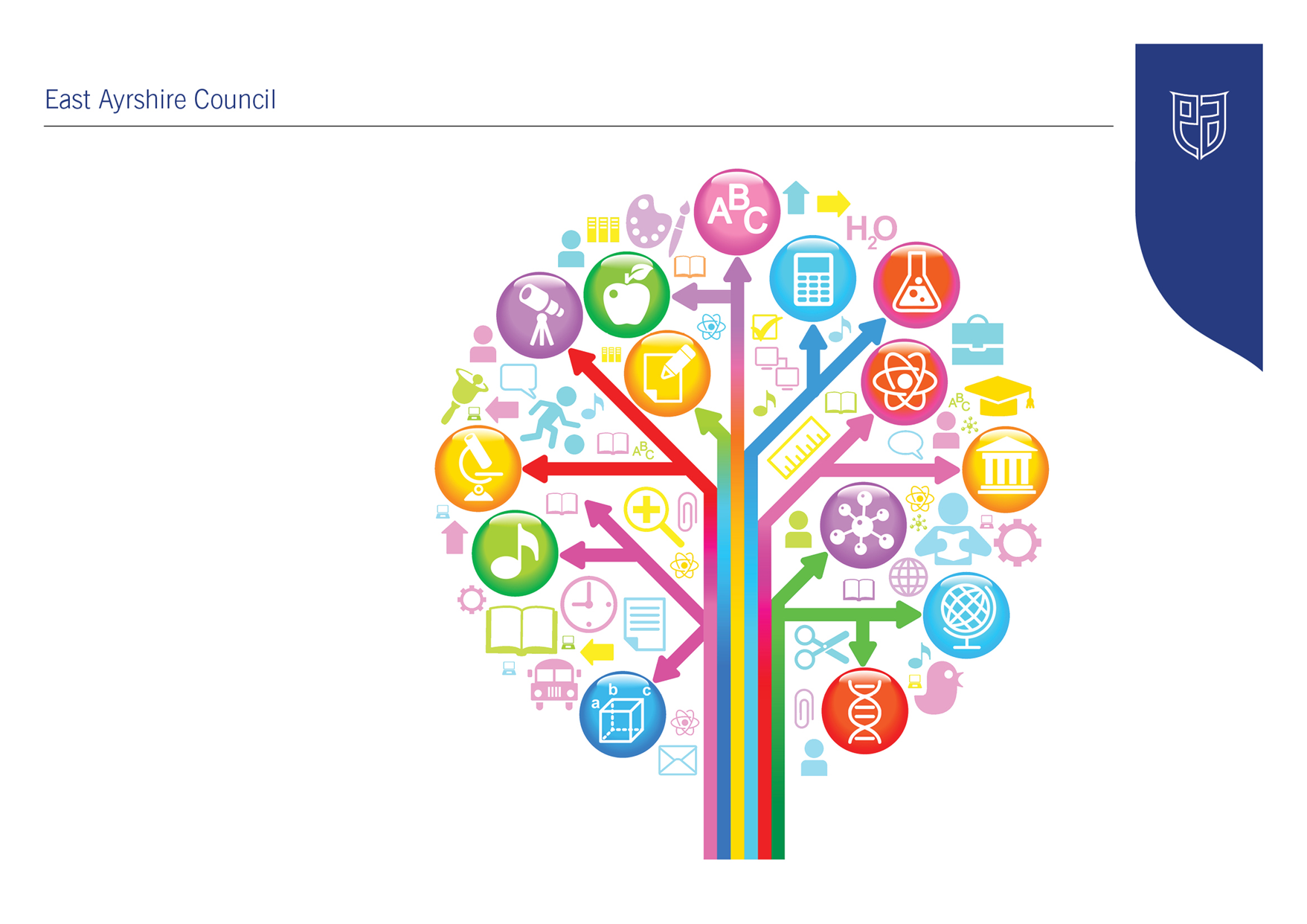
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Standards and Quality Report

2019-20

Gargieston Primary School & Early Childhood Centre

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| **Establishment Context** |
| **Local Contextual Issues**  Gargieston Primary School and Early Childhood Centre is a large single story building on the outskirts of Kilmarnock. Our current school roll is 427 with an additional 93 children in the ECC. The catchment area for Gargieston would be described as affluent with 71% of families residing within SIMD 9 and 10. 7% of families reside within SIMD 1, 2 and 3. Our free meal entitlement in 4.5%. There are a number of new housing developments within the catchment which has resulted in our school roll growing year on year.  The school has developed community partnerships with Kilmarnock FC, Kilmarnock Engineering and Science Society and Ayrshire College and the Rotary Club. We also work with Active Schools and Vibrant Communities to provide additional learning opportunities for our children.  Gargieston PS & ECC sits within the Grange Education Group and the majority of our children transition to Grange Academy for their Secondary education.  **Scottish Attainment Challenge Involvement**  During session 2019/20, Gargieston participated in training delivered by the Scottish Attainment Challenge Team focused on Literacy. The Active Literacy Programme provides a clear framework for teaching reading and writing from Early Level through to Second/Third Level. Children are actively engaged in the methodology and the strategies employed by teachers. This consistent, research-based approach has been evidenced to raise attainment across all areas of Literacy.  Due to the Covid-19 school closures in March 2020, Active Literacy was not fully implemented in all classes and the impact could not be measured accurately. Therefore, the school will continue to focus on literacy during session 2020/21 and Numeracy will be postponed until 2021/22.  **Factors Affecting Progress**  In general, staffing levels were stable at the beginning of session 2019/20. We welcomed two newly qualified teachers to the staff team, Miss Kinnaird and Miss Fyvie. Mr Dearie also remained with us for the year and followed the flexible route to full registration. All three newly qualified teachers were an asset to the school and were successful in meeting the Standard for Registration.  Miss Blades, ELCP, joined the team in the ECC along with Mr Muir, support assistant. It was planned that Gargieston ECC would move to offering 1140 hours of free childcare in August 2020. In February 2020, registration took place and it was evident that there were not enough places to meet the high level of demand. This caused stress and anxiety among parents and the issue was raised frequently at Parent Council.  Due to Covid-19, the move to offering 1140 hours at Gargieston ECC has been postponed until August 2021. It is hoped that this delay will enable further planning and necessary adaptations to take place which will therefore ensure a smooth transition for children, families and staff.  Gargieston PS & ECC closed for pupils and staff on Friday 23rd March following the Government announcement of a National lockdown due to Covid-19. The building was reopened on Monday 25th March and was operational throughout lockdown as a Hub for children of keyworkers and vulnerable children. The Gargieston Hub was managed by Julie McKee, HT until the end of June when it was taken over by Active School’s worker, Kirsty Miller. The Gargieston Hub supported children and young people aged 3-18 from Gargieston, Crosshouse, Loanhead, Annanhill, Park and Grange Academy. It was staffed on a daily basis by a range of Head Teachers, class teachers, support assistants and ELCP’s from these schools. Strong positive partnerships between staff were developed during this time and the experience was generally positive for all involved.  Home learning provision was in place for children and families immediately following the school closure announcement. As we were already proficient at using Glow in school, the staff and children quickly adapted to using Teams, class blogs and personal blogs for home learning. The initial focus was to support the health and wellbeing of our children and their families during this unprecedented time. The clear message was to ‘do what you can, when you can’ and our families responded positively to this. Class teachers and the senior leadership team kept in contact with families through emails and phone calls. Parents were very appreciative of this personal communication and found it to be very supportive.  All P1 and P2 children already had home packs which were well used by families during this period of home learning. Home packs were also prepared for identified children which were collected from the Hub during lockdown.    **Outcomes from Local Authority Learning Visit (November 2018)**  **Strengths**   * The school is following the East Ayrshire pathways for literacy and numeracy and in most cases activities are well planned using this approach * The ethos and culture of the establishment is built on positive relationships and reflects a commitment to children’s rights * Most learners are actively engaged in their learning and, in the majority of cases, learning experiences are appropriately challenging and well matched to the needs and interests of the learners * Learners contribute effectively to the life and work of the school and wider community through a range of well-planned and interesting activities * In most learning situations, digital technology is well used to enhance understanding. Clicker 7 is being used effectively to motivate and support learners * The staff in the ECC are warm and inviting. They have friendly relationships with each other, parents and children * The majority of staff use questioning that helps develop higher order thinking skills * The school uses a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding and to plan future interventions * All staff are using the East Ayrshire monitoring and tracking system and this has given them access to more data about their learners   **Areas for Development**   * The establishment should develop appropriate pathways for all curricular areas based on the 7 principles of curriculum design * The majority of learners need to be more involved in planning their learning both in the school and the ECC * Across the school and ECC, feedback to learners should be more consistent and target setting should be more focused on next steps * A more consistent approach to the use of success criteria including co-construction should be introduced * Plenaries to discuss learning should be used more consistently across the school   **Establishment Improvement Plan**  The establishment improvement plan for session 2019/20 focused on four key priorities:   1. To improve attainment in all aspects of literacy for all children through the implementation of Active Literacy with a particular focus on children within SIMD 1, 2 and 3 and our lowest attaining 20% and improve outcomes in language and communication in our Early Childhood Centre 2. To consistently implement the mental wellbeing framework across the school to ensure high quality mental health promotion, ensuring experiences and outcomes are delivered at all levels and improve approaches to tracking and monitoring children’s and young people’s progress in HWB to ensure their needs are being met and to implement the EAC Food & Health Progression Framework in our ECC ensuring consistent high quality food technology skills and healthy eating sessions are delivered 3. To understand the importance of reflecting on and improving pedagogy and embed 5 key strategies consistently to ensure measurable improvement for children 4. To collaborate with Kilmarnock Engineering and Science Society (KESS) to develop knowledge, skills and expertise in engineering, science and technology with pupils, staff and parents   Each of these priorities are linked to the National Improvement Framework with clearly identified associations with the NIF priorities and drivers. Each priority is focused on achieving excellence and equity for all learners at Gargieston PS & ECC. |

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| **Establishment Vision, Values and Aims** |
| During session 18-19, we engaged with all stakeholders to develop, promote and sustain an aspirational vision which underpins our commitment to continuous improvement with core values which support this. Following a robust period of consultation with all pupils, staff, parents and partners, three core values emerged: **respect, kindness and happiness.** These values support our vision of **together we achieve**.  Our nurturing principles and high quality learning and teaching creates an ethos that ensures a positive, respectful and stimulating environment which enables all children at Gargieston Primary School and Early Childhood Centre to:   * achieve the highest possible levels of attainment in literacy, numeracy and cognitive skills * develop skills for life, skills for learning and skills for work * develop knowledge and understanding of society, the world and Scotland’s place in it * experience challenge and success * think independently and develop confidence, a growth mindset and a healthy lifestyle * make informed decisions in order to improve their mental, emotional, social and physical wellbeing   We work together to ensure that all children are:  SAFE, HEALTHY, ACTIVE, NURTURED, ACHIEVING, RESPECTED, RESPONSIBLE AND INCLUDED  We aim to deliver excellence in learning and teaching and set high expectations for all learners to be actively engaged in their own learning. Our curriculum focuses on the child as the learner and allows for breadth and depth of learning, offering challenge and enjoyment. We offer choice and personalisation as well as progression through levels, allowing the opportunity for children to attain at the highest level.    