



**Standards and Quality Report**  
***Achieving Excellence and Equity***

**Context**

Hill of Beath Primary is a non-denominational school/ELC serving the village of Hill of Beath which acts as a dormitory settlement for nearby Dunfermline. The village and school have recently experienced a growth in population/diversity. A new, off-campus ELC opened in Feb 2020 adding capacity for school/nursery and giving parents a wider choice of nursery sessions. Because of these changing demographics, it was planned that the school's Vision, Values & Aims and Curriculum Rationale would be re-viewed in session 2020/21. Due to the on-going impact of Covid 19 on the school/ELC's ability to fully engage all stakeholders in this process, it was decided to work with children first then to engage parents once face-to-face meetings were permitted. The reasoning behind this was that parental response rates to digital questionnaires was mixed across demographic groups so findings wouldn't have been truly representative. Instead, time was spent reinforcing our current Vision, Values and Aims supported by the re-introduction of values-based House Points, Value of the Week & Reward Certificates, etc. These were linked to Rights Respecting Schools/SHANARRI/Anti-bullying work to make these relatable, 'lived' experiences for children.

Similarly, the intention to review our Curriculum Rationale was thwarted by Covid as operational guidance (and concerns of parents/pupils/staff) restricted the range and scale of experiential learning that could be carried out. It was felt unfair to ask parents/pupils to identify aspirations that we might not be allowed to provide (e.g. music/sports/trips) and/or to ask parents/pupils to think creatively during a period of restrictive practice. Again, it was felt better to postpone until restrictions were lifted so that full discussion could take place in a more positive ethos. Instead, work was done with Parent Council and parent/pupil groups to identify and support opportunities for pupil/parent leadership to re-build a sense of community, confidence and pride.

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

NIF Priority: Closing the Attainment Gap

**Attainment of Children and Young People (Primary and Secondary)**

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	77%	74%	77%	77%
P4	88%	64%	96%	88%
P7	96%	93%	96%	96%

## **Evaluative statement of attainment over time.**

### Overview:

P1 - Listening and Talking continues to be a strength across older classes but shows a significant year-on-year dip for P1. This may be accounted for by the very restricted access most children have had to ELC provision and/or to the changing demographic: a cohort of double the usual size and containing a significant element of English as an Additional Language speakers. All other areas show a drop in achievement and extra support has been (and will be) implemented.

P4 – Reading and Writing figures remain static, though writing remains a concern at 64%. Support put in place via the introduction of Clicker and small group support will remain over the coming year. There are significant improvements in other areas – this may be accounted for by the development of a team-teaching approach by a probationary teacher and her supporter.

P7 – All areas are above 90% reflecting strong teacher/PSA support

Following Covid, there were concerns about this group being 'ready' to access the full S1 curriculum, so high levels of support were deployed via PSA time/small group/individual support and the use of tailored IT packages/parental support. P7 led library development work.

Successes: Progress correlates closely to support interventions – particularly re the deployment of PSA staff. The use of 'Achievement of a Level' 1:1 assessment in P1, 4 and 7 helped identify areas that are challenging to pupils and provided information to help teachers consider new approaches. Following the purchase of ipads, data from the use of IT tracking via Sumdog/IDL, is beginning to be used well in some classes – this will be shared, celebrated and extended in session 22/23.

Development areas – All staff have received Clicker training to support writing and class/group support has since been implemented across P3 -7. Similarly, all teachers engaged in regular moderation exercises this session and report a greater confidence in the teaching of writing. While attainment has only risen marginally in P1 & 4, staff are reporting improved pupil motivation for writing. It is felt that this, and the increased volume of reading brought about through library improvements, will support writing attainment in session 22/23. The Big Write Programme is being introduced to help staff focus on the incremental tracking of writing skills and the use of these across the curriculum.

Feedback from staff indicated a lack of cohesion in the tracking of Numeracy this session. An assessment programme (Leckie & Leckie) has been brought in across the school and has begun to be used to track progress and evaluate pace of learning/gaps in provision/confidence.

It is hoped that CT & PSA peer observation/feedback can be re-introduced this session to aid the development of common approaches/key strategies. This would be used to facilitate professional discussion and prompt small test of change thereby leading to incremental improvement.

## **Evidence of significant wider achievements**

1. Library refurbished & stocked with teacher/pupil requests. Digital stock-keeping system adopted to facilitate lending (P2 – 7). Junior librarians trained to assist PSA with management & operation of library.
2. Reintroduction of House Points System to support/reinforce school values.
3. Pupil Leadership Groups re-introduced: Rights Respecting Schools, Eco Group, Pupil Council (P1 – 3 & P4 – 7), Travel Action Group, Sports Leaders, Breaktime Team &
4. Peer Mediator training, implementation & cascading of skills to wider group.
5. Re-introduction of after school clubs in sport, board games & music leading to competition, & performance. Introduction of free-flow play across & between ELC playrooms.

The prime motivation for achievements 2 - 5 was to build community and to re-establish school/nursery wide relationships for staff and pupils. Pupil skills linked to these achievements vary from specific expressive arts/sport/IT skills to Communication, Collaboration, Taking Responsibility, etc. Staff were encouraged to re-visit the 4 capacities to plan/track this work. Staff skills (similar to pupil skills) – Communication/Collaboration and Taking Responsibility (especially re moderation of practice and ensuring coherence/progression across pupils' experiences/learning).

**School/Setting Name - Hill of Beath Primary School & Nursery**

**NIF Quality Indicators (HGIOS 4) School Self- Evaluation**

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

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

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

<b>Care Inspectorate (within last 3 years)</b>	<b>Grade (if applicable)</b>		
	<b>2019 – 2020</b>	<b>2020 - 2021</b>	<b>2021- 2022</b>
<b>Quality of care and support</b>	N/A	N/A	N/A
<b>Quality of environment</b>	N/A	N/A	N/A
<b>Quality of staffing</b>	N/A	N/A	N/A
<b>Quality of leadership and management</b>	N/A	N/A	N/A