



**Lawhead Primary School & Nursery**



**Standards and Quality Report 2020-21**

**Achieving Excellence and Equity**

**Context**

<b>Setting/School Roll (including ELC/ASC)</b>	School: 228 Nursery: 21 (Aug) reached 30 by April (max)			
<b>FME</b>	6			
<b>Attendance (%)</b>	<b>Authorised</b>	2.14%	<b>Unauthorised</b>	0.67%
<b>Exclusion (%)</b>	0%			
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£14,098			

**Our Vision:** Aiming High

**Values:** Embracing challenge, nurturing creativity, taking responsibility, showing respect and celebrating achievement

**Aims:**

For all of our young people to achieve their potential.

Staff will work collaboratively in supporting our young people to succeed as learners.

That Lawhead School is a nurturing environment with a focus on attainment and achievement for all.

**Improvement for Recovery Priority Work  
Session 2020 – 2021**

**Focused Priority 1:**

Ensure learner wellbeing underpins all of our practise during the Covid-19 recovery period in order to maximise learner success and engagement.

NIF Priority

Improvement in children and young people’s health and wellbeing

NIF Driver

school leadership

teacher professionalism

parental engagement

assessment of children's progress

HGIOS 4/ELC Quality Indicators

1.2 Leadership of learning

1.3 Leadership of change

1.5 Management of resources to promote equity

2.1 Safeguarding and child protection

2.2 Curriculum

2.4 Personalised Support

2.6 Transitions

3.1 Ensuring wellbeing, equality and inclusion

school improvement  
performance information

**Progress:**

Back to school information booklet sent out to all parents in August 2020 outlining all of the Covid mitigations and how we would support pupils during their return to the school setting, including new pupils entering nursery and P1.

All P1-7 pupils in all classes completed the 14-week Emotions Works Covid recovery package, including baseline and end of package assessments to measure impact.

Kitbag, lego and seasons 4 growth targeted interventions for pupils identified through the Emotions Works baseline assessments.

Nursery focus on Families and Feelings during term 1.

Promotion of school's vision and values throughout the session, including the remote learning period. Introduction of new school values 'shout outs'.

Completion of Care Inspectorate Covid-19 self-evaluation to reflect Covid-19 mitigations.

November inset with a focus on QI 3.1 from HGIOELC/HGIOS 4 to identify strengths and areas for development.

SHANARRI wellbeing indicators shared with nursery parents throughout the remote learning period with a weekly focus on each indicator to raise awareness with families.

Throughout the session questionnaires have been sent out to parents to gather their views on a range of areas including remote learning provision and communication in the nursery.

Covid recovery staffing used during remote learning period in term 3 to make weekly/fortnightly calls to identified families experiencing a range of challenges.

**Impact:**

Almost all pupils returned to school in August settled, happy and engaging well in their learning. This was confirmed through pupil focus groups in term 2, information collated from Emotions Works baseline assessments and ongoing teacher observations. Parental survey in September 2020 and feedback from Parent Council meetings showed almost all parents felt that their child was safe in school.

Targeted HWB interventions have improved peer relationships, self-regulation and learner engagement for almost all pupils who participate. This is tracked through weekly session records and PSA liaison with SfL teacher.

Almost all nursery children had a successful transition to the new 9am-3pm model, some children did not initially return due to split placements. All nursery children were able to separate from parents/carers without distress.

Almost all children are able to discuss our school values and what these look like in practise.

Almost all parents, staff and children feel safe and listened to. Data gathered from questionnaire responses, staff meeting minutes and pupil focus groups and questionnaires, including P7 SHINE data.

Almost all families who were supported by additional staffing during remote learning period reported that this had a positive impact.

**Next Steps:**

Continue to have well planned opportunities throughout the school session to gather views from parents, pupils and staff on wellbeing – planned through QI calendar.

Continue to monitor children’s emotional wellbeing through qualitative and quantitative assessment data.

Embed the SHANARRI wellbeing indicators throughout the nursery and school and share with families and wider school community.

**Focused Priority 2:**

Ensure that staff health and wellbeing is underpinning our practice to enable staff to feel safe, confident and empowered to carry out their duties effectively during Covid-19 recovery.

<u>NIF Priority</u> Improvement in children and young people’s health and wellbeing <u>NIF Driver</u>	<u>HGIOS 4 Quality Indicators</u> 1.3 Leadership of change 1.4 Leadership and management of staff 2.6 Transitions <u>HGIOELC Quality Indicators</u> 1.3 Leadership of change 1.4 Leadership and management of staff 2.6 Transitions
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**Progress:**

All staff completed mandatory eLearning modules and staff induction (Aug 20) covering the Covid risk assessment ensuring all staff understood measures in place and their role in ensuring staff and pupil safety. All staff given individual risk assessments and additional mitigations put in place if necessary.