At every level, an ethos of high aspiration and ambition for all our learners is encouraged and attainment, achievement and participation are recognised and celebrated. |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To improve attainment in all aspects of literacy for all children through the implementation of Active Literacy with a particular focus on children within SIMD 1, 2 and 3 and our lowest attaining 20%  To improve outcomes in language and communication in our Early Childhood Centre | **Rationale for improvement priority based on evidence:**  Our attainment data across all stages for reading and listening and talking is positive and above both East Ayrshire and National averages. However, attainment in writing at P1 and P4 has decreased with 33% of our children at P1 not achieving early level and 24% of our children at P4 not achieving first level. We fully expect early interventions put in place in our ECC last session to have a positive impact on our P1 attainment data for session 19/20 with children commencing school having experienced a wider range of opportunities to mark make and develop their pre-writing skills. We will build on this good practice through introducing and consistently embedding the Active Literacy programme at all stages across the school.  The Active Literacy programme contains a clear methodology and strategies for teachers and pupils which supports consistency in learning and teaching leading to increased attainment. Regular assessments are built in to ensure that attainment is tracked effectively against the structured progression within and across stages.  Effective language and communication skills are essential in enabling children to learn. There are clear links between delayed speech and language and subsequent literacy difficulties. |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  School improvement | **HGIOS/ HGIOSELCC QI’s for self-evaluation**  1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4, 2.6 3.2 |
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| **Progress and Impact** | * Increase in the number of children attaining at the appropriate level in writing at P1 by 15% and at P4 by 5%   Due to school closures enforced by the COVID-19 pandemic in March 2020, accurate achievement of a level data could not be gathered in June 2020. However, the Senior Leadership Team monitored the tracking data input throughout the session and discussed this with staff termly at professional dialogue meetings. The data from tracking period 2 indicated that 85% of children in Primary 1 were on track to achieve Early Level in writing by June 2020. This is an increase of 19% from session 2018/19. This significant increase confirms the impact of early interventions strategies put in place in our ECC during session 2018/19 where the children experienced a wider and more varied range of opportunities to mark make and develop their pre-writing skills. As a result, when the children progressed into Primary 1, many of them were already motivated and engaged in the writing process. Primary 1 staff recognised this and adapted opportunities for writing accordingly. Data from tracking period 2 indicated that 76% of children in Primary 4 were on track to achieve First Level in Writing by June 2020. This is equal to the data from session 2018/19.   * Improve staff confidence in interrogating and analysing data and using this knowledge to inform professional judgements   Staff confidence in interrogating and analysing data and using this knowledge to inform professional judgements has increased this session. The staff make appropriate use of a variety of resources in order to assess children’s progress – child friendly targets, Bug Club assessments, WRAT, Quest, Schonell, Burt, ELLAT, writing baselines etc. This data is discussed with the SLT during termly professional dialogue meetings and informs teacher judgements. The Head Teacher led staff in-service training focused on the East Ayrshire tracking and monitoring system which included key questions which could be used to interrogate data. Following this, staff confidence in the use of this data package is increasing leading to more robust and reliable judgements.   * Consistent high quality teaching and learning experiences through Active Literacy * Survey of staff confidence in delivering the Active Literacy Pedagogy pre and post training   All teaching staff attended two days of Active Literacy training appropriate to their current stage between August and October 2019. Stage partners attended the training together and work collaboratively to ensure continuity and share good practice. Staff with experience of teaching using Active Literacy pedagogies in previous establishments have modelled lessons for colleagues to share their expertise. Staff access the East Ayrshire Glow tile and Gargieston staff share folders to share resources. As Literacy lead, Shona Lawson, DHT, attended training for all stages and has supported staff across the school with the early stages of implementing ALP. Mrs Lawson also led a parent workshop to share information with parents about ALP and how it will be implemented at Gargieston PS. The Gargieston Fundraising Group donated £3000 which was invested in class novels for all stages and other resources to support new teaching and learning methodologies. Supported by Gail Elder (SAC Team) and Mrs Lawson, many staff are working to prepare a bank of task mats to use alongside class novels.  Due to school closures as a result of COVID-19, teaching staff were unable to complete Day 3 of their Active Literacy training. However, most staff in the Early Childhood Centre utilised the opportunity to attend virtual training specific to Early Level which has deepened their knowledge and understanding of progression and development across Early level in literacy. Some teaching staff also attended virtual training specific to their new stage in preparation for returning to school in August 2020.  Overall, the school is in the early stages of transitioning over to ALP. It would therefore be premature to survey staff confidence in terms of delivering the Active Literacy pedagogy post training. It is also premature to analyse data to identify the impact of ALP on attainment. This data will be gathered during session 2020/21 as staff and children return to the classroom and Active Literacy pedagogies are established consistently across the school.   * Child friendly targets being used consistently across the school for all areas of literacy with children consistently setting their own targets in writing   Child friendly targets in writing are being used in almost all classes across the school and the children have a raised awareness of their targets. Staff confidence in using these targets has developed and the children are beginning to set their own targets on a more consistent basis. Early level writing targets are also being used more consistently in the Early Childhood Centre with children being given further daily opportunities to develop their early writing skills – signing in, menus, floorbooks. Most ECC staff record children’s progress through these targets on their individual blogs.  An in-house moderation session was held in February which staff found invaluable in terms of validated their professional judgement. This session also generated valuable professional dialogue between staff.   * Maintenance of DFS Gold Award   We were delighted to maintain our DFS Gold Award following our accreditation visit in January 2020 where many elements of good practice were identified. It was highlighted that all staff were involved in the DFS process and staff have increased confidence in the assessment process and identifying and evidencing any difficulties which children may be experiencing in their learning. All class teachers are confident in gathering assessment data and are proactive in doing so in order to build up a bank of evidence over time. Assessment grids are utilised effectively to analyse all assessments. The systems in place to ensure a smooth transition from the ECC to Primary 1 were also praised. The panel were particularly impressed with the work which takes place within Gargieston to support pupil’s mental and emotional health and wellbeing.   * Consistent high quality approaches to delivering literacy experiences within the ECC leading to improved outcomes for children   Following their visit in January 2020, the Care Inspectorate praised the opportunities that children in the ECC have to lead their own learning and how staff involve the children in planning and reflecting on their learning using floorbooks. The children have ownership of these floorbooks and are encouraged to annotate them with their own thoughts and ideas. ECC staff are developing confidence in using child friendly targets and benchmarks in their planning. Tracking is recorded and this is shared with P1 staff when the children transition into school.   * Consistent and confident use of EAC literacy frameworks from ECC through to P7   All school staff are now confident in using the EAC literacy frameworks as their key planning document. Stage partners work collaboratively to plan for their classes which ensures consistency and continuity. The SLT use the literacy frameworks as a basis for discussion during professional dialogue with staff. ECC staff are also developing their confidence in using the literacy frameworks as a planning tool for early literacy learning experiences. | |
