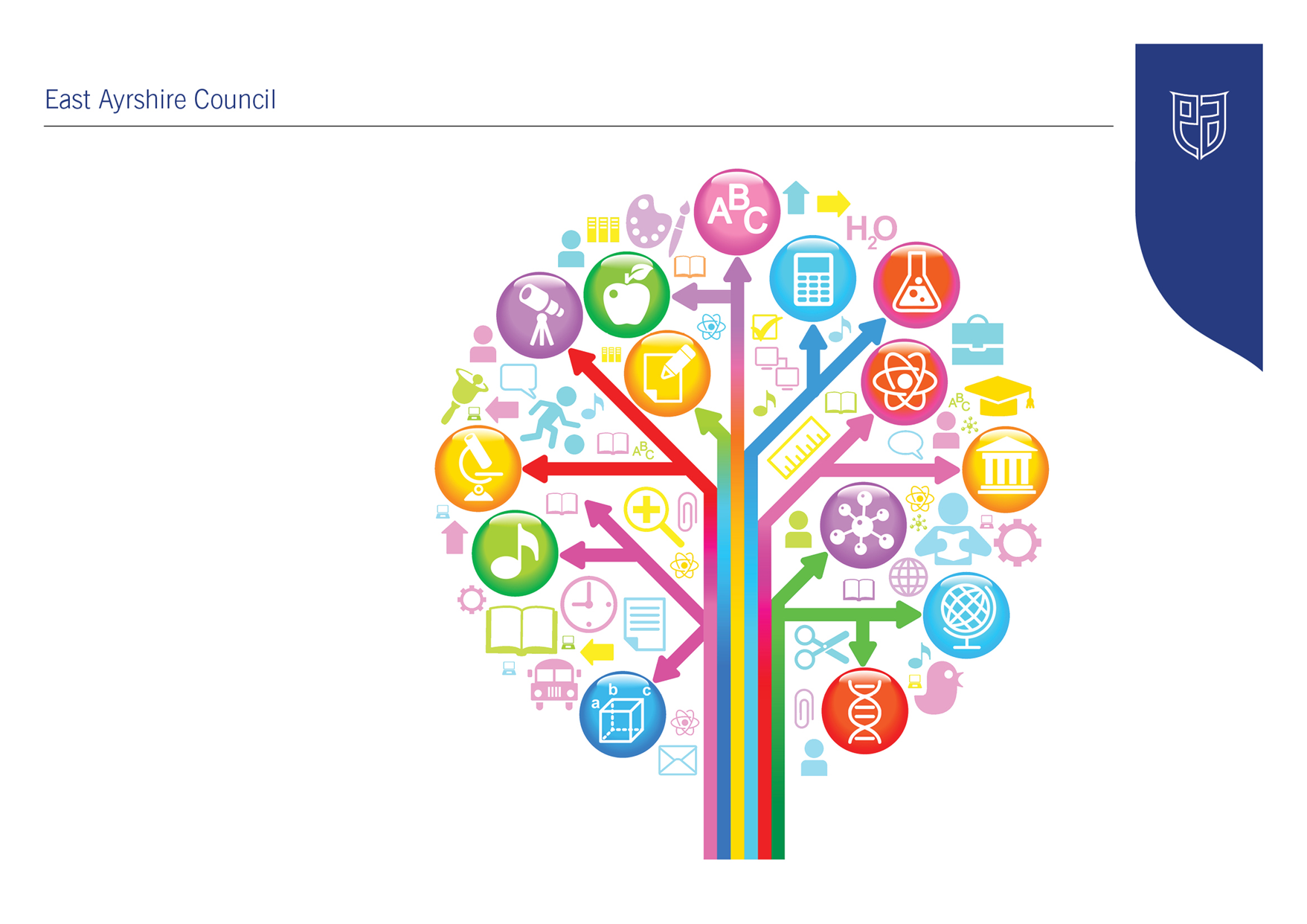
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Standards and Quality Report

