



St Monans Primary School and Nursery

Standards and Quality Report

Achieving Excellence and Equity

Context

<p>Setting/School Roll (including ELC/ASC)</p> <ul style="list-style-type: none"> • Can also include number of classes • Can also include ELC setting times • May include specific cohorts relevant to your context eg Care experiences, EAL etc 	<p>St Monans Primary School is an open plan school set within the East Neuk village of St Monans. In session 22 – 23 there were 80 children within the school. There were 4 classes across the school. After the April intake in the nursery there were 21 children. The nursery is a 52 week provision which currently only has children in the morning session. St Monans also has a 2 year old nursery provision. Numbers for this fluctuate throughout the year depending on panel applications. Again, this is a 52 week provision with morning only children at present.</p>			
<p>FME</p>	<p>17 children are registered for FME – 21%</p>			
<p>SIMD Profile for establishment</p>	<p>Children live in SIMD 1-9 SIMD 1 – 2 children SIMD 3 – 2 children SIMD 4 – 67 children SIMD 5 – 4 children SIMD 6 – 2 children SIMD 8 – 2 children SIMD 9 – 2 children Children who are in SIMD 5,6,8 and 9 are all placing requests to St Monans and live in Elie, Pittenweem and Anstruther.</p>			
<p>Attendance (%)</p>	<p>Authorised</p>	<p>5.11%</p>	<p>Unauthorised</p>	<p>1.92%</p>
<p>Exclusion (%)</p>	<p>0%</p>			
<p>Attainment Scotland Fund Allocation (PEF and SAC)</p>	<p>£36750</p>			

Vision: Together Everyone Achieves More

Values: Responsibility

Respect

Resilience

Aims:

- To promote positive relationships between all staff and pupils
- To provide a safe, nurturing and welcoming environment
- To ensure the needs of all learners are met
- To provide all children with appropriate opportunities to learn.
- To increase attainment for all.

Improvement Priority Session 2022 – 2023						
Priority 1 – To ensure that children receive quality feedback which has a positive impact on moving their learning forward.						
<u>NIF Priority</u> Improvement in attainment, particularly numeracy and literacy.		<u>HGIOS 4 Quality Indicators</u> 2.3 Learning, teaching and assessment 2.4 Personalised support 2.7 Partnerships 3.2 Raising attainment and achievement				
<u>NIF Driver</u> Teacher and practitioner professionalism Curriculum and assessment		<u>HGIOELC Quality Indicators</u> 2.3 Learning, teaching and assessment 2.4 Personalised support 2.7 Partnerships 3.2 Securing children's progress				
Has this priority been: (please highlight)	Fully Achieved		Partially achieved	X	Continued into next session	
Progress: <ul style="list-style-type: none"> • All staff have engaged in professional learning around feedback. This has included professional reading and working with peers from Pittenweem Primary school. Staff have planned together and carried out peer observations across schools to observe different feedback strategies and impact on learners. • Staff engaged in professional reading and took part in discussions linked to their reading. This encouraged professional dialogue around approaches to feedback and support staff to use new strategies within their classroom practice. • The Fife Writing assessment pack has been used by pupils and staff to support their self and peer feedback. All staff have engaged with this resource and its use will be fully embedded in session 23 – 24. • Staff are using a wider range of feedback strategies and are adapting this to the age and stage of the children. • Staff have created a bank of strategies that can be used at various stages throughout the school and will continue to add to this. • Children are aware of the different types of feedback that they can receive and are able to talk about the impact of feedback on their understanding of their next steps in learning. 						

Impact:

- Almost all children have a clear understanding of the feedback strategies which are used across the school. Pupils are able to verbally discuss this with teachers and show their understanding. They are also able to use various approaches when giving feedback to other pupils on their learning.
- Most pupils are able to discuss their learning and identify next steps to move their learning on. All children had the opportunity to meet with their class teacher to have conversations regarding their areas of strength and areas for development. Children discussed these meetings during the learning partnership and identified them as being useful supporting them in moving their learning on.
- Most children are more confident giving feedback to their peers and are linking this to the success criteria rather than giving generic comments regarding handwriting. This has led to increased confidence for pupils in giving feedback to peers.
- Across the school success criteria is more focussed so that children are able to use it to support giving of feedback. This has been observed in lesson observations across the school. There has also been an increase in the co creation of success criteria with the children.

Next Steps:

- Continue to develop a range of feedback strategies and ensure that these are used across all curricular areas.
- Share professional learning across staff and ensure that staff coming into the school are aware of the feedback strategies and use them within their classroom.
- Create a feedback policy which is relevant to St Monans Primary School.