Increased frequency of staff meetings, particularly during term 1 and 2, to ensure regular opportunities for teaching team to share and connect. Staff wellbeing and Covid updates were a standing item on every staff meeting this session to ensure protected time to share any issues. All Covid updates shared with all staff when received using emails and staff Team page. DHT took on role of staff wellbeing representative. Staff wellbeing survey issued at end of term 1 to gather views from staff.

**Impact:**

Mandatory eLearning, staff induction and risk assessments meant that all staff were clear on implementation of Covid-19 procedures and able to confidently support their pupils.

Staff meetings and standing agenda item ensured that issues were raised promptly and almost all staff felt well supported, safe and able to carry out their duties effectively. All staff were kept well informed of updates and knew how to access support if required. Almost all staff reported a reduction in anxiety during term 1 as routines became embedded. Almost all staff reported an increase in workload during the term 3 remote learning period and adjustments were made to remote learning delivery to respond to this, whilst also ensuring high quality learner provision.

**Next Steps:**

Ensure that systems put in place to support staff wellbeing this session continue into next session.

**Focused Priority 3:****Improved attainment in literacy and numeracy**NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in attainment, particularly in literacy and numeracy

NIF DriverHGIOS 4 Quality Indicators

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.5 Management of resources to promote equity
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

HGIOELC Quality Indicators

- 1.2 Leadership of learning
- 1.3 Leadership of change

	<p>1.5 Management of resources to promote equity</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>3.2 Securing children’s progress</p>
<p><b>Progress:</b></p> <p>New standardised expectations for forward planning, including the use of numeracy and literacy records of understanding, have been introduced from nursery to P7. Termly excellence and equity meetings have been introduced for class teachers and nursery key workers with agenda agreed in advance. Termly PLJ monitoring carried out by DHT and nursery teacher to monitor progress in literacy and numeracy and agree focus for children.</p> <p>Quality assurance calendar followed – school and LA.</p> <p>Continuous cursive script has been removed due to lack of impact.</p> <p>BASE, SNSA and ELIPS data used to identify gaps in learning and pupils requiring challenge.</p> <p>Continued use of Lexia for P4 and targeted groups of individuals.</p> <p>Two sets of collegiate high-quality assessments have been planned and moderated – one with a listening and talking focus and the other with a numeracy focus.</p>	
<p><b>Impact:</b></p> <p>All teachers are clearer on expectations and planning and recording is consistent across the school. This is ensuring pace and challenge and that all pupils are receiving their full BGE entitlement. Termly excellence and equity meetings have ensured that all CfE declarations are now accurate following the periods of remote learning. Almost all pupils are making expected progress within and through CfE levels, including nursery children.</p> <p>Quality assurance calendar has supported triangulation of evidence.</p> <p>Phasing out of continuous cursive script has been positively received by almost all staff, parents and pupils and has led to a reduction in anxiety over handwriting for almost all pupils.</p> <p>BASE, SNSA and ELIPS data has provided the basis for SfL discussions with class teachers and allowed for targeted literacy and numeracy interventions to be put in place for targeted individuals including SEAL maths, Lexia and phonics interventions.</p> <p>All staff have increased confidence in planning high quality assessments and opportunities for pupils to apply their learning to unfamiliar contexts. All staff can identify that most pupils were able to successfully apply their learning to new or unfamiliar contexts.</p>	

**Next Steps:**

Introduce online planning through GLOW using our agreed planning expectations along with a three year topic rotation to ensure full coverage of experiences and outcomes.

Continue with termly excellence and equity meetings with increased focus on pace and challenge.

Introduce new PLJ format in nursery and work with nursery staff to increase awareness of the benchmarks.

Focused classroom visits as part of our enhanced quality assurance calendar, particularly around pupil voice.

Upskill staff on how to interpret and use SNSA, BASE and ELIPS data.

Continue to embed the use of high-quality assessments, collegiate planning and moderation activities.

**Focused Priority 4:**

Consistent practice across the school in using technology to support learning and teaching and home learning

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in employability skills

Improvement in attainment, particularly in literacy and numeracy

NIF DriverHGIOS 4 Quality Indicators

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.5 Family learning
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

HGIOELC Quality Indicators

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.5 Family learning
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Securing children's progress
- 3.3 Developing creativity and skills for life and learning

**Progress:**

All classes have a well-established Microsoft Team with dedicated homework channel. All pupils can access and use their class team from P1 upwards. Covid recovery teacher worked with individuals and small groups to upskill on Teams and GLOW throughout term 2. All nursery children also have access to a GLOW Team which was used during the school closure period.

Nursery IT audit completed with strengths and next steps identified.

Collegiate activity sessions held in term 2 to upskill staff on Sumdog, GLOW, One Drive and Teams Assignments.