| **Next Steps** | * To maintain the number of children attaining at the appropriate level in writing at P1 (85%) and at P4 (76%) and increase the number of children attaining at the appropriate level in writing at P7 by 14% (target 70%) * To improve staff confidence in interrogating and analysing data and using this knowledge to inform professional judgements * To embed consistent high quality teaching and learning experiences through Active Literacy * To improve staff confidence in delivering the Active Literacy Pedagogy * To embed the use of child friendly targets consistently across the school for all areas of literacy * To embed consistent high quality approaches to delivering literacy experiences within the ECC leading to improved outcomes for children | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To consistently implement the mental wellbeing framework across the school to ensure high quality mental health promotion, ensuring experiences and outcomes are delivered at all levels and improve approaches to tracking and monitoring children’s and young people’s progress in HWB to ensure their needs are being met  To implement the EAC Food & Health Progression Framework in our ECC ensuring consistent high quality food technology skills and healthy eating sessions are delivered | **Rationale for improvement priority based on evidence**  The mental health and wellbeing of our children is of paramount importance and we recognise the importance of ensuring high quality mental health promotion across all levels.  Robust tracking and monitoring of children’s progress in HWB is essential in ensuring their needs are being met.  Developing skills and knowledge about food technology and healthy eating with children and parents within our ECC will improve the overall health and wellbeing of our children and will have a positive impact on their physical, emotional and mental health. |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  School improvement | **HGIOS/ HGIOSELCC QI’s for self-evaluation**  2.2, 2.5, 2.6, 2.7 3.1 |
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| **Progress and Impact** | * Improved understanding of the importance of mental health for children, staff and parents and how we can work together to support our children   Staff, including classroom assistants and ELCP’s, attended a training session delivered by Louisa McAvoy from Vibrant Communities which was focused on child and adolescent mental health. The session set the scene for our focus on mental health and was very well received and thought provoking. Mrs Mackie and Miss Davidson, our two Primary 7 teachers, joined a class Mindfulness session with colleagues at Grange Academy delivered by a trained teacher. They were beginning to implement these strategies in their classes before the school closure period. Each P4-P6 class also had an introduction to mindfulness which was delivered by Mrs Mackie during World of Work week. Staff were making more frequent use of wellbeing webs to support children with their mental and emotional health. In some classes, these had been completed with the class cohort. In other classes, they were used with specific children to target support.  We were fortunate to have support offered on a voluntary basis by a parent who is a psychiatric nurse and a trainee play therapist. This support was invaluable for children throughout session 2019/20. Mr Hyslop completed sessions with one small group of children and had begun working with another group. These sessions were focused on supporting children to recognise and manage anxiety. Martina Fenech, trainee play therapist, completed individual and group work with targeted children throughout the school. Mrs Campbell established a small Seasons for Growth group focused on supporting children through change and loss.  It was recognised that the playground increased stress and anxiety for a number of children throughout the school. The change in dynamic in this busy, unstructured environment impacted negatively on some children which often manifested itself in challenging behaviour. In order to alleviate these anxieties, a number of lunch clubs were established including homework club, art club, choir, chess, running club and basketball. These clubs gave children an alternative to the playground where they could participate in a more structured activity within a calmer environment.  A drama performance and follow up workshop entitled ‘Hope’ took place in school in February 2020 for children in P4-7. This was focused on Cyber Bullying and was well received by children.  Electives and COGS groups now include HWB options for children including Nurture, massage and mindfulness.  Sophia Bechelli, ELCP, attended a 3 day course focused on yoga and mindfulness in the Early years. Working in partnership with a colleague for the EAC TAP team, Sophia introduced yoga sessions to children in the ECC. It was planned that Sophia would upskill colleagues in the ECC and in Base 1 through cascading the knowledge gained at her training and modelling sessions. The HWB floorbook documents the success of the yoga sessions with our children in the ECC. Engagement with Yoga continued throughout the school closure period with Miss Bechelli posting daily yoga poses on the blog for children and families to try.  