Priority 2 – To ensure the emotional wellbeing of all pupilsNIF Priority**Improvement in children and young people’s health and wellbeing**NIF Driver**School and ELC improvement**HGIOS 4 Quality Indicators

1.5 Management of resources to promote equity
 2.1 Safeguarding and child protection
 2.2 Curriculum
 2.3 Learning, teaching and assessment
 3.1 Ensuring wellbeing, equality and inclusion

HGIOELC Quality Indicators

1.5 Management of resources to promote equity
 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion

Has this priority been: (please highlight)	Fully achieved		Partially achieved	X	Continued into next session	
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Progress:

- Throughout the school, physical education is undertaken in the outdoor environment. Staff are effective in utilising the outdoor environment to deliver PE.
- Pupils are offered opportunities to explore their learning in different environments, allowing them to show their learning in different ways.
- We have created a sensory room for everyone in the school to use. This is a safe space for some of our pupils, allowing them to reflect on events that have happened. This is an area for further development as some children feel it is too busy and needs to be more calming. It is used by a core group of children for various reasons, including supporting coming into school and giving children a space to explore their emotions.
- Across the school, class teachers have been responsive to the emotional needs of pupils within their setting. This includes emotional check ins throughout the day, having systems in place to share concerns and worries and individual plans for children who require them.
- Pupils are continuing to develop their knowledge and use of SHANARRI indicators. Our upper school have good knowledge of the indicators and are able to discuss how this applies to their own personal situations.
- Emotion works continues to be used throughout the school. The children have the opportunity to identify the different emotions that they feel and how these can be dealt with.
- RSHP is implemented throughout the school. This has had a positive impact on our HWB curriculum, with staff noticing pupils are more mature when working through the progression. Language is not met with giggles and laughter, but using the correct terminology to describe their learning.
- Throughout the school year identified children have taken part in various groups to support their emotional wellbeing. This has included Lego Therapy, KitBag and friendship groups. As far as possible these have been carried out on a weekly basis.
- Staff have been released to facilitate a Seasons for Growth group across the cluster. This will be continued in session 23 – 24.
- Peer mediation has been set up within the school and the children in P6/7 have been carrying this out on a regular basis.
- Within the nursery the Emotion Work cogs have been introduced and children are beginning to **discuss how they feel and why. Staff are using stories to explore emotions with the children.**
- Areas have been created within the nursery environment to support children and allow them opportunities to have time to reflect and think.

Impact:

- The use of the outdoor environment is having a positive impact on most children, children respond well to learning in different environments and there has been a noticeable difference in some children's ability to focus and concentrate within a different environment.
- Most children are more confident in discussing their emotions and are developing further strategies to help support them in managing them.
- Most children identify an adult within the school that they feel they have a strong bond with and can trust.

I have someone in my school I can speak to if I am upset or worried about something

Agree	65
Disagree	2
Don't know	10

- The introduction of peer mediation has meant that staff are not dealing with some of the smaller issues that occur, particularly in the playground. The children are able to ask for support if required but are feeling more confident about dealing with the problems brought to them.
- 6 out of 16 Primary 5 children saw an improvement in their thoughts and feelings around the statement 'I am often unhappy, down-hearted and tearful' from the start and end of Lego Club.
- The sensory room has been well utilised throughout the session and the use will continue to be further developed in future sessions.
- Within the nursery most children are able to identify their emotions and are beginning to understand what is making them feel this way. Staff are becoming more confident in supporting children to understand how they are feeling.

Next Steps:

- Further development in using the outdoor environment to support learning
- Explore a progression of skills that are being developed through using the outdoor environment. This will allow children to build on their prior learning.
- Embed the SHANARRI terminology across the school and identify ways in which these can be displayed in a relevant and meaningful manner within the school.
- Ensure a consistency of approaches to support emotional wellbeing within the school.
- Continue to embed the use of Emotion Works across the school and nursery.

Attainment of Children and Young People (Primary and Secondary)

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	85.7%	85.7%	85.7%	85.7%
P4	92.3%	84.6%	92.3%	53.8%
P7	71.4%	71.4%	85.7%	85.7%

Overall Attainment for 2022 - 2023

	Literacy	Numeracy
P1	85.7%	85.7%
P4	89.7%	53.8%
P7	76%	85.7%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
70.5%	85.18%	75.2%	70.37%

Evaluative statement of attainment over time.

By the end of P1 most children had achieved early level. The number of children achieving early level has stayed at the same level as the previous session. Children who have not achieved early level have been receiving additional support. Attendance has also had an impact on some of the individuals.

By the end of P4 most children had achieved first level in literacy. This is an increase on the previous session. Again, children who are not on track are identified and supports are in place to support them. Within numeracy the majority of children had achieved first level. There is a significant group of children who have identified difficulties in numeracy and this has impacted on their ability to achieve first level. Additional teaching and support was put in to close the gap in attainment in numeracy and this will be continued in session 23-24.

By the end of P7 the majority of children had achieved second level in literacy. Due to the small number in the cohort a small number of individuals not achieving can have a significant impact. Within numeracy most children have achieved second level. In comparison to the previous session this has been a decrease in literacy attainment and an increase in numeracy attainment.

Evidence of significant wider achievements:

Community Links

Throughout the year children have had the opportunity to take part in activities within the local community. This has included regular visits to the local library, taking part in a beach clean organised by a local group and supporting the process of electing children for roles within the Sea Queen event.

