

Crossford Primary School & Nursery



Standards and Quality Report

Achieving Excellence and Equity

School Improvement Priority Work Session 2019 - 2020

Developing positive learning environments and more effective engagement and participation of children in their learning.

NIF Priorities

Attainment - More effective engagement and participation of children and young people in their learning.

NIF Drivers

- School leadership,
- Teacher Professionalism

HGIOS 4 Quality Indicators

2.3 - Learning, teaching and assessment

Progress and Impact:

P - all teaching and support staff, led by Sharon Logie (PT), undertook professional reading 'When the Adults Change Everything Changes' - Paul Dix and used collegiate time to reflect on reading, plan specific approaches/strategies to improve positive relationships and effective engagement and participation in learning. Sharon Logie created and shared with all staff 'This is how we do it at Crossford' guide based on collation of discussion and feedback which was regularly updated/amended. This guide was shared with parent council at every meeting. Regular evaluations were carried out with children and staff.

I - Consistency of approach by staff was mixed. Some members of staff made this a real focus and the impact was evident. Those who fully embedded the approaches had more settled classrooms, children were more purposeful and active in their engagement with learning and children spoke positively about the morning welcome and more settled learning environments where they felt that they learned better. Almost all children responded positively to clear routines first thing in the morning and became familiar with adult 'script', taking greater care of their belongings and learning environment and actively engaging in daily starter routines. Additional PSA support (funded through PEF) ensured consistency of approach during intervals and supported children with additional support needs to understand routines.

Next Steps: - As part of Agile Action Plan for 2020/21

Continue to amend/alter approaches and strategies previously agreed in line with COVID-19 risk assessments.

Revisit 'When the adults change, everything changes' with staff during collegiate sessions to re-establish effective practice and monitor/track impact fortnightly/monthly.

If possible, engage with wider parent/carer group to discuss approaches/strategies and the role that parents/carers may have in achieving consistency.

If possible, increase pupil involvement through focus group/committee.

School Improvement Priority Work Session 2019 - 2020

Raising attainment in writing at first and second level

NIF Priorities

Attainment - more effective engagement and participation of children and young people in their learning

Attainment - developing better learning and teaching in the classroom and beyond

NIF Drivers

- Teacher professionalism
- Assessment of children's progress

HGIOS 4 Quality Indicators

- 2.3 - learning, teaching and assessment
- 2.4 - personalised support

Progress and Impact:

P - all class teachers at first and second level undertook professional enquiry focusing on improving writing including daily opportunities to write, daily spelling practice, using story books without words as a stimulus (P6), model for improvement: writing (P5), planning strategies to encourage more structured writing and introduction of DADWAVERS. PEF was used to fund additional PSA hours to increase small group and one to one support for children who were not achieving expected levels of attainment.

I - Increased confidence of children as a result of increased/daily opportunities to write. Children in P6 who were previously reluctant writers found the provision of stimulus and discussion about this mean that almost all children spent more time on their writing and added much more detail. PSA support allowed all children to be included during this process.

Children in Primary 5 found the introduction of planning strategies challenging and further assessment led the class teacher to focus on developing basic writing skills such as openers and connectives. The class teacher shared the data gathered with the children each day and used this as a focus for dialogue about what makes a good piece of writing. PSA support allowed all children to be included during this process.

Attainment in writing - 81% of children at First Level are on track in writing, 54% of children at Second Level are on track with writing as of May 2020.

Next Steps:

Continue to assess writing, moderate across levels and use data to target individual children who will benefit for a focussed, short term intervention as well as whole group/class strategies to increase/maintain engagement and improve tools for writing.

School Improvement Priority Work Session 2019 - 2020

Improve learning through play, supporting progression through early level, in Primary 1

NIF Priorities

Attainment - more effective engagement and participation of children and young people in their learning

Attainment - developing better learning and teaching in the classroom and beyond

Supporting the physical and emotional wellbeing of all children and young people, particularly those most at risk

NIF Drivers

Teacher professionalism

HGIOS 4 Quality Indicators

2.6 - Transitions

HDIOELC Quality Indicators

2.6 - Transitions

3.2 - Securing Children's progress

Progress and Impact:

P - Class teacher - Robyn Cuthbert - attended PPP network meetings and CLPL throughout the session to March 2020 which supported professional learning and dialogue with other practitioners. Miss Cuthbert used knowledge gained from sessions and professional reading to develop the learning environment and establish a play based classroom. Miss Cuthbert used audit document to ensure that her practice was improving, developed her knowledge of play types and increased her confidence in ensuring that opportunities for play based learning were relevant and progressive.

I - The children settled quickly into Primary 1 as the transition was smooth. The children demonstrated enhanced communication and team-working skills which in turn helped them to develop resilience without adult input. By the end of the second term (Christmas) the children knew where to access resources independently, reducing the number of interruptions to teacher directed input.

Next Steps:

Continue and consolidate approach - working with P1/2 Class teacher at Carnock and Primary 2 teacher at Crossford and engaging in PPP CLPL with Fife Council.

