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| ***Logo  Description automatically generatedNorth Queensferry Primary School*****Standards and Quality Report*****Achieving Excellence and Equity******2021-2022*** |

At North Queensferry Primary we strive to create an environment that encourages curiosity and promotes enthusiasm and motivation for lifelong learning. Our vision is ‘Learning Together, Bridging to Success’. Our school values were developed with pupils, staff and parents. We are Respectful, Determined and Ambitious.

Our nursery provides a safe and nurturing learning environment for 3 and 4 year-olds, following term time, 9 am – 3 pm each weekday. Our school has 3 multi-composite classes for all our primary aged children. The main school building was built in 1914 and currently internal upgrades have been completed or are scheduled to be completed over the next 1- 2 years.

We enjoy the use of a large playground, with shelter, trim trail, poly tunnel and lots of natural space for us to use throughout the day. We grow fruit and vegetables, harvest our fruit trees and share these with the community. We also have use of a multi-games area throughout the day.

Our school community is almost all formed from SIMD 4-5 and 32% of our children live outside our catchment area.

Our school staffing consists of a Headteacher, 4 teaching staff, 3 Pupil Support Assistants, 3 Early Years Officers, and we also have clerical, janitorial and catering staff in our team. We also have an Out of School Club with both morning and afternoon provision for our primary aged children.

We believe strong, supportive and nurturing relationships are key to our school community thriving together. Relationships at all levels are based on kindness, respect, honesty and fairness. We believe in providing children with capacity to develop their emotional wellbeing throughout school and nursery and share our learning and supports with our family community.

All learners are encouraged to be engaged and involved in the life of the school. Pupils are actively consulted about their views, learning targets and any decisions that may affect their lives. Our pupil committees include Rights Respecting Schools, Eco Council, School Action, Diversity and children have opportunities to take lead roles becoming School Captains, Digital Ambassadors, School Liaison Officers and School Librarians.

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| **Setting/School Roll (including ELC/ASC)** | *80* |
| **FME**  | *10* |
| **Attendance (%)**  | **Authorised** | **1.9%** | **Unauthorised** | **.3%** |
| **Exclusion (%)** | *0%* |
| **Attainment Scotland Fund Allocation (PEF and SAC)** | £11027 |