Public Performances

All children have had the opportunity to take part in public performances throughout the school year. This has included a Christmas performance, the Burns competition and performing at the Leaver's Service. Throughout the course of the year a number of children have increased in confidence and there has been significant progress for a number of children who have struggled with this previously.

Sporting Achievements

A small number of children have participated in cluster events such as running and football festivals. Children have had the opportunity to take part in after school clubs, including football.

Committees

All children within the school have been part of a school committee. This has allowed all children within the school to have a say on certain aspects of the school. The Pupil Council have gathered the views of children regarding aspects of school life and have used How Good is OUR school to support them. Pupils in the Digital committee have worked to give out information regarding Internet safety and have contributed towards gathering evidence for the digital award. The Eco committee has continued to gather evidence to uphold the green flag status of the school.

Feedback from External Scrutiny

Learning Partnership

Strengths and Areas for Improvement

Strengths

- There are clear relationships between staff and pupils and all staff have good knowledge of the children within their class and across the school.
- Children with additional support needs are well supported within the school and are able to participate in the full life of the school due to the support that they receive. While carrying out observations within the classrooms it was hard to identify children with additional support needs as they were being well supported.
- There was clear evidence of feedback being used across all classrooms, which is an area identified on the SIP. Most children were able to discuss different types of feedback that they are given and how they use this.
- Digital technology is used effectively across all stages to support learners and enhance the learning and teaching within the school. It is evident that this has been an identified area of improvement for the school. Almost all children are able to talk about how they use digital technologies within the school and the impact that it has on their learning.
- There is a consistent use of Maths No Problem across the school and it is clear that children are becoming more aware of this approach. Feedback from most staff is positive regarding the impact that it has had on learning, particularly in the upper stages where children are making good progress with their learning.
- PSA staff feel involved in the life of the school and appreciate having regular meetings to discuss any concerns or individuals. They work well collectively sharing information about strategies that support individuals and groups within the school.
- Staff are beginning to take on roles on leading improvement across the school.
- Pupil voice is apparent within the school. Children are able to talk about the different ways in which they are involved in the life of the school and their classrooms.
- Both nursery settings are warm and nurturing environments, which provide all areas of the core provision.
- Nursery staff are all involved in planning and evaluating the nursery provision. All staff are able to talk about the improvements that have taken place and the areas that are planned moving forward.
- All staff in the nursery have very good relationships with the children. There is a nurturing environment within both nursery settings.
- Core provision is well catered for in both nursery settings and staff make good use of space, including the outdoors to provide lots of different experiences for the children. The environment encourages the children to be independent in their learning. Through speaking to staff it is apparent that the environment is evaluated regularly and changes made to meet the needs of the children.

Areas for Improvement

- Identify ways in which to improve communication with the parents/carers in the school. Ensure that they have relevant information in a timely manner.
- Continue to identify ways in which all staff can be involved in the improvement planning for the school. This could be through setting up working groups, using assembly time etc
- Ensure that children are involved in setting and evaluating the improvement plans for the school. Use How Good is OUR school to engage children and gather information.

- Identify ways in which the school and nursery can work more closely together. There are good systems set up for transition but there needs to be further joint working between the school and nursery.
- Audit the play environment within the early and first level areas. Consider how playful pedagogy could be implemented to support the learning and teaching at these levels.
- All staff to continue to engage in professional learning and collegiate activities to continue to develop feedback strategies to support all learners.
- Consider how all members of the team can look outwards to support improvement.
- Explore further ways that parents/carers can be more fully involved in the life of the school.

PEF Evaluation/Impact

Targeted Interventions

- Purchasing IDL and SumDog to support literacy and numeracy across the school.
- Additional PSA support hours to work with individuals and groups to support attainment across the school.

Progress:

- Almost all children access SumDog and IDL on a regular basis. Staff are using the data gathered to support their assessment of children.
- Support staff are timetabled throughout the school to support individuals and groups. This is done in conjunction with the SfL teacher.
- At tracking meetings the progress that groups and individuals are making is discussed and changes are made where required.
- Kit Bag groups were set up to support children with emotional wellbeing.
- Lego Therapy groups have been set up and children are accessing these on a regular basis.

Impact:

The school has had 5 PSA staff throughout the course of the school year. This has enabled support staff to have regular timetabled groups, particularly for emotional wellbeing. We have also been able to set up a lunchtime group where children could play games and develop social skills. This was used by a number of children throughout the school. Due to learning needs within the school PSA staff were carefully timetabled to ensure that appropriate supports were in place. The timetables were subject to change due to behavioural needs which would require PSA support. This became more as the year progressed and did mean that on occasion children were not always receiving the additional support that had been planned.

School/Setting Name St Monans Primary School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	Satisfactory	Good	Satisfactory	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Satisfactory	Good	
3.2 Raising attainment and achievement	Satisfactory	Satisfactory	Good	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	Good	Good	Good	
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	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2020 -2021	2021- 2022	2022-2023
Quality of care and support			
Quality of environment			
Quality of staffing			
Quality of leadership and management			

Headteacher Nicola Wallace (who completed SQR)