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| ***ABERDOUR PRIMARY SCHOOL & EARLY LEARNING CHILDCARE CENTRE***crest2**Standards and Quality Report*****Achieving Excellence and Equity*** |

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| **Context**

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| **Setting/School Roll (including ELC/ASC)** | 201 |
| **FME**  | 10 |
| **Attendance (%)**  | **Authorised** | **97.2%** | **Unauthorised** | **2.8%** |
| **Exclusion (%)** | 0% |
| **Attainment Scotland Fund Allocation (PEF and SAC)** | £12,252 |

The School Leadership Team comprises Headteacher, Principal Teacher and acting Principal Teacher alongside 0.4 Learning Support Teacher and a peripatetic nursery teacher. In session 20-21 we formed 7 classes, some of which were composite classes. The Nursery has a team of 2 fulltime and 2 part-time early years officers offering full day places 9am-3pm. The school is a two-storey building with accommodation for seven classes and a nursery. We have a music room and a stage in the gym/dining hall. Our immediate environment provides wonderful learning opportunities and we are committed to Eco work and sustainable outdoor learning. We have well developed school grounds that include a trim trail in the large grassed area, a wooded wildlife garden with a pond, class ‘planters’ for herbs and vegetables, Polytunnel, Bug Hotel and Eco Hide. Nursery use the garden to develop learning through play and the structured environment. Aberdour village dates back to medieval times and we are able to exploit its lively, cultural community and rich heritage. The school is privileged to have developed partnerships with Historic Scotland and Aberdour Castle, St. Fillan’s Parish Church, Silver Sands and Black Sands beaches, Village in Bloom Committee, Aberdour Cultural Association, Aberdour Festival Committee, the Victorian ‘Aberdour Station.’ |
| **Improvement for Recovery Priority Work****Session 2020 - 2021** |
| NIF Priority – Improvement in children and young people’s health and wellbeingNIF Driver - School Leadership | HGIOS 4 Quality Indicators1.1 Self Evaluation for Self-Improvement1.2 Leadership of Change2.2 Curriculum2.3 Learning, Teaching and Assessment3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievementHGIOELC Quality Indicators1.1 Self Evaluation for Self-Improvement1.2 Leadership of Change2.2 Curriculum2.3 Learning, Teaching and Assessment3.1 Improving wellbeing, equality and inclusion 3.2 Securing Children’s Progress |
| **Continue to develop wellbeing indicators as part of our recovery planning** **Progress:**All children including nursery have participated in developing resilience skills. This approach has been received positively by all stakeholders. There is a joined-up approach and use of shared language in assemblies and all communications via Seesaw, Sways and School app which has supported the introduction of resilience skills with parents and families. Some targeted children supported through Kitbag.Children in the nursery had the opportunity to have a phased start where staff worked with parents, ensuring the introduction to nursery has met their needs particularly after a period of lockdown where there was no opportunity for transition.There has been a significant focus on Literacy and Numeracy in August 2020 on return to school. Staff have used assessment evidence to accurately pinpoint any gaps in learning and these have been incorporated into the class raising attainment strategies where targeted work has taken place. We used Scottish Government additionality through a 0.2 teacher and additional PSA hours and this has impacted positively. Use of ELIPS language assessments in nursery has supported staff to target a few learners in Literacy. |
| **Impact:**Almost all children including nursery are able to use strategies to support their resilience in learning. A few children continue to need more intensive and targeted support through the use of kitbag, visual timetables and other supports. Almost all parents have an understanding of the resilience programme. Almost all stakeholders are using a shared language around resilience and our core vision, values and aims. Almost all staff feel supported in their wellbeing including during the remote learning period in January. The phased start for some children in nursery has built confidence and children are happier, more settled and engaged in their learning. This has impacted positively and in Primary 7 particularly there has been a closing of the attainment gap. In the nursery, children are now attaining well in areas where there were some concerns re language acquisition from ELIPS assessments.   |
| **Next Steps:**Continue to build on resilience work started in session 20-21. Continue to support key children with kitbag etc. Ensure wellbeing indicators continue to be embedded in our shared language. Using assessment evidence continue with raising attainment strategies to support children who are behind national expectations.  |
| **Improvement for Recovery Priority Work****Session 2020 - 2021** |
| NIF Priority - Improvements in attainment, particularly in Literacy and NumeracyNIF Driver –School Leadership  | HGIOS 4 Quality Indicators1.1 Self Evaluation for Self-Improvement1.2 Leadership of Change2.2 Curriculum2.3 Learning, Teaching and Assessment3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievementHGIOELC Quality Indicators1.1 Self Evaluation for Self-Improvement1.2 Leadership of Change2.2 Curriculum2.3 Learning, Teaching and Assessment3.1 Improving wellbeing, equality and inclusion 3.2 Securing Children’s Progress |
| **Review and refresh our Curriculum Rationale****Progress:**Initial engagement with all stakeholders has been undertaken using 4 key questions. * What do we want our children to know?
* What do we want our children to learn?
* What qualities do we want our children to have?
* What skills do we want our children to have?