An afternoon focused on staff HWB had been planned for the In-Service Day on Thursday 3rd April. The afternoon consisted of an input from Amy Simpson focused on mindfulness and a yoga session led by Sophia. It is hoped that this session can take place in the near future.  An emotion station was introduced in the ECC playroom for children to access on their own or with an adult to look at books, use props and discuss their feelings. Emotion emoji's were also introduced at welcome time for children to express their feelings or mood that day.   * Engagement of parents with awareness raising sessions focused on mental health   Parent workshops focused on Cyber Safety and Online Protection had been planned for term 3 but were unable to take place due to school closures. The school closure period brought health and wellbeing to the fore for parents and staff alike. Staff continued to support the HWB of their children and families remotely and were proactive regarding contacting families. Many families reached out for support and class teachers and the Senior Leadership Team made personal contact with families via email or through HWB phone calls. Support was offered to families who were struggling due to their personal experiences of Covid-19 and change and loss. During session 2018/19, a parent information session was organised by the charity ‘Beautiful Inside and Out’. The school continues to enjoy a close relationship with this charity and has referred children and families for support over recent months.  It was planned that parents would join their children for yoga sessions in the ECC in term 3 but these sessions were unable to take place due to school closures.   * HWB tracking tool in place to inform teacher judgement   Staff from the ECC through to P7 had been issued with the new HWB frameworks appropriate to their CfE level to be held within their class planning folders. Staff were in the early stages of implementing these. The staff were also asked to pilot the new HWB element of the East Ayrshire Tracking and Monitoring system. Data had been inputted for one tracking period.   * Improved understanding of the importance of healthy eating habits for children, staff and parents * Engagement of parents with awareness raising sessions focused on food technology and healthy eating   The ECC hosted ‘make and taste’ workshops for parents to promote healthy eating which were very well attended. Independence was promoted at snack time with children preparing, serving and tidying up their own snack. This will be reintroduced post-COVID. | |
| **Next Steps** | * To develop a shared understanding of the importance of mental, social and emotional health for children, staff and parents and to work together to support each other in this recovery phase in terms of addressing the challenges and experiences faced as a result of Covid-19 * To introduce staff to the Health and Wellbeing Renewal Planners appropriate to each stage which have been specifically designed to reflect the needs of children post Covid-19 with a focus on relationships, cyber awareness, change and loss and mental, social and emotional wellbeing. | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To understand the importance of reflecting on and improving pedagogy and embed 5 key strategies consistently to ensure measurable improvement for children | **Rationale for improvement priority based on evidence**  The hallmark of successful interventions that close the attainment gap is that they are backed by evidence-informed, high quality, context specific, intensive and long term professional development.  Learning visits by our SLT as part of the quality improvement calendar and our local authority visit in November 2018 highlighted inconsistencies in aspects of teacher pedagogy particular in relation to quality feedback to children. While elements of good practice were highlighted, this is not consistent throughout the school.  Through whole staff engagement with the Tapestry Leading Learning: Improving Pedagogy programme, teachers will reflect on and improve their pedagogy through engaging in professional reading and professional dialogue and attending professional learning communities within our establishment. |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  Teacher Professionalism | **HGIOS/ HGIOSELCC QI’s for self-evaluation**  1.1, 1.2, 1.4 2.2, 2.3, 2.4 3.2 |