Nursery Improvement Priority Work Session 2019 – 2020

Developing opportunities for children to take ownership of their own learning.

NIF Priorities

Attainment - more effective engagement and participation of children and young people in their learning

NIF Drivers

- School leadership
- Educator professionalism

HGIOELC Quality Indicators

- 1.3 - leadership of learning
- 1.5 - management of resources to promote equality
- 2.2 - Curriculum
- 2.3 - learning, teaching and assessment
- 2.4 - personalised support
- 3.1 - ensuring wellbeing, equality and inclusion
- 3.3 - developing creativity and skills for life and learning

Progress and Impact:

P - Audits: STEAM and regular core provision audit of areas. Resources added are age appropriate, provide challenge, are varied and accessible. Technology is available to support children to research their interests and extend their learning. Play is free flow between outdoor and indoor learning environments. Forest kindergarten supports independent thinking and learning

I - Almost all children interacted more positively with resources and learning is more meaningful. Children are becoming independent in choosing where/how they learn best. Changing for outdoor learning is supporting independence. Children are managing their own risk more regularly and are becoming competent in their self-help skills.

P - Children's voice - children are encouraged to evaluate their own inventions/creations and learning in PLJ, add to learning walls, interest areas, and share ideas in audit of areas. Children and parents meet with key worker to jointly identify the next steps in learning.

I - Most children are becoming more confident in sharing ideas. The profile of the PLJ is raised for parents/carers and children. Some children are now in the early stages of evaluating their own progress and identifying their own needs and next steps.

P - Parents' voice - all parents/carers are invited to support their child in their learning through soft start opportunities, twice yearly parent chats, PEEP sessions, and shared planning.

I - Almost all parents/carers are becoming confident to contribute ideas and have shared and increasing awareness of their child's learning needs and successes. Parents/carers feel valued as an important part of their child's learning journey.

Next Steps:

Add resource bags to areas to support delivery of core provision in outdoor play area and forest kindergarten, to better reflect the interests and needs of the children. Purchase new resources - ipad, cameras (child and adult) Produce a list of child friendly search engines and websites for use on the smartboard.

Use intentional promotion to extend children's interests and learning. Consider the position of the learning walls in the nursery room.

Continue to raise the profile of shared learning between parents/carers, children and key workers through parent chats, communication notices and parent-participation groups.

Nursery Improvement Priority Work Session 2019 - 2020

Increase the range of vocabulary for children who have scored within the lower range of ELips and children who have English as an additional language

NIF Priorities

Closing the attainment gap

NIF Drivers

Assessment of children's progress

Performance information

HGIOELC Quality Indicators

2.2 - Curriculum

2.3 - learning, teaching and assessment

2.4 - personalised support

3.1 - ensuring wellbeing, equality and inclusion

3.2 - Securing children's progress

3.3 - developing creativity and skills for life and learning

P - Increased opportunities for stories, rhymes and singing providing practice and reinforcement of the English language.

I - Increased confidence through hearing examples of well modelled speech. Improved communication and relationships with peers and the nursery team leading to improved experiences and outcomes for children.

P - eLIPS assessments for all 3 year olds six weeks after enrolment. Findings collated and recorded on "Meeting Learners Needs" to inform next steps planning. April 2020 intake not assessed due to Covid.

I - Identified barriers to learning for individuals and supported next-steps planning. Encouraged shared communication and responsibility between home and nursery.

P - Prior advice from EAL put in place for current children.

I - More effective supports for EAL children.

P - Speech assessments completed where concerns have been raised. SaLT posters displayed for parents to access advice. SaLT input to team on INSET.

I - Referrals to SaLT where concerns have been identified with language development or speech.

Next Steps:

Track who comes for/asks for a story in each session. Target those who opt in less by providing stories related to personal interests. Boardmaker signage to be introduced inside and outside. Weekly sign-a-long sign to be introduced to children, regularly used by team once learnt, added to noticeboard/home learning aspect of planning and to Seesaw/school app.

Returners will be eLIPS assessed to provide an updated starting point.

CPD opportunities.

Nursery Improvement Priority Work Session 2019 - 2020

Increase opportunities for parental engagement to link the children's learning between home and nursery

NIF Priorities

GIRFEC - continuing to support better parenting skills through improved engagement with families

NIF Drivers

Parental engagement

HGIOELC Quality Indicators

2.4 - Personalised support

2.5 - Family learning

2.6 - Transitions

2.4 - Partnerships

3.1 - Ensuring wellbeing, equality and inclusion

Progress and Impact:

P - Planning adapted to include home learning. Planning displayed on the parent/carer noticeboard and updated fortnightly. Displays of children's interests, learning and work. Children encouraged to share their PLJs with parents. Twice yearly parent chats to discuss progress.

I - More parents/carers have a clear idea of the learning their child is involved in and can better support them at home. Provides a basis for linking relevant learning between nursery and home and opens up a line of communication for less confident parents.

