

Lochgelly West Primary
&
Lochgelly West Nursery



Standards & Quality Report

2020-2021

School Improvement & Recovery Plan

2021-2022

Standards & Quality Report
2020-2021

Context

Setting/School Roll (including ELC/ASC)	<i>Lochgelly West PS – 274 pupils</i> <i>Lochgelly West Nursery – 28 children</i>		
FME	<i>pupils / of school Roll</i>		
Attendance (%)	Authorised		Unauthorised
Exclusion (%)			
Attainment Scotland Fund Allocation (PEF and SAC)	£86,586		

Lochgelly West School Values

Lochgelly West's school mascot 'CARL' helps pupils and staff live and remember our school and nursery values

- **Caring**
- **Aim high**
- **Respectful**
- **Learning**

Lochgelly West Nursery Aims

- We aim to provide a safe, secure and nurturing environment for our nursery children.
- Through doing this we will ensure that all children develop to their full potential physically, emotionally, intellectually and creatively.
- To provide a play based curriculum to cater for all needs.
- To ensure provision for opportunities for outdoor learning and building an awareness of care for the environment.
- To nurture an appreciation for themselves and the diversity of cultures around them.

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

Focused Priority: Support the mental and emotional wellbeing of all school and nursery learners

NIF Priority

Improvement in attainment, particularly in Literacy and Numeracy

NIF Driver

- School Leadership
- Performance Data
- Teacher Professionalism
- Parental Engagement
- Assessment of Children's progress
- School Improvement

HGIOS 4 Quality Indicators

1.3-Leadership of change 2.5 – Family Learning 2.6-Transitions, 3.1- Improving wellbeing, equality & inclusion

HGIOELC Quality Indicators

1.3-Leadership of change 2.5 – Family Learning 2.6-Transitions, 3.1- Ensuring wellbeing, equality & inclusion

Progress:

School

Recovering our school community has been at the heart of our work this year as we have looked to work collaboratively with our pupils, our parents and staff. We have worked in partnership with colleagues, with Fire Health & Safety representatives and professional bodies to ensure that our School Risk Assessment serves our school community well and gives staff, pupils and parents confidence that we are working in a safe environment.

We relaunched our school values during Lockdown sending home a 'CARL' to every family to support parents while children were learning from home. We also launch our new VIP awards, Values Inspired Pupil Award, to recognise and celebrate success of our learning across the school. Awards were delivered to doors during Lockdown and subsequently celebrated weekly in assembly. Wider achievements were shared through Facebook and the School App for parents to see. Class awards were reinstated. Assemblies focused on the values and explored the success criteria so that pupils and staff understood criteria for awards and recognition. All Staff have begun to engage in professional reading linked to Paul Dix 'When the adults change, everyone changes' to consider how pupil/teacher interactions could be improved.

A flexible start was introduced as a result of learners struggling to transition back to school following Lockdown 2. Many children showing stress and anxiety leaving parents/ carers which was taking a toll on parents mental and emotional wellbeing. Staff support targeted families in the mornings and all children receive a warm welcome from staff on the doors.

Our PEF funded School Counsellor supported the initial return to school in August and engaged with families over the summer holidays. Across the school the emotion works programme has supported children to self-regulate and understand their feelings and emotions.

Nursery

All EYOs, including Nursery teacher and Headteacher took part in Solihull training to support self-regulation of learners returning to the Nursery. In our nursery Emotion Works has been implemented in both rooms using image cards to scaffold discussions around feelings and emotions. Staff used feelings books and visuals to support children to reflect on how they felt. Staff used the Leuven's Scale to record children's emotional wellbeing and provide support and intervention where needed. The creation of wellbeing tree introduced the learners to SHANARRI and was aligned to the school values. See-saw has been used to maintain contact with parents.

Impact:

School

All staff are clear about the guidance in our risk assessment and the covid mitigations that are in place to reduce risk and promote safe teaching, learning and working practices within our school. In a recent staff questionnaire, a 100% of staff agreed that they understood how to minimise risks associated with Covid in and around our school. Almost all children said that they had someone in school that they could speak to if they were upset or worried (where there were concerns these were addressed).

Impact of Assemblies and values relaunch

Staff survey showed.