2022-23

Littlemill Primary School

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| **Establishment Context** |
| Key Purposes of this is to report on our progress in implementing priorities listed in the school/centre improvement plan, taking into account national and local priorities. To provide an evaluative summary of the quality of the work across a range of areas in the school using quality indicators to support self-evaluation and to highlight strengths and identify priorities for next year.  The Head Teacher has responsibility for both Dalrymple and Littlemill Primaries and Early Childhood Centres. The establishment and staff work together across schools in partnership but Littlemill is a stand-alone establishment with its’ own context and particular identity.  Littlemill Primary School is situated in the rural community of Rankinston and is also part of the Doon Learning Community. At present the school has two multi-composite classes and an Early Childhood Centre staffed by two teachers, two early learning and childcare practitioners, a classroom assistant, senior clerical assistant, facilities manager, catering assistant and shared principal teacher, deputy head teacher and head teacher.  The school benefited in the last decade from major refurbishment work and comprises of a main building with two classrooms, open area, early childhood centre and offices and a separate dining hall and gym hall. The ECC room was extended last year to double its’ size by extending into the former staffroom. Significant investment was made in adding to the ECC outdoor area with all-weather resources.  At present we have 28 pupils in the primary years and 10 children in the Early Childhood Centre in Littlemill.  The key strengths of the school is a culture where children, families and staff feel valued and rightly prioritise, as a whole school, the wellbeing of all. This ensures learning is at the heart of all that we and is its’ own reward - wellbeing and learning are not mutually exclusive.  **School Profile**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Census Rolls (#)** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2021/22** | | 24 | 21 | 29 | 27 | 23 | 24 | 30 |  |  |  |  |  | | --- | --- | --- | --- | | **2021/22 Census FMR (%)** | 33 | **2021/22 EAC Census FMR (%)** | 24 |  |  |  |  |  | | --- | --- | --- | --- | | **2021/22 Census ASN (%)** | 30 | **2021/22 EAC Census ASN (%)** | 23 |   **Stage Profile (2021/22 Census)**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Stage** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** | | **Total (#)** | 7 | 1 | 4 | 4 | 5 | 4 | 5 | | **% each pupil accounts for** | 14 | 100 | 25 | 25 | 20 | 25 | 20 | |  | | | | | | | | | **# Males** | 5 | 1 | 2 | 4 | 3 | 1 | 2 | | **# Females** | 2 | 0 | 2 | 0 | 2 | 3 | 3 | |  | | | | | | | | | **# ASN** | 0 | 0 | 1 | 0 | 3 | 4 | 1 | | **% ASN** | 0 | 0 | 25 | 0 | 60 | 100 | 20 | | **EA % ASN** | 9 | 17 | 23 | 24 | 30 | 26 | 28 |   **SIMD Profile (2021/22 Census)**   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **SIMD Decile** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **N/A** | | **P1 (#)** | 1 | - | 6 | - | - | - | - | - | - | - | - | | **P2 (#)** | - | - | 1 | - | - | - | - | - | - | - | - | | **P3 (#)** | - | - | 4 | - | - | - | - | - | - | - | - | | **P4 (#)** | - | - | 4 | - | - | - | - | - | - | - | - | | **P5 (#)** | - | - | 5 | - | - | - | - | - | - | - | - | | **P6 (#)** | - | - | 4 | - | - | - | - | - | - | - | - | | **P7 (#)** | - | - | 4 | 1 | - | - | - | - | - | - | - | |  | | | | | | | | | | | | | | **Total (#)** | 1 | - | 28 | 1 | - | - | - | - | - | - | - | | **% of Roll** | 3 | - | 93 | 3 | - | - | - | - | - | - | - | | **East Ayrshire %** | 17 | 16 | 13 | 12 | 9 | 7 | 6 | 8 | 6 | 4 | 1 |   **Attendance & Exclusions**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Attendance** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2021/22** | | **All Pupils (%)** | 93 | 93 | 93 | 94 | 93 | 88 | 92 | | **SIMD 1&2 Pupils (%)** | 92 | 93 | 92 | 100 | - | - | - | | **SIMD 3-10 Pupils (%)** | 96 | - | 95 | 100 | 93 | 88 | 92 | |  |  |  |  |  |  |  |  | | **Education Group (%)** | 94 | 94 | 93 | 93 | 93 | 93 | 90 | |  |  |  |  |  |  |  |  | | **East Ayrshire (Sector %)** | 95 | 95 | 94 | 94 | 94 | 94 | 91 | | **East Ayrshire SIMD 1&2 (Sector %)** | 94 | 93 | 93 | 92 | 92 | 92 | 88 | | **East Ayrshire 3-10 (Sector %)** | 96 | 95 | 95 | 95 | 95 | 95 | 92 | | **National (%)** | - | 95 | - | 95 | - | TBC | TBC |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Exclusions** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2021/22** | | **# Pupils Excluded** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | **# Exclusion Incidents** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | **# East Ayrshire Primary Exclusion Incidents** | 148 | 199 | 110 | 185 | 79 | 47 | 60 | | **# Exclusion Openings** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | **# East Ayrshire Primary Exclusion Openings** | 459 | 568 | 313 | 635 | 274 | 128 | 156 | |