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| **Improvement for Recovery Priority Work****Session 2021 - 2022** |
| NIF Priority Improvement in attainment, particularly in literacy and numeracyNIF Driver School Improvement, Assessment of Children’s Progress | HGIOS 4 Quality IndicatorsHGIOELC Quality IndicatorsAssessment of Children’s Progress**1.3 Leadership of Change** **2.3 Learning, Teaching and Assessment** **3.2 Raising Attainment and Achievement** |
| **Progress:*** ***Continuous assessment of learning for all learners through observations, holistic assessments and planned formal assessments to support continued use of appropriate learning, teaching and supports.***
* ***Increased use of AiFL strategies and children supported to identify and utilise next steps***
* ***Develop parental engagement strategies to improve parental understanding across the school and nursery.***
* ***Staff will develop the use of improvement methodology collegiately to support learners’ progress across stages.***
* ***Explore links with other schools (cluster/learning partnership) to provide opportunities for pupils and staff to moderate learning and teaching experiences in partner schools. Staff to contribute and benefit from professional dialogue sessions relating to moderation across schools.***
* ***Nursery staff to be engaged in moderation conversations to ensure consistency across school and cluster within PLJs and practice.***
* ***Planned opportunities for peer moderation of learning experiences across classes throughout the session***
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| **Impact:*** **Timely intervention of additional supports for all children requiring supports. Timely identification of gaps in learning supporting all children.**
* **Most children able to use next steps effectively to move learning on**
* **Some in person parental engagement as restrictions have allowed. To be increased as restrictions ease. Almost all parents in both primary and nursery state enjoying shared learning opportunities.**
* **QI Improving Writing model/learning attended by SLT and CT. Shared with CTs and used for all children P.3-P.7 with 85% of pupils achieving expected levels of writing**
* **All teaching staff engaged in planned moderation across cluster schools**
* **All staff (nursery and primary) planned opportunities for all nursery children to engage in transition learning opportunities. All children in split primary cohorts (P.3 and P.5) engaged in moderated learning experiences across school**
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| **Next Steps:*** **Increase parental engagement in learning using identified areas of learning parents have requested, including pupils teaching the parents homework format. This will include parent workshops. Regular communication with**
* **Liaising with cluster schools, continue moderation opportunities, in person.**
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| NIF Priority Improvement in attainment particularly in literacy and numeracy, Closing the attainment gap between the most and least disadvantaged children and young people.NIF Driver School Improvement, Family Engagement | HGIOS 4 Quality IndicatorsHGIOELC Quality IndicatorsFamily Engagement**2.3 Learning and Engagement****2.5 Family Learning*** 1. **Partnerships**
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| **Progress:****Increased communications with families using SeeSaw (nursery) and Sway (primary).** **Nursery communications shared regularly throughout each week. All children’s learning interests in nursery and next steps in nursery shared with families termly.****Primary communications shared weekly with families including images and videos of learning.****Developed and used child friendly approaches to allow children to share their learning with others at home. Included Sway/SeeSaw, personal learning journey jotters and folders and ‘teach your family’ homework weeks for primary learners.****Shared learning opportunities for home shared with parents including ideas to extend learning using SeeSaw termly.** |
| **Impact:*** **Increased engagement from families/children in sharing learning in ‘teach my family’ Majority of families expressed their enjoyment of this process.**
* **Most families enjoyed sharing learning images and videos through SeeSaw and Sway when unable to be in school due to restrictions.**
* **Almost all nursery families stated they enjoyed knowing what their child was learning in nursery and how to extend learning at home.**
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| **Next Steps:*** **Continue to use ‘teach my family’ opportunities through weekly homework in primary**
* **Extend learning at home for nursery aged children using ‘Learning at Home Bags’ – equipment, resources and activities to share at home**
* **Extend learning at home for early stages of primary aged children using ‘Learning at Home Bags’ – equipment, resources and activities to share at home**
* **Use and promote school website to share learning from each class, each week. Most families expressed preference to use school website to share images and videos of learning as more friendly blog style e.g., most recent learning images on top.**
* **Provide workshops/learning opportunities to meet parental interests. Some families expressed interest in information session e.g., managing behaviour at home, PEEP, Phonics Workshop etc.**
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| NIF Priority Improvement in attainment. Improvement in children’s health and wellbeing. Closing the attainment gap between the most and least disadvantaged children and young people. NIF Driver School Leadership, School Improvement, Teacher Professionalism | HGIOS 4 Quality IndicatorsHGIOELC Quality IndicatorSchool Improvement, School Leadership, Teacher ProfessionalismPlay/experiential learning opportunities for all children **1.3 Leadership of Change****2.2 Curriculum****3.3 Increasing creativity and employability** |
| ***Progress:**** **All teaching staff engaged in play pedagogy/experiential learning training and professional development**
* **All staff engaged in collegiate planning to ensure equity across all pupils**
* **Shared theory of play/experiential learning and impacts with families remotely**
* **All children given opportunities to engage in experiential/creative play and reflection**
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| ***Impact:**** **Almost all children demonstrate increased creativity using both taught and experiential learning to extend and develop their understanding of learning in other contexts. Almost all children observed showing increased confidence, resilience and social skills.**
* **In P.5/6/7 almost all children have demonstrated an increased ability to problem solve and manage time effectively. Almost all children have increased their understanding of links across learning and real-life contexts.**
* **Outdoor environment consistently used to enhance learning for all children across all curricular areas. Children are observed demonstrating increased ability in taking responsibility for their learning and transferring skill to other environments.**
* **Flexible learning approach in upper class increased independence, effective time management and collaborative working with improvements made in these areas for 92% children.**
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| **Next Steps:*** **Increase confidence in staff with professional learning and sharing of learning**
* **Use shared planning format to record impact of experiences for learners**
* **Review Outdoor Learning policy**
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| **Attainment of Children and Young People** |
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| **Stage** | **Reading** | **Writing** | **Listening and Talking** | **Numeracy** |
| **P1** | **90%** | **90%** | **90%** | **100%** |
| **P4** | **90%** | **80%** | **90%** | **80%** |
| **P7** | **100%** | **100%** | **100%** | **100%** |