In September a parental questionnaire was issued to gather parental views on the remote learning experience – 22% response rate. Responses received were used to inform our agile recovery planning for the session and our response to the second lockdown.

Audit of family access to internet and devices was held during the September parent teacher consultations to prioritise Chromebook and MiFi allocation. Nine devices and two MiFi devices allocated to the families identified with most need.

School wide audit of IT completed in September. Additional 42 laptops and charging trolley ordered with additional financial support from Parent Council.

Opportunities for staff to take leadership roles in IT including delivery of collegiate IT sessions and taking part in pedagogy teams digital cultures programme. Most staff completed digital cultures audit issued in April 2021. Data gathered has informed priorities for next session.

In term 3 guidance was issued on conducting 2-way live video lessons which was implemented in term 3 with almost all staff delivering live lessons and high learner engagement with 91-98% pupil engagement during remote learning.

November Inset all PSA staff were upskilled on GLOW, Teams and One Drive which resulted in all PSA staff being able to successfully support pupils during remote learning period and within class.

Teams used for staff meetings, collegiate planning and moderation sessions.

**Impact:**

All pupils from P3 upwards are now confident in accessing, completing and submitting homework using Microsoft Teams including use of assignments. Microsoft Teams is now an integral part of daily classroom practise.

All staff and all learners have demonstrated increased confidence and skill accessing and using a variety of digital platforms to support learning and teaching.

## Next Steps:

Use of GLOW for all planning next session.

Introduction of SeeSaw for Nursery next session.

Ensure consistent use of the Fife PICT resource from nursery to P7 next session.

Support new staff members to upskill on necessary platforms.

Continue to work with Parent Council to enhance our school IT provision.

Ensure that digital skills continue to be a priority in the event of any future blended/remote learning.

## Attainment of Children and Young People

All nursery children progressing to Primary 1 are working within early progressing.

	2017				2018				2019				2020				Current Aug 21
	P1	P4	P7	Av.	P1	P4	P7	Av.	P1	P4	P7	Av.	P1	P4	P7	Av.	
Reading	84.4%	67.9%	55.6%	67.6%	86.2%	87.5%	70.8%	82.4%	81.3%	77.3%	57.1%	73.3%	87.5%	53.8%	64.5%	67.6%	86.5%
Writing	78.1%	57.1%	20%	47.6%	79.3%	75.0%	70.8%	75.3%	78.1%	72.7%	52.4%	69.3%	87.5%	38.5%	48.4%	56.9%	83.9%
Listening & Talking	84.4%	78.6%	55.6%	70.5%	89.7%	93.8%	87.5%	90.6%	87.5%	90.9%	66.7%	82.7%	93.8%	76.9%	64.5%	78.4%	91.7%
NMNM	87.5%	53.6%	48.9%	61.9%	82.8%	78.1%	75%	78.8%	84.4%	77.3%	66.7%	77.3%	96.9%	38.5%	61.3%	63.7%	84.3%
SPM	87.5%	71.4%	46.7%	65.7%	82.8%	90.6%	75%	83.5%	87.5%	77.3%	66.7%	78.7%	96.9%	64.1%	64.5%	74.5%	88.7%
IH	87.5%	67.9%	46.7%	64.8%	82.8%	90.6%	83.3%	85.9%	87.5%	77.3%	66.7%	78.7%	96.9%	66.7%	61.3%	74.5%	85.2%



## **Evidence of significant wider achievements**

Range of events and activities to support parental engagement despite Covid-19 restrictions. This included '12 Days of Christmas' SWAYS created by every class, Term 1 SWAY shared by every class as substitution to meet the teacher session, nursery/P1 transition 6-week schedule of events, Fun Run fundraiser in term 4, Q&A online session for parents with new HT.

Gardening/outdoor development – pupils have been involved in project alongside our parent council to develop an outdoor classroom and enhance our school garden. All classes accessing outdoor spaces with increased frequency. Improved pupil voice as pupil council gathered views and met with representatives of parent council to share ideas and helped inform decisions.

JRSO's recruited from current P5 and in place for session 2021-22 to work across the school community to address ongoing issues in relation to traffic around our school.

Art competition – all P6 and P7 pupils participated in the Fisheries Museum annual art contest and three pupils won or achieved a commendation for their work. Opportunities for wider achievement have been embraced by staff wherever possible. P2 hosted a successful enterprise project by making a range of items and selling them in their class shop. Learners developed skills for work including handling money, customer service and finding change.

All P5 and P6 pupils participated in YMI body percussion project and experienced high-quality musical experiences and skills development despite Covid-19 restrictions on music.

All pupils completed the 12-week Emotions Works Covid recovery and 2 Seasons4 growth groups ran this session to support the mental and emotional wellbeing of learners during the recovery period.