Staff worked in small mixed groups including teachers, PSA’s and EYOs. Each group led by a member of the senior leadership team. Children worked in small year groups and their views were recorded on audio as well as using post-its. Two small groups of parents met via Teams with 2 members of the senior leadership team with HT scribing their views. All staff have engaged in professional learning about our vision, values and aims and whether this links with our beliefs about the above four questions. Staff engaged in professional learning around ‘What is sustainability?’ |
| **Impact:**Themes are emerging around our views of the curriculum. Themes are very similar across all the different stakeholders we engaged with. Feedback from all staff indicates they are beginning to think more deeply about the purposes of education and what they want for our learners. The themes emerging are very interesting in that there is consensus amongst all the stakeholders. The questions were interpreted in different ways by different stakeholders, and you can see a cross-over between the different questions. However, if we analyse the data holistically, I believe that we can see that learning is a high feature which indeed should be there, as well as developing skills. The focus on health and wellbeing is strong through developing empathy, kindness, and diversity. |
| **Next Steps:**Engage more widely with pupil groups using HGIOurs. Engage more widely with parents. Further engagement with staff around different curriculum models and what works well in other countries. Consider how sustainability will be a key feature of our curricular framework going forward. In consultation with all stakeholders create a curriculum rationale for our school as well as a sustainable and progressive curriculum framework taking into account the needs of all learners.  |
| **Improvement for Recovery Priority Work****Session 2020 - 2021** |
| NIF Priority Improvements in attainment, particularly in Literacy and NumeracyNIF Driver – Assessment of children’s progress | HGIOS 4 Quality Indicators1.1 Self Evaluation for Self-Improvement1.2 Leadership of Change2.2 Curriculum2.3 Learning, Teaching and Assessment3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement |
| **Effective Learning and Teaching to Raise Attainment****Progress:**Professional learning input for all teaching staff about play philosophy and the different types of play. Staff also engaged in professional reading and dialogue approaches to play pedagogy. Staff identified areas where play opportunities occurred in their own classes and considered how they might take this forward. P7 teacher engaged in Fife’s Practitioner Enquiry programme with a focus on developing play as a way of increasing learner engagement. In P3 a child led/initiated learning approach was used in outdoor learning and used responsive planning to facilitate this and to follow children’s interests. Both probationers in P2 and P3 used play-based approaches as a focus for their practitioner enquiries. A wider range of reading material, particularly non-fiction, plays and poetry has been purchased and is now being used by all classes. Staff created working parties to review our approaches to planning documents. Another working party worked to create leaflets for parents for Conceptual Numeracy. Parent Council Representatives for each class reviewed and gave feedback on the leaflets before wider circulation.  |
| **Impact:**Evidence shows increased confidence, motivation, and learner engagement in P1, P2, P3 and P7 when adopting a play-based approach. Staff are more confident in using the approach. Other staff have benefited from engaging in professional dialogue about the impact on learners in these classes. Increased pace of learning using play based approach as a wider range of experiences and outcomes are being covered. Almost all children were very excited about new books and commented positively about the wider range of genre available at all stages within the school. Most children can articulate why a wide range of genre is important. Staff report an increase in learner engagement in reading. In Conceptual Numeracy parents are able to access support with supporting numeracy at home. Parent Council feedback included the easy to read leaflet which was clear and concise. There is now a greater shared understanding of conceptual numeracy approaches.   |