P - Annex adapted to support parent/carer groups - coffee mornings, soft start, transition chats, PEEP. Open door policy and informal daily chats between team and parents.

I - Parents/carers are able to support each other through socialisation, sharing interests and ideas. Increased engagement in nursery life. Parents and carers suggested ideas for other groups. Most parents/cares are happier and more confident with the role of the nursery.

P - School app introduced, with daily posts. Termly newsletter - displayed on board, given to all parents, added to school website.

I - Clarity of information has reduced ambiguity and misinformation. Parents are happier and more confident and asking less questions about activities in the nursery.

P - Feedback requested following soft start, PEEP etc.

I - Feedback used to inform planning for PEEP and learning meeting needs of families and children.

Next Steps:

Raise the profile of home learning on planning format displayed on noticeboard. Send out groupcall reminders weekly for nursery events and parent chats.

Identify parents who are willing to support parent groups and activities through questionnaire when COVID risk assessment allows.

Introduce Seesaw to enable two-way electronic communication.

Produce questionnaires to identify what parents would like to see/do throughout the year. Evaluate at the end of the academic year.

Evidence of significant wider achievements

P6 pupil participation in running club - Setting incredible pace and times (Resilience, Responsibility)

P4 pupil - Leading by example. goes to a running club outside of school and uses skills gained through this experience to give advice to others and support peers. (Resilience, Responsibility, Communication, Leadership).

P6 - 3 pupils Big Book Brain Quiz - improving reading skills and representing the school. (Resilience, Responsibility, Communication)

P7 - 5 pupils represented the school at Rotary Quiz - winning the heat for the area (Resilience, Responsibility, Communication, Organisation)

P5 at Fordell Firs - Adventure education - confidence and team building; increased knowledge of outdoor ed skills eg firelighting; shelter building (Resilience, Leadership, Responsibility, Communication, Organisation, Creativity)

P6 pupils - teamwork - 8 pupils represented the school at the local hockey tournament following on from after school club coaching. They worked well as a team, demonstrated resilience and fair play, winning the tournament overall. (Resilience, Leadership, Responsibility, Communication, Organisation)

Outcomes from Education Scotland Inspection (if inspected between August 2019 and March 2020)

Key Strengths and Areas for Improvement should be noted.

No Education Scotland Inspection during this session.

What has been the success and challenges of Learning at Home since March 2020 as a result of COVID 19?

- Staff quickly adapted to using Microsoft Teams to share learning activities with children via GLOW at all stages. Individual support was provided via helpsheets, telephone calls and WhatsApp communication systems (staff only) for all parents/carers and staff who found this challenging.

- Class teachers and PSAs used Vscene (this allows two way video conferencing securely) to 'meet' with children with significant ASN at least twice a week. They also undertook garden visits where possible.
- Nursery staff contacted all parents and carers via telephone every fortnight to check in with them and provide support where needed. Class teachers and SLT made telephone calls to all families at least once. This process helped make quick referrals to Children's Activity Centres for vulnerable families.
- Nursery staff used the school app to share learning activities with parents and carers.
- On average, 92% of children engaged with school staff/learning activities via Microsoft Teams throughout lockdown.
- Initially set up and access to Microsoft Teams was challenging for some staff and families. This was supported by PT.
- Use of assignments to return evidence was challenging for some with many preferring to complete learning on paper and upload a photograph. A few completed learning but did not upload.
- We plan to use SeeSaw for home learning for nursery to P4 if necessary. We plan to continue to use Teams for P5-7 to retain skills already learned and improve where needed.

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2017 - 2018	2018 - 2019	2019- 2020	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	<i>Good</i>	<i>Good</i>	<i>Satisfactory</i>	
2.3 Learning, teaching and assessment	<i>Good</i>	<i>Good</i>	<i>Satisfactory</i>	
3.1 Ensuring wellbeing, equity and inclusion	<i>Good</i>	<i>Good</i>	<i>Good</i>	
3.2 Raising attainment and achievement	<i>Good</i>	<i>Good</i>	<i>Satisfactory</i>	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)

Quality Indicator	2017 - 2018	2018 - 2019	2019- 2020	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	<i>Good</i>	<i>Good</i>	<i>Good</i>	
2.3 Learning, teaching and assessment	<i>Good</i>	<i>Good</i>	<i>Good</i>	
3.1 Ensuring wellbeing, equity and inclusion	<i>Good</i>	<i>Good</i>	<i>Very Good</i>	
3.2 Securing children's progress	<i>Good</i>	<i>Good</i>	<i>Good</i>	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2017 - 2018	2018 - 2019	2019- 2020
Quality of care and support	2016 <i>Very good</i>		<i>Very good</i>
Quality of environment	2016 <i>Very good</i>		Not assessed
Quality of staffing	2016 <i>Very good</i>		Not assessed
Quality of leadership and management	2016 <i>Very good</i>		<i>Very good</i>