P7 pupils enjoyed a day trip to 'Blown Away' at the end of term 4 and had the opportunity to experience surfing and kayaking, developing confidence and resilience through outdoor experiences. Lawhead has been approved as a referral school to the 'Wave Project' and two pupils were referred for a 6-week intensive surf therapy programme.

## **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)**

### **Successes:**

- Shared, consistent expectations for remote learning delivery from P1-7. All staff used same template and tools for delivery.
- High learner engagement - ranged from 91-98%. This was monitored weekly and liaised with parents where there was a concern regarding engagement levels.
- Use of live 2-way video sessions on Teams supported learner engagement and motivation.
- Use of Covid recovery additional staffing to provide individual support to learners and families and to support remote learning delivery.
- Parental survey issued in March indicated that most parents felt remote learning delivery had significantly improved since the first lockdown.
- All pupils can access GLOW and teams.
- All staff can now set tasks using assignments and this is now being used for homework delivery.

**Challenges:**

- Identified individuals who did not engage at all. For almost all of these pupils it was a parental decision not to engage. Supports put in place for those that needed it including sessions in school.
- Balancing the demands of remote learning delivery and staffing the in-school provision for keyworker/vulnerable pupils.
- Parental survey issued in March revealed that a few parents felt the amount of work set daily was too high or too low. It was not possible to find a balance that suited all families. Each day additional optional activities were shared for those looking for additional challenge. Staff offered reassurance to those families that felt workload was too high and reassurance to do what they could manage. For almost all instances this was where parents were juggling their own work demands as well as supporting their children with learning from home.
- Parental expectations on the use of 2-way live video sessions were difficult to manage. A few parents wanted a higher frequency of live sessions or daily sessions.
- Staff workload was very high. Adjustments had to be made to make the workload more manageable for staff including agreed expectations on learner feedback, responding to messages on Teams and a change to learning delivery on a Friday.

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

Number of devices provided to support learning at home	10
Additionality in staffing	0.4 FTE Robyn Clenaghan 0.2 FTE Gordon Mitchell 0.1 FTE Emma Allan 4.5 PSA2 hours

0.4 FTE post was used to deliver some RCCT along with targeted work with individuals and groups focused on literacy, numeracy and HWB within P1-3. Gaps identified through BASE and SNSA data.

0.2FTE post used for targeted phonics intervention with P2 group. Gaps identified through BASE assessments. Initial baseline assessment of all P2 pupils and targeted intervention groups identified for pupils without secure phonological knowledge. Progress monitored weekly and inputs adapted to meet the needs of learners. All pupils involved in targeted sessions have shown improvement in identification of sounds and blending.

0.1 FTE post used to work with pupils to upskill in GLOW and Teams. Class teachers identified those pupils who were finding logging on and accessing platforms difficult. Individuals were supported and all can now access required platforms with increased confidence and independence.

Additional PSA hours used to deliver extra kitbag sessions for pupils demonstrating anxiety or distressed behaviour.

**Attainment Scotland Fund Evaluation (PEF/SAC)**

**Progress:**

Pupil equity funding for session 2020-21 was used entirely to fund additional PSA hours. This allowed there to be a pupil support assistant allocated to each of our four teaching wings. This has been important to support pupils whilst also managing the Covid-19 mitigations in place of minimising adults working across bubbles. All PSA's have been involved in professional learning sessions with the Fife pedagogy team on the role of the PSA and conceptual numeracy. All PSA staff have also been upskilled by the SfL teacher on how to conduct kitbag and lego therapy sessions.

**Impact:**

At the universal level the PSA staff have worked across all classes in the school to support learners, particularly within literacy, numeracy and HWB.

At the additional level of support all PSA staff have led kitbag, lego therapy, SEAL maths interventions and phonics recovery interventions with identified individuals and groups of learners. Observations are recorded after each session and adjustments made where required.

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

Quality Indicator	2018 - 2019	2019 - 2020	2020-2021	Inspection Evaluation (within last 3 years)
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Good	
3.2 Raising attainment and achievement	Satisfactory	Good	Good	

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

Quality Indicator	2018 - 2019	2019 - 2020	2020-2021	Inspection Evaluation (within last 3 years)
1.3 Leadership of change	Very Good	Very Good	Good	
2.3 Learning, teaching and assessment	Very Good	Very Good	Good	

<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Very Good	Very Good	Good	
<b>3.2 Securing children's progress</b>	Very Good	Very Good	Good	

<b>Care Inspectorate (within last 3 years)</b>	<b>Grade (if applicable)</b>		
	<b>2018 - 2019</b>	<b>2019 - 2020</b>	<b>2020-2021</b>
<b>Quality of care and support</b>	Very Good		
<b>Quality of environment</b>	Very Good		
<b>Quality of staffing</b>	Very Good		
<b>Quality of leadership and management</b>	Very Good		