



Denend Primary School and Nursery

Standards and Quality Report Achieving Excellence and Equity June 2022

Context

Setting/School Roll (including ELC/ASC)	184				
FME	29%				
Attendance (%)	88%	Authorised	11%	Unauthorised	1%
Exclusion (%)	0.01				
Attainment Scotland Fund Allocation (PEF and SAC)	£83, 130				

Vision – Pride of Denend

We aspire to achieve potential through learning, positive relationships and wellbeing.

Shared School Values

Learning, Wellbeing, Relationships, Pride

Aims:

We are committed to our own and others' learning.

We build positive relationships based on respect, trust and understanding.

We have pride in our self, our school and our community.

We understand, value and nurture our own and others' wellbeing.

We are ambitious and focus on developing skills to realise our potential.

Improvement for Recovery Priority Work Session 2021 - 2022

<u>NIF Priority</u> <i>Raising attainment in Numeracy and Maths</i>	<u>HGIOS 4 Quality Indicators</u> 1.1; 1.2; 2.3, 3.2; 1.5
<u>NIF Driver</u> <i>School Improvement</i>	<u>HGIOELC Quality Indicators</u> 1.1; 1.2; 2.3, 3.2; 1.5
<i>Assessment of children's progress</i>	
<i>Teacher professionalism</i>	

Progress:

Teaching and Early Years staff completed an audit of resources used to develop learning and skills in Numeracy and Maths from Early Level to Second Level. The main focus was on purchasing new resources at First and Second Level. Staff shared pedagogical practices and participated in a trial of collegiate planning. SLT completed Learning sampling to ensure consistency and progress across levels. A mental calculation programme was introduced to ensure a weekly focus on mental agility for learners across P1-7. Staff in Primary have used Fife progression in numeracy and the RFU to support planning and assessment. Three planning and attainment conversations per year have kept a focus on those children who are off track and how to improve the support for them moving forward. In nursery staff have used Fife PLJ format to record and evidence progress in learning. Weekly planning meetings and long term planning have ensured a focus on children's learning needs through observation of children's interests and skills. Teaching staff had a focus on Differentiation led by HT and SLT over a few sessions. Staff across nursery and school have reported to parents and supported improvement in

parental engagement at a time when parents could not visit school/y using the see-saw platform. Termly targets in numeracy and maths were identified and evidenced.

We were able to reintroduce class/playroom SLT and LP visits, there were one of each this session. This feedback is helpful to ensure professional development and learning is having the desired impact and staff can receive confirmation about which areas they are strong in and where they need to improve.

Impact:

The impact on our attainment in Numeracy and Maths has been positive across First and Second Level. With a 20% increase in attainment at P4 and around 7% at P7. Our attainment figures at Early Level have remained similar to last year. The impact of lost nursery time due to the pandemic has been evident here with more of our learners expected to achieve early level early into P2.

Our SLT and Learning partnership visits to classes and playrooms showed that the majority of our children were engaged in learning and teaching activities which were appropriately challenging to meet the needs of our learners. The majority of our learners interacted well with each other and staff in the learning activities. There is some effective use of digital technologies but this could be used more often and effectively to meet all learners needs. Most staff use questioning very well across nursery/school. A minority of children were confident in discussing the skills they are good at and their next steps in learning. This was evident through classroom visits and also pupil survey in May 2022. The 4-part model is used effectively in most classes. There is evidence that almost all staff give high quality feedback in a variety of ways to support and inform progress in learning. Children in the majority of classes are involved in some review of learning through plenaries, this could be used more consistently.

In our pupil survey across P1-7 of 87 learners, almost all learners enjoy coming to school and the majority enjoy numeracy and maths learning. When asked what children like best about Denend, learning Maths was a popular response across all stages of school.

Our staff surveys and annual PRD process has shown that staff confidence at planning and assessing learning at first and second level in numeracy and maths has improved significantly. Staff will now further develop the use of a variety of assessment information including standardised assessments to plan for future learning and to ensure evidence of progress. The majority of staff are now confident in differentiating learning appropriately to meet learners needs. Some joint working between nursery and school staff at early level should further develop confidence in assessing through observations and ensuring a balance between child led learning and teacher-initiated learning.

