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

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| **School Improvement Priority Work Session 2019 – 2020**   1. **Improvement in attainment and closing the gap in reading.** 2. **Improvement in attainment and closing the gap in writing** 3. **Staff to become more confident in their use of GLOW and PICT and to develop a technology progression pathway** | | |
| NIF Priorities  *1.Improvement in attainment and closing the attainment gap. 2.Improvement in Attainment and closing the attainment gap.*  *3.Improvement in attainment and improvement in employability skills*  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, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2  2: 1.1, 1.2, 13., 2.2, 2.3, 2.4, 3.2  3: 1.1, 1.2, 1.3, 2.2, 2.3, 3.2, 3.3 | |
| **Progress and Impact:**  1: This target was identified due to the need to improve our attainment in reading across first and second level and to ensure we had a pathway for the development of comprehension skills as well as building an understanding of the conventions or reading. The vehicle for delivering this outcome was for all staff to be trained in the use of the Lexia programme. An online programme to support the development of reading skills. We purchased a 3 year licence for 70 pupils. We chose to target P4 pupils and others from P3-7 for whom extra support was required. Staff made excellent use of the training and in delivering the programme. The support for learning teacher (LST) and DHT oversaw the monitoring of the programme and the LST was timetabled to support specific children. He also took on the responsibility of continuing to monitor uptake during the learning from home time by working with the children and encouraging them to engage in the tasks and follow up work he set. A full evaluation of its effectiveness in year 1 will have to be undertaken during term 1 of 2020-21 as not all those targeted pupils engaged with the online facility at home. This is likely to have an impact on their current attainment level, but as the licence is for 3 years we can overcome this with renewed focus.  2: This target was identified as there has been little or no sustained improvement in attainment in writing for some time. There was a lack of confidence from some staff on the use of the literacy benchmarks in writing and there was a need for a renewed emphasis on children regularly producing sustained pieces of writing. All staff fully embraced the need for professional development and engaged fully in a series of collegiate sessions led by the DHT. There was very good engagement in professional reading and discussion around the benchmarks and which ones to focus on when assessing writing. Staff engaged very well whilst discussing pieces of writing they brought to the table bringing about a clear consistency on expectations around what progression towards at the end of a level should look like. Progress with this target was the focus for our learning partnership visit in January 2020 and all 3 headteachers were very happy with the evidence they found through class visits and discussions.  3: This target was identified as it was the next step in our progress to provide progression pathways in all areas within the broad general education. The first couple of tasks were maintaining progress made in staff using progression pathways already implemented and using these to inform next steps for children. Through monitoring visits and looking at jotters as well as informal discussions and attainment meetings with staff there was clear evidence that progress was continuing across the school. The technology aspect within the target had only just been started and areas for development identified when school buildings were closed and the focus changed. Although a progression pathway has yet to be done, great strides have been made in staff confidence and use of GLOW has been brought about by necessity and willingness for staff to undertaken professional development to enable technology to enhance learning opportunities for the children during the learning from home time during March-June 2020. This will change how staff approach learning and teaching from August 2020 as they reengage with the pupils on their return. | | |
| **Next Steps:**  1.Teachers to continue to work in collaboration to develop reading for understanding and writing skills for all learners.  2. To continue with the development of developing a progression pathway for technology and how it can promote collaborative working and creativity  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, been demonstrated 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 almost all staff at all levels in a range of contexts. Almost all staff share their knowledge and ideas and all have nurtured a supportive atmosphere for developing teaching ideas and strategies.  Staff and pupils have been involved in a range of collaborative projects this session:.  Primary 4-7 worked together on a Christmas nativity performance of ‘Alladin’. Staff supported rehearsals across the five classes and delivered 2 performances that showed confident, positive interactions across ages and stages. The Primary 7 lead actors in particular showed creativity and confidence.  Some classes undertook mini enterprise projects where they sold their goods to family, friends and peers. Some classes had planned to do this in the final term, but were unable to do so.  Our P6 team of 3 pupils were Fife Brain Book Quiz Champions.  One of our P6 pupils won the overall St Andrews Rotary Burns Competition across all 4 primary schools they visit.  Pupils from P7 also submitted entries to the Mathematics Challenge event and were awarded both Silver and Gold level certificates.  P6/5 and P5 performed for the school after their work on the Youth Music Initiative project themed around songs from the film world. In partnership with their peers from Greyfriars RCPS they also performed to family and friends at an evening performance in February.  During lockdown all staff, including pupil support staff, have been engaged in developing a range of innovative approaches to remote learning. 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?** | |
| Lawhead 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 was completed within the first days of school closure and teachers quickly took up responsibility for maintaining class Teams. Staff Teams were set up to enable sharing of planning and documentation.  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. 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, continuing with our theme of the week and having that as our focus during the weekly assembly produced via SWAY, staff nominating pupils for big shout outs, contact phone calls and where possible providing a laptop to support access. 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.  The use of technology has been innovative and involved not only sourcing a broad range of appropriate online teaching models but tailoring the use of Teams to consistently modify and update teaching approaches. Staff provided timely and appropriate feedback to support continued progress. Routines are now in place to continue online provision and support as needed should a blended model still be required at the start of the 2020/21 session. | |

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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 | G | G | G |  |
| 2.3 Learning, teaching and assessment | G | G | G |  |
| 3.1 Ensuring wellbeing, equity and inclusion | VG | VG | VG |  |
| 3.2 Raising attainment and achievement | S | S | G |  |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2017 - 2018** | **2018 - 2019** | **2019- 2020** | **Inspection Evaluation**  *(within last 3 years)* |
| 1.3 Leadership of change | VG | VG | VG |  |
| 2.3 Learning, teaching and assessment | VG | VG | VG |  |
| 3.1 Ensuring wellbeing, equity and inclusion | VG | VG | VG |  |
| 3.2 Securing children’s progress | VG | VG | VG |  |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2017 - 2018** | **2018 - 2019** | **2019- 2020** |
| **Quality of care and support** |  | VG |  |
| **Quality of environment** |  | VG |  |
| **Quality of staffing** |  | VG |  |
| **Quality of leadership and management** |  | VG |  |