- increase from 45% to 85% of staff use the language of our school values in conversation in learning and teaching and in restorative conversations leading to less learning time missed.
- 84% of staff feel clearer expectations for behaviour across the school.
- Majority of staff feel the school is more settled and less disruptive behaviours seen daily.
- Senior Leadership team support staff well to managed challenging pupil behaviour.
- VIP awards give children something to work towards, improved behaviour, increased motivation to demonstrate values and rewards children for setting the highest standards.

Pupil survey

- Almost all pupils were able to recall the school values and give example of how they should behave to demonstrate these.
- Majority of pupils like the recognition of VIP awards
- A few (particularly from P1-4) saying they consciously try to maintain the values and show them through their behaviour.

Impact of flexible start

Staff

- 100% reported more respectful and positive interacts between staff and pupils in the mornings resulting in calmer school environment.
- Staff reinforcing expectations of pupils with scripting setting high standards from first interaction.
- 75% of staff feel it give them targeted time to settle learners for a positive start leading to children being ready to learn.
- Reduction in anxieties for pupil and parents in the morning as 'wait time' in the playground is reduced.

Parent survey showed 90% of parents want the flexible start to continue for the following reasons.

- Less stressful in the mornings and worrying about explaining why they are late.
- Reduction in anxiety for parents due to road congestion around the school
- Playground is less intimidating and fewer inappropriate behaviours being witnessed by younger pupils.
- Drop of zone is safer for families.

Targeted family feedback showed a reduction in parental anxiety if their child is struggling to come into school as it is less public and well supported leading to smoother transitions which are consistent and predictable.

Nursery

Most nursery parents strongly agreed that their child had settled into nursery in August 2020 well and felt their child was nurtured by the adults in the nursery. Most parents agreed that the 'settling in' phone calls were helpful and supportive. Most parents agreed that their child's emotional wellbeing was supported by nursery staff. All our children agreed that they like nursery and know when to ask their key worker for help. Most of our children strongly agreed that they now know what to do with strong emotions.

Lickert scales for Staff wellbeing improved on average by 40-60%. 100% of staff attributed this increase to improved Leadership of the nursery by Headteacher and Nursery teacher, quality professional learning provided by area PT and being empowered to make changes leading to improvement.

Staff survey showed 100% EYOs feel more confident in supporting behaviour and wellbeing since Solihull training. The impact for staff;

- Staff better able to regulate their own emotional when dealing with challenging behaviour.
- Children are more able to explain how they are feeling.
- Greater consistency in approach of EYO staff who are supporting individuals to meet their needs.

Next Steps:

School – To continue to embed school values and aims and promote opportunities for our children to share their views, thoughts, feelings consistently using emotions works.

Nursery – Embed the use of Solihull approaches providing consistency for all learner in the nursery settling ensure their needs are being met.

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

Digital Learning

<p><u>NIF Priority</u> Improvement in children and young people’s health and wellbeing / Closing the attainment gap between the most & least disadvantaged children</p> <p><u>NIF Driver</u></p> <ul style="list-style-type: none"> • School Leadership • Performance Data • Teacher Professionalism • Parental Engagement • Assessment of Children’s progress • School Improvement 	<p><u>HGIOS 4 Quality Indicators</u></p> <p>2.4 – Personalised Support 3.1-Improving wellbeing, equality & inclusion</p> <p><u>HGIOELC Quality Indicators</u></p> <p>2.4 – Personalised Support 3.1-Ensuring wellbeing, equality & inclusion</p>
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Progress:

Staff have undertaken a range of professional learning around the use of TEAMS (P5-7_ and SEE-SAW (N-P1) and other online platforms to provide differentiated learning opportunities that support and challenge our children appropriately in the variety of home settings. In order to build further resilience in home learning we investigated, collated and analysed where there were families that had no access to IT hardware or no access to WiFi and looked to find appropriate solutions to ensure continuity in learning for all our children.

Through self-evaluation, we reviewed our digital learning offer to families during lockdown to include daily interaction between teacher and pupils. Some staff provided live learning opportunities. We consulted with parents to ensure all children have access to ICT at home and issued Cromebooks to those in need. Parents were consulted throughout Lockdown and amendments were made to reflect feedback from our families.

Nursery

The nursery team used See-Saw to communicate with parents and provided online learning throughout the year and provide Videos and links to Twitter to support learning both during face to face learning as well as during times of lockdown. The nursery team made weekly check in phone calls to children and families during remote learning, provided digital learning and provided personalised learning activities for some children and families.

