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| **HSHOELargoward School**  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **School Improvement Priority Work Session 2019 – 2020**   1. To establish a positive learning environment in which everyone feels valued, respected, respectful and included 2. To provide a coherent and relevant outdoor learning programme which clear reflects our rural setting and has links to a variety of areas across the curriculum 3. To ensure our programmes of study reflect the unique nature of the school and meet the needs of all | | |
| NIF Priorities  *1.Improvement in Health and Wellbeing 2.Improvement in Attainment, Improvement in Health and Wellbeing, Improvement in employability Skills*  *3.Improvement in attainment and closing the gap*  NIF Drivers for all 3 targets  *School Leadership, Teacher Professionalism, Assessment of Children’s Progress, School Improvement, Performance Information* | HGIOS 4 Quality Indicators  1: 1.1, 1.3, 1.4, 1.5, 2.1, 3.1, 3.2  2: 1.3, 2.2, 2.3, 2.5, 2.7, 3.1, 3.2, 3.3  3: 1.1, 1.2, 1.3, 2,2, 2,3, 2,4, 2,5, 2,6, 2,7, 3,1, 3.2 | |
| **Progress and Impact:**  1: This target was identified primarily to provide a consistency for all in how behaviours were supported. The school had, again, undergone significant changes in staffing which was particularly stressful for the children having to re-establish relationships and standards. The staff team proved very committed to working with the trainee educational psychologist to identify what the triggers were and how they might be supported. Staff were proactive in their approach to problem solving together and providing a framework which was well communicated to the school community through assemblies, discussions with the parent council and meetings with parents. There has been a marked positive difference in pupils’ ability to self-regulate their behaviours and emotions resulting in a more positive and productive learning environment for the young people. On returning to school in August work will need to be undertaken by the remaining teacher to explain what was put in place as, yet again, there is a significant change in staffing across the school. This may prove very stressful for the school community given they have not been together for 5 months.  2: Largoward School is situated in a rural part of North East Fife and lends itself to outdoor education being an integral part of the curriculum. The permanent class teacher took responsibility for this development, taking forward the plan that had been developed the year before. The natural connections programme was looked at and a visit was made by the co-ordinator to do some work with half the group. Unfortunately, the other half did not receive their input due to COVID19. A programme had been developed and some progress made in implementing it, but again due to COVID19 it has not come to fruition. The school is in a good place to fully implement this initiative in session 2020-21.  3: During this session both teachers have made excellent use of Fife progression pathways in literacy and numeracy and provided stimulating learning opportunities for each of the children. The challenge with a P1-7 class is ensuring individual needs are catered for and this has been a clear focus for both staff. This was particularly evident during learning from home as very bespoke lessons were provided by staff for each young person. When staff return in August the curriculum pathways will need to be a focus as new staff build up a partnership together. | | |
| **Next Steps:**  1.The new staff team will need to build up a relationship with one another and provide a clear and consistent framework of expectations for pupils along the lines of what was implemented in session 2019-20.  2. To continue with the development of the outdoor learning strategy.  3. A focus on staff and pupil wellbeing will be required as everyone returns to the school building | | |
| **Evidence of significant wider achievements**  There has, over this session a real collegiate culture through peer learning, professional learning and debate. All staff have worked collaboratively to take forward improvement priorities and to learn with and from each other. There has been evidence of strong leadership of learning by all staff in a range of contexts. This has resulted in a positive learning environment where each child is able to succeed and progress and give of their best. Expectations are clear and understood by all. The parent and carers in the school have been very positive in their support in supporting this development.  A number of pupils have been able to take part in a range of opportunities provided by active schools, which has provided pupils with a sense of pride and wellbeing as although they are part of a very small school, they have been able to compete and/or participate with others.  During lockdown all staff, teaching staff came into their own and provided an exceptional programme of learning tailored for each child. The abrupt nature of the lockdown arrangements demanded a quick response to ensure staff could communicate with all pupils effectively. This involved quickly expanding the knowledge base of all staff to enable learning to continue through Glow and other platforms. | |
| **Outcomes from Education Scotland Inspection (if inspected between August 2019 and March 2020)** | |
| Key Strengths and Areas for Improvement should be noted. | |
| **What has been the success and challenges of Learning at Home since March 2020 as a result of COVID 19?** | |
| Largoward Primary’s ‘Learning at Home’ model has fostered a creative and imaginative response from all staff. The demands faced in terms of developing new teaching approaches and ensuring maximum outreach were significant and these unprecedented pedagogic models had to be created quickly and with little notice due to the sudden escalation in national response to COVID 19.  Communication between staff has been consistent throughout and shown high levels of collegiate planning, reflection and support. The initial challenge of ensuring all pupils had access to Teams showed that some of the pupils were unable to access this so individual packs of work were provided for children and in some cases tablets were provided.  Engagement levels have been closely monitored through a combination of data types: use of the Insights tab to note pupil login times and responses as well as a traffic light system to track engagement levels for those using glow. This quickly and clearly allowed staff to identify pupils who had either not been in contact or were unable to access the required technology for any reason. Measures to support continued engagement or re-engagement included letters and cards to pupils and parents, e-mails to pupils by staff Those receiving weekly work packs showed a high level of engagement throughout. We also had a collection point at the school where pupils could borrow library books and have access to jotters and pencils. These were very well used. | |

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2017 - 2018** | **2018 - 2019** | **2019- 2020** | **Inspection Evaluation**  *(within last 3 years)* |
| 1.3 Leadership of change | S | S | G |  |
| 2.3 Learning, teaching and assessment | S | S | G |  |
| 3.1 Ensuring wellbeing, equity and inclusion | S | S | VG |  |
| 3.2 Raising attainment and achievement | S | W | S |  |