Next Steps:

- Resourcing early level including digital technologies to support learning in Nursery/P1
- Collegiate working on assessment and moderation – rather than SLT only sampling learning teaching staff to take part in this moderation.
- Change to 4 planning blocks to further improve pace and challenge. 4 Learning and attainment conversations per year.
- Return to full programme of peer visits, SLT and LP visits
- Return to in person parent engagement through soft starts/busy finishes, stay and play to develop parental engagement and support in learning.
- Professional learning in Playful pedagogy (P1-3) SIP 22-23 Curriculum
- Focus on Plenaries and enhanced focus on 4-part model SIP 22-23 Curriculum

- Focus on improving attendance across the school and cluster which will in turn have a positive impact on attainment and achievement

**Improvement for Recovery Priority Work
Session 2021 - 2022**

<u>NIF Priority</u> <i>Creating an Autism friendly environment</i> <u>NIF Driver</u> <i>School Leadership</i> <i>Teacher professionalism</i>	<u>HGIOS 4 Quality Indicators</u> 3.1; 2.4 <u>HGIOELC Quality Indicators</u> 3.1; 2.4
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Progress:
 All Denend nursery and school staff engaged in 3 training sessions on Autism delivered jointly by our Educational Psychologist and the ASIST team in Fife. This focused on general knowledge about autism as well as targeted training areas in response to staff need. Staff identified areas to focus on included sensory awareness and also auditing learning environments. Staff continued to work collaboratively in trios and play room groups to use the Circle resource to reflect on the physical environment. Social environment and our structures and routines. Staff then identified areas for improvement and worked on these individually and in teams.

Through the use of our Health and Wellbeing RHSP and Learning Support teacher we have been able to ensure all our P4-7 learners have an understanding of what autism is through class lessons, videos and discussions. This was part of a wider understanding of diversity including disabilities.

Impact:

Class visits by SLT, LP and EP have shown a positive impact on the use of classroom environment, use of visuals, predictable routines. Staff have more understanding now and can respond to sensory needs through adapting the environment or creatively adapting children's timetables to ensure sensory needs can be met through space, quiet, music, lighting and use of technologies. In our Learning Partnership our support for ASD learners was positively recognised

We have received very positive feedback from our EP on the improvement journey of our staff and in particular on how well ASD learners' needs are met at Denend. Staff work well collaboratively and also with partners including PSS, ASC and Secondary DAS. Good transitions are in place for children with autism or who are on the autism assessment pathway. A variety of enhanced transition experiences are in place in particular at Nursery to Primary and Primary to Secondary school. We received excellent feedback from ASC when collaborating on outreach on the supports we provide to our learners.

Next Steps:

- Continue to use Circles resource to ensure our universal support offering meets all learners needs using 2.4 personalised support. Possibly through contact with Crossgates Primary and Education Scotland ASN advisor.
- Review our assessment and referral process with concerns around ASD through a review of our Support for Learning Policy (2.4 personalised support)
- Add to professional reading library for school/nursery around Autism
- Ensure new staff have experience/support to develop a good level of understanding/skill in autism using our LS teacher
- Continue to develop and embed a high standard of use of visuals to support all learners in school/nursery
- Improve learning environment through changing the flooring in main corridor to reduce sensory impact of noise travelling through school

**Improvement for Recovery Priority Work
Session 2021 - 2022**

<p><u>NIF Priority</u> <i>Improved pupil wellbeing</i> <u>NIF Driver</u> <i>Assessment of children's progress</i> <i>School Leadership</i></p>	<p><u>HGIOS 4 Quality Indicators</u> 3.1; 1.5; 2.4; 2.7 <u>HGIOELC Quality Indicators</u> 3.1; 1.5; 2.4; 2.7</p>
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Progress:

Our LS teacher and PSAs have provided a programme of kitbag and lego therapy for pupils across the school who have identified emotional and social needs. This was a limited offering this session due to covid restrictions and impact of staff absence.

We have worked in partnership with Family support service and Educational psychology service and clinical psychology to support and assess wellbeing needs for both children and parents. This included Young carers. this has resulted in improved attendance or a small group of pupils.

P7 wellbeing survey helped us to identify pupils for targeted support in P7. We worked with Active schools Fife to provide an Our girls can group and P7 boys targeted support with a focus on self-esteem and social skills. In addition, we worked with Lochgelly High School SLT to provide a group of 7 pupils an enhanced transition package comprising of virtual and in person meets and additional visits to High School.