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| **Progress and Impact** | * Learning visits evidence consistent, high quality teaching pedagogy at all stages across the school leading to increased engagement and attainment for all children   During the first round of learning visits in September 2019, baseline data was gathered in terms of where staff were in relation to the 5 key strategies – understanding learning intentions and success criteria, questioning, feedback, opportunities for learners to support others and opportunities for learners to lead their own learning. This data gave a clear indication of where we were in terms of improving pedagogy. During the session, staff developed their knowledge and understanding of learning intentions and success criteria. These were being used consistently across the school but staff developed skills in engaging children in co-creating their learning intentions and success criteria. The focus then moved to questioning. This is an area which required further development across the school. Good practice was observed during the second round of learning visits in January 2020 and this was shared in Tapestry group meetings.   * Learners will have an increased understanding of how they learn and how they work with their teacher to use feedback in order to progress their learning   Prior to the school closure period, the provision of high quality feedback to children was the focus of the Tapestry groups. This is an aspect that we will continue to focus on as a school as inconsistencies remain. These inconsistencies were further highlighted during the period of home learning in terms of the feedback provided to children on their assignments which were submitted via Teams.   * Learners will have increased responsibility for their own learning   The period of home learning during the Covid-19 school closures provided our older children with the opportunity to take increased responsibility for their own learning. This involved selecting tasks which interested them, prioritising tasks, time management and submission of tasks. The children responded well to this, particularly in Primary 7. These skills will be further developed throughout session 2020/21.   * Increased participation and engagement by learners in writing as evidenced by data gathered using the Leuvens scale   This was not completed due to the school closure period. | |
| **Next Steps** | * To provide learners with high quality feedback and enable them to work with their teacher to use this feedback in order to progress their learning * To provide learners with opportunities to take increased responsibility for their own learning * To further develop the outdoor spaces available for our ECC children in order to provide high quality outdoor learning experiences | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To collaborate with Kilmarnock Engineering and Science Society (KESS) to develop knowledge, skills and expertise in engineering, science and technology with pupils, staff and parents | **Rationale for improvement priority based on evidence**  Children should have the opportunity to develop a range of skills for learning, life and work and should be able to demonstrate these as they move through their learning pathways. Creativity, entrepreneurships and innovation should be embedded across learning. High quality delivery of STEM subjects will provide our children with innovative and engaging learning experiences which will inspire and ignite an interest in sciences. |
| **NIF Priorities**  Improvement in employability skills and sustained, positive school leaver destinations | **NIF Driver**  Teacher Professionalism | **HGIOS/ HGIOSELCC QI’s for self-evaluation**  1.2 2.2, 2.3, 2.5, 2.7 3.1, 3.2, 3.3 |
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| **Progress and Impact** | * Increased staff confidence in the delivery of innovative and inspiring STEM lessons which are consistently embedded in practice across the school * Sustained collaborative links with KESS which will benefit pupils, parents & staff   Establishing a mutually agreeable and appropriate partnership with KESS proved to be challenging for the group. It was initially hoped that team-teaching would take place between KESS and members of staff but this did not take place. It was evident that many of the KESS activities and methods of delivery were pitched too high for primary level. However, members of KESS were actively involved in the family after-school STEM club which was well attended.  It was identified that Dumfries House were willing and able to offer a more appropriate partnership with us and this was pursued. The whole school was booked to attend STEM workshops at Dumfries House in April 2020 but unfortunately, these were cancelled due to the Covid-19 school closures. As soon as conditions allow, these workshops will be rebooked.   * Evidence of increased engagement and interest in STEM subjects measured using the Leuven’s scale   Not actioned as school closures impacted on planned activities.   * STEM skills pathway used consistently across the school   Work was ongoing throughout the session to create STEM planners for every stage of the school. These planners were designed to complement the progression pathways across the levels. The STEM school improvement group moved their focus away from these planners in Term 2 as there was an indication that planners were being created at authority level. | |