| **Next Steps:**Play journey – Use of play audit as a first step. Further professional learning about play pedagogy. Link with a school in Aberdeenshire to pair up teachers in stages in order to develop play throughout the school. Acting Principal Teacher will support teachers in aspects of developing playful pedagogy including professional learning around the theory of playful pedagogy, the balance of the school day, meaningful observations of children engaging in play and how to develop this within their practice. Practitioner enquiry to be carried out in every class in the school each seeking support from their linked partner. Use of model for improvement to measure impact of enquiry and impact on attainment. Further develop staff confidence and expertise in delivering a more play-based curriculum.Staff review of and audit of current reading resources. Review approaches to reading with all stakeholders.  |
| **Improvement for Recovery Priority Work****Session 2020 - 2021** |
| NIF Priority - Improvements in attainment, particularly in Literacy and NumeracyNIF Driver – Assessment of children’s progress  | HGIOELC Quality Indicators1.1 Self Evaluation for Self-Improvement1.2 Leadership of Change2.2 Curriculum2.3 Learning, Teaching and Assessment3.1 Improving wellbeing, equality and inclusion 3.2 Securing Children’s Progress |
| **Nursery - Effective Learning and Teaching to Raise Attainment****Progress:**All staff in the nursery have engaged in professional learning about high quality observations. Staff are feeling more confident in using benchmarks and include as part of their planning processes. This is helping them to identify gaps in learning and put appropriate interventions in place. All staff are now administering ELIPS assessments, which is supporting them to plan any interventions required. ELIPS is also challenging and confirming professional judgement of staff, ensuring more robust processes around tracking and monitoring. Staff are using evidence to plan any interventions to address the gaps. All staff have engaged in professional learning to support pace and challenge in learning. It has supported them to think more about the learning that needs to take place rather than the activity. Engagement with ‘Realising the Ambition’ has encouraged staff to think about developing literacy and numeracy further across core provision. For example, in the home corner where they’ve added diaries, calendars, recipe books etc.Staff have been very aware that parents aren’t able to see inside the nursery building this session and have made good use of social media to share learning with parents.  |
| **Impact:**Where there is a greater focus on literacy within areas this is giving the children more opportunities to engage in and develop their literacy skills. For example, the children write their own menu for the snack area and there are greater attempts by children at emergent writing. This is also continuing to develop pupil voice within the nursery. Parental feedback shows they still feel connected to the nursery through the use of social media platforms. All parents were contacted about the closed Facebook page and encouraged to see the benefits of being part of it. This was especially pertinent to parents of children who didn’t attend our nursery but their child were transitioning into Primary 1 at Aberdour.  |
| **Next Steps:**Staff now need to focus on high quality questioning to extend learning during play in a timeous manner. Further engagement with benchmarks to ensure staff are addressing the next steps in learning for all children. The peripatetic nursery teacher will engage with staff to become more familiar with the new PLJ format ensuring they are confident in using it to track learning as well as identifying next steps in learning. We now need to incorporate ELIPS information into the processes for PLJ tracking.  |
| **Attainment of Children and Young People** |
| *Final attainment as at June 2021 for key stages.*