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| **Evaluative statement of attainment over time.**Assessment of learners include formal assessments, class learning and observations allowing identification of gaps in learning. Termly meetings/reviews with teaching staff, support staff and support for learning teaching staff ensure targeted approaches identified as appropriate for both individual and groups of children. Increased attainment in reading, writing, and listening & talking in Primary 1 pupils from 80% to 90% between January and May. Increase attainment in reading from 64% to 90% for P.4 pupils over the academic session. In writing Primary 4 children increased from 64% to 80% from February to May using QI approach. Staff identified key areas of learning not achieved prior to provision of focussed support, assessed and identified children’s progress in writing. Primary 4 attainment increased in numeracy from 75% to 80%. Targeted approaches to increase number fluency and confidence delivered Term 1 and Term 3. Observations and assessments indicated progress made in indentified areas of number fluency and confidence for almost all learners. All our Primary 7 children were on track to achieve expected levels, but progress was made in learning experiences within 3rd level for 60% of our P.7 learners before attending secondary school. A QI approach to writing similar to the approach used for Primary 4 children, identified areas to increase quality of writing beyond usual learning expectations for 60% of P.7 pupils.Our stretch targets for years 2022/23, 2023/24 and 2024/25 for literacy are 78%, 83.4% and 88.8% of our learners achieve the expected levels in Primary 1, 4 and 7. In numeracy our stretch targets for years 2022/23, 2023/24 and 2024/25 are 82.3%, 85.5%, and 88.8% for Primary 1, 4 and 7 pupils. Currently 92% of our pupils in Primary 1, 4 and 7 are expected to achieve the appropriate level of learning in literacy and 93% of our Primary 1,4 and 7 pupils are expected to achieve appropriate level of learning in numeracy. Supports used include Read, Write Inc., PAT Spelling, Word Wasp, Power of 2 and included individual learning plans to support literacy and numeracy development.We will continue to use formal assessments, class learning and observations to identify focussed support as required. We will continue to review supports and/or targeted approaches already in place or used previously to analyse effectiveness and appropriateness for our learners***.***  |
| **Evidence of significant wider achievements** |
| **Munro Challenge** All P.6 children engaged in a practice hike and were successful in climbing a Munro. Adult observations demonstrated increased resilience, teamwork and communication amongst all children. Evaluation of impact in school in early stages.**Extracurricular Activities** All primary cohorts offered extracurricular activities with 95% children taking part in one or more offered. Activities included Choir, Cricket Club, Running Club. Almost all children identified they missed opportunities like these denied to them over the Covid pandemic.**Gardening Club** All children in P.3/4/5 engaged in planning, growing and selling vegetables to community. Almost all children increased their awareness of the importance of a healthy diet. All children were able to identify how they were able to work together to achieve an end goal and most children took part in selling produce to the wider community. **Ukraine Sale** All P.5/6/7 children engaged in planning and selling goods to the school and wider community to raise funds for Ukraine Appeal. All children across school took part in the day to raise awareness of the plight of others. 92% of children in upper school spoke about their increased understanding of people in need and actions to help.**Emotional Wellbeing**All P.5, 6 & 7 children engaged in emotional wellbeing learning and working with Kingdom Housing Association in joint project to provide both staff and customers of Kingdom with emotional wellbeing resources directly from our pupils. This project won a Fife Business Award in the Health and Wellbeing category. All children were able to share their learning articulately and continue to use their emotional wellbeing strategies appropriately. We continue to use Emotion Works as a whole school approach to developing emotional wellbeing for all our nursery and primary children. **Virtual Christmas Fayre**All nursery and primary aged children took part in our most successful Christmas Fayre in monetary value to date. This included planning, producing and selling Christmas items they produced to the wider school community, liaising with local business and using digital outlets to advertise their businesses. Gains included real life learning opportunities in money, profit and loss, advertisement and planning and organisation. Opportunities for all to share ideas, take roles of responsibility and experience communication and teamwork. **Library Club**87% of children engaged in Library Club open at lunch times, organised by upper school pupils. Increased use of library resources and engagement of reading for pleasure in almost all children throughout. **North Queensferry Local Action Plan**All children engaged in development of play park within the community. School captains representing pupils’ ideas to Community Council Committee working closely with Fife Council Community Provision team. All children included in the process to improve community and we continue to engage with Community Provision team and local community group. This experience has supported children to value their voice and their rights in expressing ideas and opinions being used for improvement. Children will continue this process, being part of school Pupil voice groups. |
| **Impact of Local/National resources to support recovery within your setting (additionality of staffing)** |
| Additionality in staffing (teaching)Additionality in staffing was used to provide additional support in reading in Primary 1, 2, 5 and 6 pupils. *Before impact 77% of children were not on track for achieving appropriate level in reading, specifically in reading fluency, comprehension of text, and confidence in reading aloud. After targeted approaches delivered by additionality teaching staff member, 97% of children are on track to achieve the appropriate level in reading. This includes increased confidence* and fluency, ability to use punctuation in reading appropriately, explore and use unfamiliar vocabulary and to identify fact and inference in reading texts  |
| **North Queensferry Primary School**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** |
| **Quality Indicator** | **2019 – 2020** | **2020 - 2021** | **2021- 2022** | **Inspection Evaluation***(within last 3 years)* |
| **1.3 Leadership of change** | Good | Good | Good | Not inspected |
| **2.3 Learning, teaching and assessment** | Satisfactory | Good | Good | Not inspected |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good | Not inspected |
| **3.2 Raising attainment and achievement** | Good | Good | Good | Not inspected |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** |
| **Quality Indicator** | **2019 – 2020** | **2020 - 2021** | **2021- 2022** | **Inspection Evaluation***(within last 3 years)* |
| **1.3 Leadership of change** | Good | Good | Good  | Not Inspected |
| **2.3 Learning, teaching and assessment** | Good | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Securing children’s progress** | Good | Good | Good |  |

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| **Care Inspectorate (within last 3 years)** | **Grade**  |
|  | **2019 – 2020** | **2020 - 2021** | **2021- 2022** |
| **Quality of care and support** | Not Inspected | Not Inspected | Not Inspected |
| **Quality of environment** | Not Inspected | Not Inspected | Not Inspected |
| **Quality of staffing** | Not Inspected | Not Inspected | Not Inspected |
| **Quality of leadership and management**  | Not Inspected | Not Inspected | Not Inspected |

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**Improvement Plan – PEF**

Attached in a seprate document