Impact:

School

During the period of lockdown, engagement in learning remained consistently high and the majority families had devices and WiFi to access learning from home.

Staff survey results showed that

- 73% of staff feel confident about using the online platforms to support home learning.

Parents feedback on the change in approach to ‘home learning’ highlighted strengths in the following areas

- feedback which was relevant and prompt,
- pupils and parents feeling supported to engage with home learning and daily interactions opposed to weekly activity grids

- 79% of parents also reported a better balance in learning activities daily between digital, written and make and do activities provide all families with flexibility to juggle demands of home learning.

All these resulting in increased motivation and sustained pupils engagement during Lockdown. 76% of N-P4 parents reported the introduction of See-saw replacing GLOW had increased accessibility of work and increased communication with school staff reducing anxiety and frustration for parents.

Pupils lickert charts showed an enjoyment score of 3.5 out 4. Pupil feedback highlighted video clips, voice explanations and two –way interactions supported them best to continue to progress in their learning at home.

Next Steps:

School: Develop a digital learning policy to ensure clear expectations for online learning and consider how to maintain the skills learned in Lockdown are built upon eg homework

Nursery: Ensure consistency in information shared through see-saw to highlight learning in the nursery environment and support parents to extend this learning at home through play.

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

Learning, Teaching & Assessment/ Closing attainment gaps/ Increasing attainment

NIF Priority

Improvement in attainment, particularly in Literacy and Numeracy

NIF Driver

- School Leadership
- Performance Data
- Teacher Professionalism
- Parental Engagement
- Assessment of Children's progress
- School Improvement

HGIOS 4 Quality Indicators

1.3 Leadership of change, 2.2 curriculum, 2.3 Learning, Teaching & Assessment, 3.2 Raising attainment & achievement

HGIOELC Quality Indicators

1.3 Leadership of change, 2.2 curriculum, 2.3 Learning, Teaching & Assessment, 3.2 securing children's progress

Progress:

School

Learning, teaching, assessment and moderation were key aspects of our work needing to be addressed in order to identify and subsequently address gaps in our children's learning. Staff used some standardised assessments to baseline attainment and through planning and tracking meeting begun to identify universal and targeted approaches to support groups and individuals. All staff engaged in professional dialogue with the HT, DHT and SfL teacher to identify effective teaching approaches and track impact through the use of a range of assessment strategies including formative and summative approaches to identify strengths and areas where children need further support and challenge. SfL teacher has led professional learning around targeted interventions of Rapid reading, rapid phonics and Clicker 8 to upskill both teacher and PSA ensuring that these are planned for and consistently prioritised.

Nursery

Through self-evaluation the newly formed Nursery team identified Core provision and effective planning were key areas of focus. Using the Core provision audit tool, staff identified areas of strength and areas of development and, with support from the development officer, worked collaboratively to create a shared understanding of engaging areas in the nursery. EYOs took responsibility for leading improvement in areas and monitoring the impact of the changes on the nursery learners. Staff engaged with professional reading and discussion around Realising the Ambition, to inform improvement in the children's learning and engagement.

Professional learning on effective planning was supported by the area PT and new planning processes were implemented. HT and Nursery teacher facilitated planning meetings to ensure planning was linked to E&Os and support the balance of responsive and intentional planning. The HT also engaged in professional learning with HMle provided by the Early years team. PLJs were moderated by HT, Development Officer and Nursery teacher highlighting the need to ensure observations are effective and evidence new learning and linked to the E&Os. All staff engaged in professional dialogue to begin to build an awareness of progression in the Early level.

Impact:

School

100% of teachers in a recent staff survey highlighted that they were aware of where they needed to target support for our children to address gaps and build on strengths. While staff could identify approaches needed to address attainment gaps, the impact of these interventions were limited due to staff absence and pupil attendance due to COVID. Where interventions were maintained, particularly in reading, pupils made good progress and in some cases improving their reading age by 2 years.

