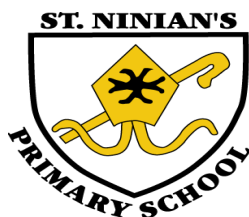


St Ninian's RC Primary School



Standards and Quality Report Achieving Excellence and Equity

Context

Setting/School Roll (including ELC/ASC)	134 pupils + 30 pupils nursery			
FME	26%			
Attendance (%) <i>Power Bi May 2021</i>	Authorised	4.6%	Unauthorised	2.9%
Exclusion (%)	0			
Attainment Scotland Fund Allocation (PEF and SAC)	£50,233			

St Ninian's is a Catholic Primary School and is one of three primary schools in Cardenden. The catchment covers Cardenden and the neighbouring villages of Cluny and Kinglassie. 75% of our learners live in SIMD 3, the other 25% of our learners are in SIMD2 and 7. Our FME is 26%.

Our school values of **Respect, Kindness, Fairness and Honesty** show our school is a place;
Where we strive for excellence by developing each persons' God given talent
Where we show love and where every child is known and valued
Where Christ is at the heart of our school community
Where there is compassion and forgiveness

St Ninian's Aims

Our aim as a catholic school is to create a community where faith is shared and the spirituality of each individual is fostered with the Gospel Values at the heart of the school.

Provide a broad curriculum that develops skills for learning, life and work with a focus on literacy, numeracy and health while developing the 4 capacities in ' Curriculum for Excellence ' and where assessment is an integral part of the learning process.

Improve the quality of learning and teaching using a variety of approaches and strategies for example, active learning, IDL, AiFL.

Help and encourage pupils to achieve their full potential by developing each person' s God given talents and where every child is know and valued.

Develop positive relationships across the whole school community where Christ is at the heart of those relationships.

Where we show love and respect and ensure that all pupils are included, parents contributions are valued and the dignity of all is maintained.

Keep our pupils safe, well looked after, healthy and active and promote a positive appreciation of Scotland and our place in the world.

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

NIF Priority

Improvement in attainment, particularly in literacy and numeracy
Closing the attainment gap between the most and least disadvantaged children and young people.
 Improvement in children's and young people's health and wellbeing.
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

NIF Driver

School leadership
Teacher Professionalism
Parental engagement.
 Assessment of children's progress.
School improvement.
 Performance information

HGIOS 4 Quality Indicators
HGIOELC Quality Indicators

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.5 Management of resources to promote equity
- 2.2 Curriculum
- 3.1 Improving wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Progress: Priority 1 Develop a clear vision for learning across the school with a focus on improving links between skills for learning, life and work with a focus on STEAM, particularly digital literacy. Updating the Curriculum Rationale reflecting this amid the current Public Health Crisis.

Digital Schools Award Report from Education Scotland identifies progress of this priority.

Leadership and Vision 100%

For the past two years, digital technologies have been designated as Priority One in the St Ninian's RCPS School Improvement Plan, reflecting the Headteacher's commitment to embedding digital skills across the school community and curriculum. This included explicit reference to the DSA as a goal, marking the progress made by staff and pupils over a four year period. The school digital vision is encapsulated in a highly detailed Digital Strategy which has been informed by a range of national documents and the school's local context. Such is the quality of the digital strategy document and the rationale behind it, that the local authority invited the Headteacher and DLC to contribute to the creation of central guidance. The school's digital strategy document includes contributions by learners from the Rights Respecting Schools group which is commendable. Digital Leaders also influenced the nature and content of the AUP. The DLC has the responsibility for keeping abreast of digital developments and sharing these with colleagues however the staff team have a very open approach to CLPL and regularly share practice through informal and formal systems. New resources, tips and advice are frequently shared through the staff WhatsApp group. The Headteacher described the value and importance of auditing staff skills prior to planning and using this to inform next steps. She praised the willingness of the staff team to explore new approaches and embrace sound digitally supported pedagogy. She stated that it was "essential to keep moving forward in digital technologies" for school improvement generally. All participants agreed that the school was well prepared for the requirements of blended learning as the use of Teams was already firmly established in school. Video and face to face digital support was offered to parents/carers to reduce or eliminate communication and engagement issues. The school provided a wealth of supportive evidence for the validation and good provision was made for learners with ASN. Protocols for safe and responsible use of the internet were shared and implemented.