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| **Class** | **Listening and Talking**  | **Reading**  | **Writing**  | **Numeracy**  |
| P1 | 100% on track  | 100% on track | 96% on track | 100% on track  |
| P4 | 96% on track | 91% on track  | 87% on track | 96% on track  |
| P7 | 100% on track  | 96% on track | 81% on track  | 88% on track  |

Significant closing of the gap in Reading in Primary 7 through targeted intervention from PSAs and additionality from Scottish Government. In August 2020 only 60% of children were on track in Reading rising to 96% by May 2021. There was also an increase of 10% in Numeracy attainment in Primary 7 from August 2020-May 2021. Primary 5 was a target group this session and we have seen some closing the gap in attainment across Reading, Writing and Numeracy. However, there are still a number of children who are behind norms and this year group will continue to be a focus in session 21-22. In all other year groups attainment has stayed steady and mostly on track despite the remote learning period. High levels of engagement during remote learning and support from parents has ensured this steady attainment picture. We have a number of higher achievers across the school and at the key stages of P1, 4 and 7 for session 20-21 are:28% ahead of track in Listening in Talking44% ahead of track in Reading 25% ahead of track in Writing 30% ahead of track in Numeracy |
| **Evidence of significant wider achievements** |
| Primary 6 engaged in Social Enterprise this session and were successful at a ‘Dragon’s Den’ event through Scottish Enterprise Academy. They developed their skills in Thinking, Employability, Teamwork, Leadership, Self-Management and Creativity. As well as this this they raised over £400 in the process. Their engagement in learning was massive and they took total ownership from start to finish. Primary 7 engaged in 3D printing workshops this year as well as developing their ICT skills in using WeVideo. This involved Thinking, Teamwork, Employability and Creativity skills. Primary 7 also developed the above skills through outdoor learning through ‘Ardroy on Tour’ experience in October 2020. Feedback from the children was very positive although they did miss the opportunity of a residential experience.After the return to school for Primary 1-3 in mid-February 2021, there was a very small cohort of 4 P3s that are in a composite P4/3 class. This group of learners worked to develop a sensory garden within the school grounds. The children developed skills in creativity, where they used recycled materials, teamwork, each one taking on multiple roles to develop the area and leadership skills to ensure they completed the project. As we were unable to participate in competitive sporting events this session, the PE teacher engaged all classes in Interhouse competitions in each block of learning. This promoted competition for children who wouldn’t normally take part in competition going to events with a school team during normal times. This also promoted teamwork, perseverance, and resilience. All children participated and continue to develop their growth mindset. Wider achievements are celebrated through planned wider achievements assembly every month. Even during the remote learning period, the majority of our children engaged in learning new skills or developing skills such as self-management when learning to ride their bikes, hill climbing or kayaking. A few of our children engaged in and achieved Blue Peter awards too. In the nursery they recognised wider achievements through ‘Star Moments’ where children had been learning to ride their bike etc. During the remote learning period some children learned to ski and learned a new language (Gaelic).  |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| **Successes:-*** Very high levels of engagement during the remote learning period.
* Staff provided daily ‘Health and Wellbeing’ chats for all learners. This was staggered over the day to ensure that families with only one device could have opportunities to check in with their teacher. As well as a focus of health and wellbeing, learners were able to ask any questions about their learning too.
* Teaching staff provided recorded lessons across literacy and numeracy. This gave flexibility to families who could watch the videos at a time of their choosing as well as viewing the video multiple times if needed.
* The focus of learning was around the 3 key areas of Literacy, Numeracy and Health and Wellbeing. 12 learning tasks were provided over the week and the senior leadership team provided activities for ‘screen-free Friday’ which were themed every week. This was in response to feedback from children, parents and staff.
* Early engagement with parents during remote learning enabled us to gauge the experience of remote learning from their perspective. This also allowed us as a school to adapt and improve our practices, particularly around a consistent approach to sharing learning tasks.
* Almost all parents supported their children very well during the remote learning period, which has helped to ensure that children’s attainment has stayed steady.
* SeeSaw was introduced for our youngest learners in P1 and P2 and this approach received very positive feedback from children and parents. This mode of communication has been continued post lockdown and is giving parents quick and easily accessible feedback on current learning.
* All staff indicated that again their ICT skills had developed significantly over the period of remote learning, including use of Teams, SeeSaw, recording of video lessons and adding audio to PowerPoints.
* The opportunity for the provision of paper learning packs for some families was well received.
* Weekly newsletters gave families the opportunity to still feel connected to school during the remote learning period.
* The provision of places in school for some of our vulnerable learners ensured continuity in learning, predictable routines and support for learning.
* Staff felt less isolated during the remote learning period compared with the last lockdown as they were supporting key worker and vulnerable children in their own setting. They therefore were able to connect with children and colleagues on a more regular basis.
* Evidence gathered after the period of remote learning from parents is as follows:- 80% of parents who responded were satisfied or above with the learning provided. 82% were very satisfied or satisfied with the supports provided for learning by teacher through videos, recorded lessons, Powerpoints etc. 90% of parents felt that the feedback provided to their child was useful. We introduced ‘screen free Friday’ and the results about the benefits of this was split equally amongst the parents who responded.
* We gathered the P4-7 children’s views and thoughts about remote learning too. 65% of children were able to use Teams to access their remote learning successfully with another 31% saying ‘sort of’. On average only 4% of children didn’t like using live check-ins, email or the general chat in Teams/SeeSaw to communicate with their teacher. The rest thought it was ‘great’ or ‘okay’. 88% reported they went along to ‘live help with learning’ sessions. Around two-thirds of the children reported that the recorded lessons helped them feel motivated to learn and almost all felt the videos supported them in their learning. We asked the children whether the learning was challenging enough for them and on average 10% thought they needed more challenge, but the rest thought the learning was about right and a small percentage thought it was too difficult.