Due to the challenges of this year it has highlighted the need to address the following aspects

- Forward planning ensuring 7 design principles with clear curriculum pathways

- Create a shared understanding of high quality learning and teaching
- Implement appropriate assessments to baseline and measure improvements
- Build capacity in staff to ensure that interventions can be sustained

Nursery

100% of staff were trained in E-lips assessment and Solihull approaches. All staff took part in tracking meetings and developed targeted approaches for children who were 'significantly below' in aspects of E-lips assessments with EYLO. 100% of staff members strongly agreed that they felt supported in CPD opportunities to enhance teaching and learning within the nursery. 100% of staff member strongly agreed that CPD opportunities provided opportunities to help develop quality interactions with children. 100% of staff strongly agreed that they felt supported and directed in continuously improving practice. The nursery team understand that they are at the beginning of our journey to improvement and are committed to continuing their professional learning to ensure the best outcome for nursery learners.

Next Steps:

School: Improved understanding and implementation of differentiation in order increase children's engagement in learning experiences through ensuring appropriate support and challenge.

Nursery:

Improved understanding of quality interactions in our nursery to support child lead play and extend learning

Attainment of Children and Young People

The combined attainment for P1, P4 & P7

Reading	Writing	Listening & Talking	Numeracy
59%	56%	63%	56%

Attainment at P1,P4,P7 highlights the need to address Learning and Teaching, Assessment and Moderation.

Evidence of significant wider achievements

- **VIP awards celebrating pupils demonstrating school values at home and school/ Hot chocolate Fridays celebrating success**
- **Health Week emphasising the importance of mental and physical health**
- **Violin, piping and drumming groups sustaining engagement.**

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

Expectations for Home/ Remote Learning

Our expectations for home learning were shared with parents and pupils in January. We wanted to minimise disruption to our children's learning. Where pupils had difficulty engaging with home learning we looked to work collaboratively and supportively with families to ensure that children's learning progressed. Teachers used a variety of ways to engage children including e-mails throughout the day, timely feedback on children's work, live TEAM meets, videos, YouTube clips, phone calls and where appropriate garden visits. This approach resulted in higher levels of engagement than Lockdown one.

Engagement Data

The data in the table below only measures engagement in learning where a teacher received completed learning from pupils or direct contact in live learning sessions. It does not include wellbeing phone calls and garden visits that were conducted fortnightly for non-engaging pupils

Engagement groups	Percentage average
Whole school	74
N-P4 (See-saw)	77
P5- 7 (Glow)	65

Feedback from stakeholders and changes made to practice as a result

We had a positive response from families responding to our parent surveys. Below is information from the feedback that was provided:

- 75 %of children can access GLOW, TEAMS & See-saw
- 71% of children can successfully access On-Line Learning Activities
- 79% of families said that the amount of activities was just about right

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	43 devices
Additionality in staffing	0.3 fte from November

The additionality of a 0.3 teacher in November was initially used all year to cover a long-term absence for a teachers across the school.

Attainment Scotland Fund Evaluation (PEF/SAC)

At Lochgelly West we receive PEF funding of £86,586 and £0 Scottish Attainment funding.

1. DAPL Counsellor supporting vulnerable pupils and families 3 days a week
2. 50 hrs PSA to support pupil engagement in learning

Impact:

DAPL Counsellor supporting 18 families from August – October of sessions 2020-21. Intensive support was provided to transition learners back to school after the summer holidays. Pupils benefitted from intensive play-based therapy to self-regulate and engage in learning. The DAPL Counsellor resigned her post and disengaged in October. Due to overspend the previous year this support could not be replaced. Subsequently the nurture room was established to bridge the gap for pupils.

PSA support was targeted to support vulnerable children struggling to regulate their behaviour and engage with learning after lockdown. A PSA was identified to provide targeted work including Lego therapy, KIT bag and life skills work however due to long term absence these were not delivered consistently. Interventions were targeted where possible for rapid reading and phonics by other staff.

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			Satisfactory	NA
2.3 Learning, teaching and assessment			Satisfactory	NA
3.1 Ensuring wellbeing, equity and inclusion			Good	NA
3.2 Raising attainment and achievement			Satisfactory	NA

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	Satisfactory	Satisfactory	Good	NA
2.3 Learning, teaching and assessment	Satisfactory	Satisfactory	Good	NA
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	NA
3.2 Securing children's progress	Satisfactory	Satisfactory	Good	NA

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2018 - 2019	2019 - 2020	2020-2021
Quality of care and support		NA	NA
Quality of environment		NA	NA
Quality of staffing		NA	NA
Quality of leadership and management		NA	NA

Appendix B

