 classes to 2 in August 2022; while maintaining the same pupil numbers, has intensified the levels of additional support required in the 2 classes and also reduced our staffing by one adult.  -The quality and time that the Learning Assistants have to support individual learners and classes, has been significantly reduced this session due to timetabling demands.  -Providing opportunities to learn through play in P1-3 class has been more challenging this session due to the numbers and level of additional need.  -Over 50% of the school, from P3-P7, receive free music tuition from Clacks Council. While learning an instrument is a positive thing and a definite life-skill; it impacts greatly on the teaching time available especially in literacy and numeracy and can be disruptive to the rest of the class.  **Next Steps:**  -Our Teacher Professional Judgement data tells us that there are gaps in literacy mainly in the area of writing.  -Writing will continue to be a focus for improvement as we move into session 2023-24. | | | |
| **School Improvement Priority Two: Raising attainment in numeracy**  -By May 2023, **most** targeted learners identified as achieving “just below” the expected level in numeracy will be back “on track” | | | |
| **NIF Priority: NIF Driver:**  -Improvement in attainment, particularly -Assessment of Children’s Progress  in literacy and numeracy -School Improvement | | | |
| **HGIOS4 QIs:**  -2.3 Learning, Teaching and Assessment  -3.2 Raising attainment and achievement/securing children’s progress | | | |
| **Progress and Impact:**  -The **majority** of children in the targeted group identified as achieving “just below” are now back “on track”. The aim of **most** was not achieved, however, every child has made good progress through the phases of numeracy.  -“Building Blocks” – the Local Authority Education team’s small group intervention for numeracy was focused on P4 children with gaps in learning. Of the children involved in this small group intervention, all made significant progress towards achieving First Level.  -Maths boxes were re-introduced in the older class; to support children by encouraging the use of tactile resources and to reduce the stigma of using resources to support numeracy.  -Playful learning and exploration, as well as the use of outdoor spaces to enhance learning, continue to be key pedagogies.  -Teaching staff attended cluster CLPL at Alva Academy to support their understanding of breadth and challenge in the maths curriculum.  -Probationer teachers visited us for Outdoor Learning CLPL – we demonstrated a variety of outdoor lessons across different curricular areas. We received positive feedback.  -A Local Authority Quality Assurance Validated Self Evaluation team observed teaching and learning in March of this year. The team validated our own self-evaluation of 4 key Quality Indicators.  -As in the case of literacy, the quality and time that the Learning Assistants have to support individual learners and classes, has been significantly reduced this session due to timetabling demands.  -Again, the reduction from 3 classes to 2; while maintaining the same pupil numbers, has intensified and condensed the levels of support required in the 2 classes and also reduced our staffing by one adult.  **Next Steps:**  -Moderation, with cluster colleagues, of planning for progression in the area of numeracy and maths. | | | |
| **PEF Expenditure** | | | |
| Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty-related attainment gap. Funding must provide targeted support for children and young people (and their families if appropriate) affected by poverty to achieve their full potential.  In 2022-23, Muckhart Primary School received £7400 in Pupil Equity Funding. The bulk of this was spent in the following ways:   * Improvement in attainment in literacy (including the development of play pedagogy) to close the gap between our most advantaged and least advantaged learners: £3500 (approx). * Improvement in attainment in numeracy (including Participatory Budgeting Family Learning project) to close the gap between our most advantaged and least advantaged learners: £1000 (approx). * Improved health and wellbeing – mainly reduction of anxiety and therefore increased resilience in all learners: £400 (approx).   **Progress and Impact:**  **Tracking the Attainment Gap**  Q1&2 v Q5 Summary: June 2023: Attainment Gap   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | **% on track in targeted PEF group Q1&2 in May 2022** | **% on track in targeted PEF group Q1&2 in May 2023** | **% on track in Q5 group in May 2022** | **% on track in Q5 group in May 2023** | **Percentage point gap between Q1&2 group and Q5 group May 2022** | **Percentage point gap between Q1&2 group and Q5 group May 2023** | **Percentage point improvement (i.e gap reduced by…) May 2023** | | Reading | 28.6 | 75 | 77 | 83 | 48.4 | 8 | **40.4** | | Writing | 28.6 | 62.5 | 59 | 70 | 30.4 | 7.5 | **22.9** | | L/T | 57 | 62.5 | 95 | 91 | 38 | 29.5 | **8.5** | | Numeracy | 14 | 50 | 86 | 78 | 72 | 28 | **44** |   -From the data above, we can see that in all areas the attainment gap has been reduced.  -All children made progress in all areas.  **Progress and Impact**:  -Outdoor play was enhanced using PEF funding. This encouraged more co-operative and risky play outdoors.  -Author visits linked to the curriculum were successful in motivating children in writing.  -The purchase of class sets of high interest phonics books, non-fiction texts and books linked to contexts for learning has enabled our children to improve their reading abilities while ensuring texts are current and interesting and linked to their personal interests.  -The children continued to enjoy the online platform Sumdog which enhances their mental arithmetic skills and supports recall of number facts.  -We continue to use Emotion Works -an online teaching resource – which supports the teaching of Health and Wellbeing and understanding our emotions. Use of this resource supports our children to self-regulate and to understand their feelings and emotions in a bid to increase resilience and so improve attainment.  -A Family Learning Cook-Along was arranged by our Big Think Tank group of children and parents. A portion of the PEF budget was allocated to this. The Big Think Tank planned and delivered this session; using the budget to buy cooking resources needed. In a follow-up survey, parents reported that “we learned to work as a team to make the end product, but also help each other if the jobs were challenging” and “it felt like a nice way to be part of the school community”. Overall, the Family Learning event was enjoyed by all and we now have a format that could work next session for other events.  **Evaluation by parents/carers:**  -Author visits have a big impact  -Love all the visitors who brought in their skills to share with children  -More opportunities for outdoor learning  -Children enjoy Sumdog and would like to access Nessy at home  -Perhaps the need to buy Emotion Works and Language Angels could be reviewed  **Next steps and ideas from parents/carers:**  Parents/carers were asked if they thought using PEF to buy some Learning Assistant hours would be a good use of money.  -If it meant extra time could be allocated to extra reading practice for children needing extra support then it’s a good idea  -Small or 1:1 reading groups would be great  -Extra reading/comprehension/inference practice would be great  -One parent thought that bringing in an external speaker to develop growth mindset and resilience would be a good use of funds  -New maths, English and spelling textbooks and a grammar course  -Music/singing and arts would benefit the children  **Evaluation by learners:**  -We love author visits – more please  -Too much money on Sumdog and Nessy  -We like Twinkl Go learning games  **Next steps and ideas from learners:**  -More non-fiction books, more Sam Wu books, more books for older children, Warrior Cats series by Erin Hunter, graphic novels, more Star Wars books  -A cooking club  -Free time jotters – write and draw in your spare time  -More maths games to make maths more fun  -Education City for younger children  -A calm zone outside  -A VR headset to use for maths    #smallbutmighty | | | |
| **Evaluation of Quality Indicators** |  |  | |
| **Quality Indicator** | **School Self-Evaluation (1-6)**  **(March 2023)** | **VSE Inspection Self-Evaluation (March 2023)** | |
| **1.3 Leadership of Change** | **4 – good** | **4-good** | |
| **2.3 Learning, Teaching and Assessment** | **4 – good** | **4-good** | |
| **3.1 Ensuring Wellbeing, equity and inclusion** | **5 – very good** | **5-very good** | |
| **3.2 Raising attainment and achievement** | **4 – good** | **4-good** | |
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