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| **Establishment Vision, Values and Aims** |
| **Our Vision:**  In Littlemill Primary School and Early Childhood Centre we *dig deep and build together.*  **Friendship,** with strong and lasting foundations, is at the heart of all we do. It is the mortar which holds together the building blocks of lifelong learning. It draws upon the history and heritage of our community, but also focuses on the future, building and sustaining partnerships to make the very best use of the resources, places and people around us. To shape the journey, not only of our learners, but alongside the community which we serve.  This requires bringing **positivity** to the classroom each and every day. This not only enables children to be informed, but to be inspired, inquiring and independent, ready to face the challenges of an ever changing landscape.  Our **aspiration** is again simple – we want excellence in all that we do, for all whom we serve. We don’t want our learners to reach their potential. We want them to exceed it. To achieve this we each require to *dig deep and build together!*  **Our Values:**   * Friendship * Positivity * Aspiration   **Our Aims:**   |  |  | | --- | --- | | **Working Together**   * Learning from each other * Sharing resources * Investing in others   **Providing Excellence**   * Pushing the boundaries of achievement * World Class | **Raising Capability**   * Helping people learn * Laying foundations for later success   **Focusing on the Value Added**   * Holding hope for every child * Every gain a victory   **A Hunger for Improvement**   * High hopes and expectations | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To develop teacher professionalism and leadership at all levels across the school to ensure the highest quality of learning and teaching for pupils. | Research indicates that investment in teacher professionalism and school leadership has the most significant impact on pupil progress and outcomes |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  School Leadership  **NIF Driver**  Teacher Professionalism | **HGIOS/ HGIOSELCC QI’s for self-evaluation**  **1.1 – Self Evaluation for self-improvement**  **1.2 – Leadership of Learning**  **1.3 – Leadership of Change**  **1.4 – Leadership of staff**  **1.5 – Management of resources to promote equity**  **2.3 – Learning, teaching & assessment**  **3.2 – Raising Attainment and Achievement** |
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| **Progress and Impact** | * Froebel Network opportunities across SWEIC and nationally – Cowgate Under 5 Nursery, Edinburgh; Our Wee Garden Kindergarten, Royal Botanic Gardens Edinburgh; Froebel Trust have all been accessed and staff have shared experiences with each other and this has informed practice over the early years. Outdoor areas have changed and indoor experiences have become more fluid and child led. * Staff have been able to collaborate with colleagues across their own early years establishment and Dalrymple ECC and discuss how their own learning has impacted on their learners. * Participation levels in CLPL opportunities by staff have increased ensuring an increase in effective learning and teaching for pupils. Staff have had access to the World Summit CLPL Programme, Deep learning on a global level, Froebel, Learning Journals, DLD Training, PATHS * Sustained staff attendance at work ensuring continuity and consistency of learning for pupils. * Increase in attainment levels of pupils as seen in ACEL data: | |
| **Next Steps** | * Early years need to concentrate on future planning and a more structured environment to ensure coverage of experiences and outcomes. * Vulnerable pupils and families and those under GIRFEC will be supported by PT (HWB) * Glasgow Motivation & Wellbeing Profile (GMWP), Wellbeing Webs should be rolled out to the whole school and tracked and monitored by HWB Co-ordinator. * Continued CLCP calendar for all staff including association with SWEIC. * A robust quality assurance calendar to include self-evaluation over a three year rolling programme. | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To implement whole school improvements and increase pupil engagement by introducing and developing 6 global competencies (6Cs) | **Rationale for improvement priority based on evidence**  OECD Report 2021, Paths, Compassionate and Connected Classroom    ‘A new approach to look beyond academic learning’ by the OECD Education and Skills Today, 2021, examines measuring social and emotional skills (alongside the global metrics for academic schooling outcomes) which they believe to make individuals, businesses and counties successful.  The work continues to determine measurement of these skills and states that it covers a range of outcomes,  *“Which research shows are highly predictive for labour-market and social success, such as open-mindedness (including creativity and curiosity), task performance (including responsibility, self-control and persistence), sociability and assertiveness, collaboration as well as stress resistance and emotional control.”*  *Andreas Schleicher (2021)*  Together with the findings from Jean Clinton, Child Psychiatrist and Professor of Neurosciences at McMaster University., Hamilton, Canada to promote equity through SEL. She states that:  *“A focus on the 6Cs immunizes and protects against social and emotional difficulties, thus building positive mental health and resilience … (and) levels the playing field for kids from challenging backgrounds.”* (2021) |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  School improvement | **HGIOS/HGIOSELCC QI’s for self-evaluation**  1.2 Leadership of Learning  1.3 leadership of Change  1.4 Leadership and Management of Staff  2.3 Learning, Teaching and Assessment  2.7 Partnerships  3.1 Improving Wellbeing, Equality and Inclusion  3.2 Raising Attainment and Achievement  3.3 Increasing Creativity and Employability |
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| **Progress and Impact** | * Staff initially shared evidence of collaboration with colleagues across both Littlemill and Dalrymple Primary Schools and ECCs about how their own learning has impacted on learners. * Curiosity bags were given out prior to the summer breaks to embed the Cs in the EEC and start conversations with parents/carers. This enhanced relationships with the school/ECC. * Participation levels in CLPL opportunities by a small group of staff from both schools and ECCs, will have ensuring an increase in effective learning and teaching for pupils incorporating IDL * CLPL amongst staff both nationally and globally | |
| **Next Steps** | * Decide as a school whether to continue with Deep Learning as a priority/enhance IDL | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To improve parental empowerment across the school to ensure parent/carers are aware of pupil learning and supporting them achieving these. | Pupil attainment and achievement improves considerable with increased parental engagement in their learning |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  Parental engagement | **HGIOS/HGIOSELCC QI’s for self-evaluation**  **2.5 – Family Learning**  **3.1 Ensuring wellbeing, equality and inclusion**  **3.2 – Raising attainment and achievement** |
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| **Progress and Impact** | * Increased participation levels at parent workshops – especially in relation to teacher/parent tracking and monitoring meetings – this has led to better access and understanding for pupils/parents/cares and better awareness of pupils’ own learning journey. * Increased usage of Learning Journals among ECC parents. * Pupils and parents are able to identify targets and progress in relation to achievement of a level. * Increased level of parent/carer participation has impacted upon improved wellbeing indicators for pupils. * Pupil attendance has increased as a result of priorities with various organisations from 85% - 93%.. | |
| **Next Steps** | * Evidence the impact of parental involvement/participation in relation to pupil’s HWB. | |