| **Next Steps** | Digital Technology   * To provide support and trouble-shooting videos for parents on the use of Teams and other digital platforms * To develop contingency plans to ensure that we are prepared for providing high quality learning experiences using digital platforms should it be necessary to move to blended learning or further school closures * To source digital resources for children and families to use during self-isolation or home learning | |

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| **Pupil Equity Fund: Aims and Impact** | |
| **To close the attainment gap in literacy by providing targeted interventions for individuals** | **By employing a classroom assistant for an additional 15 hours per week, we were able to offer 5 minute literacy box interventions for targeted children across the school.** |
| **To support the wellbeing of pupils by offering lunchtime clubs to provide children with an alternative to the busy, unstructured playground environment** | **Additional classroom assistant hours enabled us to enhance the supervision in the playground and release the SLT to provide lunch clubs for children. A variety of lunch clubs were established including running club, homework club, art club, chess and basketball. There was a significant reduction in the number of disagreements in the playground when there were lunch clubs provided for the children.** |
| **To support family learning by providing home packs for all children in Primary 1 and targeted children across the school** | **Home packs are well used by parents to support home learning. These packs were also invaluable during the school closure period.** |
| **To close the attainment gap in literacy and numeracy by providing small group interventions for children after school hours** | **Due to the Covid-19 school closures, only one of these groups took place. It has not been possible to measure the impact of this intervention on attainment.** |

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| **Establishment Self Evaluation: How Good is Our Early Learning and Childcare? Quality Indicators** | |
| Quality Indicator 1.3 Leadership of Change | 5 |
| Quality Indicator 2.3 Learning, Teaching and Assessment | 4 |
| Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion | 4 |
| Quality Indicator 3.2 Securing Children’s Progress | 4 |

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| **Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators** | |
| Quality Indicator 1.3 Leadership of Change | 5 |
| Quality Indicator 2.3 Learning, Teaching and Assessment | 4 |
| Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion | 4 |
| Quality Indicator 3.2 Raising Attainment and Achievement | 4 |

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| **Establishment Capacity for Improvement** |
| While the Covid-19 pandemic has changed many things, our curriculum rationale and our school visions and values remain unchanged. The core principles of Scotland’s Curriculum for Excellence with the four fundamental capacities at its centre remain critical in putting learners at the heart of education. The flexibility the curriculum provides allows us to be adaptable and responsive to the diverse needs of individual learners and reflects the uniqueness of our setting. This is vital during the recovery phase.  During this recovery phase, we will prioritise the physical, mental and emotional wellbeing of children, families and staff. We recognise that good health and wellbeing is fundamental to ensure that children engage effectively with their learning. A variety of approaches will be provided for learners to demonstrate their learning, skills, knowledge and understanding across the curriculum. We will work with children and their families to draw together evidence of learning and to determine their achievements and identify next steps in learning.  Throughout Gargieston Primary School and Early Childhood Centre, we aim to deliver excellence in learning and teaching for all learners. Our curriculum focuses on the child as learner, and allows for breadth and depth of learning, offering challenge and enjoyment. We offer personalisation and choice as well as progression through levels and have high aspirations for all our learners.    There is robust self -evaluation within the school and ECC. A culture of improvement is evident and there is a focus on reducing inequality of outcome as a result of socio-economic disadvantage.  The school makes effective use of analysis and intelligence data to track attainment over time and parental and pupil surveys are used to gather views, evidence impact and identify next steps. At collegiate meetings, teachers self-evaluate using the online tool - The Curriculum for Excellence Machine. The SLT use this information to inform professional dialogue and school priorities. Pupils, parents and staff are regularly consulted and have an input into the establishment improvement plan and PEF plan. |