This year we have collated data on children's levels of activity in out of school sports and clubs. We have also been able to provide along with active schools a free after school football club for all stages over the course of the year. In addition, pupils have had tasters of activities such as rollerskiing and netball. Some pupils from our school have been attending clubs offered out of school as a result of these tasters.

Four P6 pupils and a PSA attended 2 full days of Peer mediator training. The pupils are now training the rest of P6 class and we will select a group of Peer mediators at the start of P7 to offer the service every day on a rota basis.

Impact:

We have noticed a decline in the general emotional wellbeing in pupils, parents and staff as a result of the pressures of the global pandemic and resulting isolation and reduction in support from services as a result of this. There are noticeably more pupils, staff and parents suffering from low mood, anxiety and depression than we have observed before. For some children this has impacted attendance and or their ability to be ready to learn.

There has been a positive impact on the wellbeing of targeted groups of learners from P4-6 this year. This group of learners have been able to address and move on from a variety of trauma and loss which they have had recent experience of.

Working alongside Family support and other agencies such as Includem, Gingerbread, Enable and Health providers we have been able to collectively address wellbeing concerns for pupils who require it at an additional support level. For almost all of these target group of children there has been a positive impact on wellbeing through improved school attendance, daily routines and engagement in wider community groups.

Through working with Family support there have been referrals made to CAMHS for some children who require intensive support to address their wellbeing concerns. This is also

the case for one of our Looked after Pupils through the LAC review and Child's planning processes.

Next Steps:

- Engage in a whole school/nursery programme of mindfulness skills and practice over the next 3 years, to support pupils, staff and parents (Do be Mindful)
- Increase the number of pupils we can support emotionally and socially through Kitbag and lego therapy
- Reintroduce Seasons for Growth programme to support children affected by loss/change.
- P6 pupils to support peers through peer mediator programme
- Introducing Treehouse resource across P5-7 in our school initially and as a home resource
- Further improvements to our outdoor learning environments to improve wellbeing through nature, planting and seating in outdoor spaces
- Kitbag and Lego therapy to be offered to more targeted children
- Attendance strategy at cluster level to improve staff understanding of supporting anxiety through Anxiety is normal toolkit

Attainment of Children and Young People (Primary and Secondary)

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	57%	57%	57%	64%
P4	82%	82%	82%	88%
P7	75%	71%	93%	71%

In Literacy our combined P1, 4 and 7 figures are 70%. This is up 9% on our combined figure last year which was 61% P4 and P7 have shown the biggest improvements. This is due partly to the recovery support we implemented last year including additional teaching and support staff.

The group of children in P1 were significantly impacted by 2 years of disruption in their time at nursery, they therefore had not made the progress at Early Level in nursery we would normally expect. There are 14 learners and 57% of them have achieved early level. A further group of P1 learners are projected to achieve early level in literacy next term.

This year our Numeracy and Maths combined total of 75% shows an improvement of 13% from last year's recorded figures. This shows the positive impact of the recovery support through additional teaching and support staff we had in place last session in our primary classes.

At P7 we have improved by 7% from 64% in numeracy last year and vastly improved at P4 from under 60% last year to 88%.

This session our P1 numeracy figures are below our stretch target of 71.4%. This session there are only 14 learners at P1 level and a significant number of these learners have ASN. There is a group of learners within this class who are projected to achieve early level by the end of next term. The progress in learning at P1 has been impacted by nursery closures in both years these children attended nursery.

Evidence of significant wider achievements

Throughout the year our P7 Junior leaders have had the role of organising and running games activities at lunchtimes for infant classes as well as being responsible for giving out and selecting play equipment to be used in our upper playground. Being a Junior Leader has boosted their confidence, increased their social skills, provided opportunities to work co-operatively, share ideas, taken responsibility, and work with children younger than them.

Our P3/4 and P4/5 classes prepared to participate in the Music Festival. They learned a variety of songs and practised presentation and cooperating as a group. Unfortunately, the festival was cancelled however the pupils were able to present a small performance to the Headteacher and Education Manager. They have also since performed at assembly. The pupils have increased their confidence and enthusiasm to perform.