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| **Pupil Equity Fund: Evaluation** | | |
| *Approach/Intervention* | *Impact*  *Report on how you have improved outcomes for learners impacted by poverty* | What evidence do you have of positive impact?  Outline the data that supports your findings. |
| PT GIRFEC/HWB | Rise in pupil attendance through links with various organisations including Home link. | Attendance rates have gone from 85 % to 93% |
|  | Pupil’s ability to regulate emotions through PATHS programme.  Parental understanding about the PATHS programme has helped them to support their children at home. | Workshop attendance, informal conversations at Parent Council meetings, feedback from parents though PTP meetings.  Children and parents using the language of PATHS at home and at school. |
| Classroom Assistant Additionally | To work with pupils to keep them engaged in their learning.  To respond to and encourage pupils to regulate on a daily basis to enable them to be in the classroom environment and have a readiness to learn. | Pupils have been on task in the classroom. Individual progress records show an increase in attainment in literacy and numeracy due to being able to be in the classroom. |
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| **Establishment Self Evaluation: How Good is Our Early Learning and Childcare? Quality Indicators** | |
| Quality Indicator 1.3 Leadership of Change | ***3*** |
| Quality Indicator 2.3 Learning, Teaching and Assessment | ***3*** |
| Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion | ***4*** |
| Quality Indicator 3.2 Securing Children’s Progress | ***3*** |

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| **Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators** | |
| Quality Indicator 1.3 Leadership of Change | **3** |
| Quality Indicator 2.3 Learning, Teaching and Assessment | ***3/4*** |
| Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion | ***4*** |
| Quality Indicator 3.2 Raising Attainment and Achievement | ***3*** |

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| **Establishment Capacity for Improvement** |
| Littlemill Primary School has fabulous potential for developing local and community links. The community centre is as much a hub of the community as the school and we already have links with the larder and community members.    Our Parent Council has gown this year and we fully anticipate it growing again next session. Parents have informed us they are keen to support the school and in particular help develop a sensory garden.  Our staff and community members are highly motivated and dedicated to this school and Early Years Setting. We all want the best we can possible achieve across the stages and trust that all of the people involved are working together to achieve this. We will continue to strive to work together, taking ownership of the improvements we wish to make and trust in each other to make positive changes to both the school and ECC.  Our high hopes and ambitions for everyone in the ECC and school includes sustaining a welcoming ethos and creative learning environment. A place where staff welfare is as important as the pupils and parents we work with every day. We will continue to put health and wellbeing at the forefront of everything we do.  We believe in having high expectations for everyone who lives, breathes and works with us at Littlemill. Aim high and achieve high. Live in a wold that there are no barriers to learning and any we may then encounter, we encounter and break down together.  Have ‘blue sky thinking’ and allow everyone the opportunity to gain new experiences and realise their own ambitions and potentials through the art of discovery. |