* Nursery staff felt they were less isolated too as although we had no nursery children accessing the nursery during remote learning, they were supporting other children. They reported they’d developed relationships with staff members they wouldn’t see during a normal working week.
* Most nursery parents engaged with weekly story packs sent out by the nursery team. The learning focused on the three core areas of Literacy, Numeracy and HWB. There were weekly live or recorded sessions that focused on games, songs or stories.
* Through various channels parents uploaded their child’s learning and staff gave feedback on this.

**Challenges:-*** Issues with IT initially made remote learning very challenging.
* Ongoing issues with IT meant that ‘live assemblies’ were very challenging.
* Staff reported that their workload increased significantly during the remote learning period and there were significant challenges if they had young families of their own too.
* Some parents struggled with the expectations placed on them during the second period of remote learning, particularly as they were working too. They felt the key messages coming from the Scottish Government was greater than during the first period of remote learning. This was discussed during a number of Parent Council Meetings.

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| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)**  |
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| Number of devices provided to support learning at home | 7 |
| Additionality in staffing  | 0.2 Class Teacher and 4.5hrs PSA  |

We only had a small number of digital devices, but we saw a big increase in engagement from these families during the remote learning period compared with the first lockdown.For attainment see evaluative statements in section above ‘Attainment of Children and Young People’.  |
| **Attainment Scotland Fund Evaluation (PEF/SAC)**  |
| **Progress:**Significant closing of the gap in Reading in Primary 7 through targeted intervention from PSAs and additionality from Scottish Government. In August 2020 only 60% of children were on track in Reading rising to 96% by May 2021. There was also an increase of 10% in Numeracy attainment in Primary 7 from August 2020-May 2021. Primary 5 was a target group this session and we have seen some closing the gap in attainment across Reading, Writing and Numeracy. Play pedagogy has continued to make progress in more areas of the school. The acting Principal Teacher has introduced the philosophy of Play to all staff through collegiate sessions. All staff have identified areas of their learning environments where they already have opportunities for play. In Primary 1 play pedagogy is embedded and progressed into Primary 2. Primary 3 used the outdoors learning environment to develop play. In primary 7 play was introduced through the teachers’ engagement in practitioner enquiry.  |
| **Impact:**See attainment information above.  |

**School/Setting Name:- Aberdour Primary School and Early Learning Childcare**

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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 | Good | Good |
| **2.3 Learning, teaching and assessment** | Good | Good | Good | Good |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good | Good |
| **3.2 Raising attainment and achievement** | Good | Good | Good | Good |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation***(within last 3 years)* |
| **1.3 Leadership of change** | Good | Good | Good | Good |
| **2.3 Learning, teaching and assessment** | Good | Good | Good | Good |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good | Good |
| **3.2 Securing children’s progress** | Good | Good | Good | Good |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** |
|  | **2018 - 2019** | **2019 - 2020** | **2020-2021** |
| **Quality of care and support** | Excellent |  |  |
| **Quality of environment** | Very Good |  |  |
| **Quality of staffing** |  |  |  |
| **Quality of leadership and management**  |  |  |  |