P4/5 this year created an animated film about The wars of independence which they learned about in Term 3. The children worked in groups to create part of the story and the film was collated by their teacher. The children had a premiere film showing and received awards for various skills they had demonstrated such as research and digital skills. The children in every class watched the film at the time of the Premiere and agreed the class had worked incredibly hard.

20 children have received music instruction this year in either brass instruments or chanter. The P7 children enjoyed the move from virtual sessions to twice weekly in school sessions. Both P6 and P7 children have worked hard to practise at home and at school. The brass and chanter group have performed for their own class and performed at school assembly. Two of our pupils have already progressed onto bagpipes ahead of expectations. A group of children are now attending band practice regularly at LHS in evenings.

This session our Junior Road safety officers have played a very active role in the school community and also in a wider Fife schools forum. The children and Headteacher have created a new School travel plan which was launched in March 2022. The pupils met with Fife Travel planning coordinator and members of the parent council. They have organised poster competitions, presented at assembly to improve children's understanding of road safety and also to influence the wider parent forum through a press release. Three of the pupils worked towards and took part in film alongside pupils and staff from Crossgates and Cowdenbeath Primary schools. The film is a wider Fife Council initiative to improve road safety near schools. The children have developed confidence, teamwork and also presentation skills participating in the JRSO group.

Impact of Local/National resources to support recovery within your setting (additionality of staffing)

Additionality in staffing (teaching/support)	0.7 teaching support 3 PSAs
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The impact of our additional staffing this session from both Scottish Government direct funding and also PEF has been significant however the direct impact has been affected by the wider impact of continuing Covid cases and resulting staff absence as a result. There were significant challenges recruiting supply PSAs, teachers and EYOs to cover covid related absences. Our additional staffing however did allow us to continue to provide a good level of service despite the extreme challenges posed by the pandemic. Our children were supported and taught by children they knew from within our own school setting. This resulted in children still being able to make good levels of progress in learning across nursery and school.

A few of our children suffered emotional distress due to family, environmental and other factors within their lives. We were able to provide a suitable level of support to ensure they had access to the correct sensory and learning supports to enable them to feel calmer and more settled to be ready to learn.

Our PT was able to lead our nursery and P1/2 pupils, families and staff as a result of the additional funding to support management time. This has allowed engagement with partner agencies, families and health to ensure we meet learners needs effectively. Staff training and leadership at all levels has been further developed this session as a result.

Scottish Attainment Challenge Funding

Progress:

Numeracy and Maths

PT led audit of resources and supported staff sharing best pedagogy to improve confidence. PT also led Professional reading and dialogue around differentiation. There was extensive investment into resources to support first and second level Cfe.

Wellbeing:

Kit bag and Lego groups supported by LS teacher and PEF funded PSAs focused on P4-6 pupils.

Small group supports and one to one supports around assessment of wellbeing and family supports/referrals offered made.

Impact:

Numeracy and Maths

The impact on our attainment in Numeracy and Maths has been positive across First and Second Level. With a 20% increase in attainment at P4 and around 7% at P7. Our attainment figures at Early Level have remained similar to last year. The impact of lost nursery time due to the pandemic has been evident here with more of our learners expected to achieve early level early into P2.

Pupil survey of 87 learners across P1-7 the majority indicated they enjoy numeracy and maths learning. When asked what children like best about Denend, learning Maths was a popular response across all stages of school. Our staff surveys and annual PRD process has shown that staff confidence at planning and assessing learning at first and second level in numeracy and maths has improved significantly.

Wellbeing

There has been a positive impact on the wellbeing of targeted groups of learners from P4-6 this year. This group of learners have been able to address and move on from a variety of trauma and loss which they have had recent experience of.

Next Steps:

Numeracy and Maths

Investment in Early level and some third level resources including digital technologies P1/2 team teaching to further support attainment and achievement

Wellbeing

Lego therapy and kitbag to reach more groups of children through additional PSAs

Do Be Mindful programme from nursery to P7

Targeted support some families through Pupil support officer (shared with Cardenden PS)

Investment in outdoor areas – seating and planting to improve wellbeing

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Satisfactory	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Raising attainment and achievement	Satisfactory	Good	Good	

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

Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Satisfactory	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Securing children’s progress	Satisfactory	Good	Good	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2019 – 2020	2020 - 2021	2021- 2022
Quality of care and support	Very good		
Quality of environment			
Quality of staffing			
Quality of leadership and management	Very good		