Use of Digital Technology to Deliver the Curriculum 90%

Use of digital technologies to deliver the curriculum were well established and varied. Differentiation was evident and staff across the nursery and school were employing appropriate strategies to meet the needs of learners and their families. Classrooms each have a Smartboard, with laptops and iPads widely used. It was clear that the school had multiple, mature learning environments and were making good use of existing digital resources. During periods of blended learning, the school liaised with the local authority to provide devices and hard copy learning and teaching materials. The DLC and Headteacher described the steady development of digital technologies over a period of four years and whilst the staff were familiar with the benchmarks, they acknowledged the need for further discrete lessons in computing science. This was regarded as part of the next steps programme since central guidance required all schools to focus on literacy, numeracy and emotional wellbeing presently. Computational thinking was well evidenced in discussion with staff and learners. Multiple examples were offered. Learners and

teachers spoke expansively on the impact of digital technologies. For pupils, there were many benefits including - opportunities for reinforcement and consolidation, convenience, and challenge. For teachers, the impacts included - versatility, accessibility, efficiency and motivation. This was powerfully exemplified by the increased engagement of a very reluctant learner who had been so motivated by digital technologies that her output increased dramatically. Teaching and nursery staff were able to offer increasingly rich media experiences with encouraging results. Other schools used some Sways developed by St Ninian's staff and requests for support continue to emerge across the cluster and beyond. Learning, teaching and assessment are well supported by digital technologies with planning now digital using One Note. Conversion to a digital format for planning is well underway and the Headteacher is confident that this will further improve teacher workload/engagement. The school team fully encourages learners to be independent and equips the learners with skills and knowledge necessary to achieve desired outcomes. Pupils ably described opportunities to be creative and collaborative - especially through Teams activities. Discussions indicated that peer to peer support for problem solving was commonplace. Learners were appreciative of the support offered by their teachers and liked being able to help one another. Nursery and P1 parents/carers had provided very positive feedback for Sway and SeeSaw communications and activities. A healthy mix of learning and teaching activities was and continues to be offered by the nursery, teaching and support staff team. All personnel have embraced the Microsoft CLPL on offer, with many also seeking out additional input via Ed Scot webinars and local authority digital CLPL. The school uses a range of assistive technologies and are actively engaging with the local authority to increase ASN based apps for the iPads. Currently the school makes good use of Lexia and Clicker. The DLC was familiar with CALL Scotland. One learner with ASN was able to explain his use of these resources and indeed how to stay safe online.

School Culture 88%

There is a strong digital technologies culture within the school and it was clear that this was the case prior to blended learning. Learners felt that, apart from some initial Teams issues and missing their friends, the transition was quite smooth. P1 parents felt well supported to help their child access the curriculum, despite the challenges of logging on in EY. Learners spoke at length about coding and were enthusiastic about their learning activities. The school website is bright and engaging, serving as a signpost to key sites for parents and carers. Some elements are still under construction but there is good traffic. The Twitter account is current and the school has an active Facebook account. Content for all of these is updated regularly. The DLC stated that all learners are regarded as Digital Leaders, with P7 pupils sometimes being digital buddies to P1 pupils. This has not been possible in its usual format but P7 learners have led virtual assemblies and P5/6 learners confidently described their peer to peer engagement. They also shared times when they have acted as digital tutors for adult family members. Transitions have been predominantly virtual over the past 2 years with SWAYS, virtual tours and Teams meetings replacing the previous format. This applies to nursery and S1 transitions. There is variability in the provision from the two associate secondary schools so the school will look into standardising the learner experience. While teachers and support staff readily use digital technologies for delivery of the curriculum, forward planning has yet to be finalised in a digital format. This is a target for next session when restrictions ease and other systems are embedded. Digital platforms are used however to celebrate and share success. The school collaborates closely with cluster partners and the Headteacher is keen to make contact with schools beyond the local authority. Although this is a small school, the aspirations are global. Digital technologies are effectively used to facilitate a range of communication and collaborative projects.

Professional Development 92%

Staff and learner discussions provided strong evidence of the impact of digitally focused CLPL. Most of the provision was in house, thanks to the DLC but the school made very good use of CLPL support from the local authority digital team. Additionally, many members of staff were self directed and there was a great deal of informal peer to peer delivery. The CLPL programme was informed by a widespread audit of digital skills and is ongoing to reflect the continuous development of digital technologies and the associate pedagogy which should underpin it. All teachers felt that digital technologies had enhanced their practice and proven highly motivational. EY staff were delighted by the engagement shown by their learners and senior pupils described their increased capacity for independent learning. Learners provided highly detailed, thoughtful responses to queries pertaining to internet safety. Their narratives included risks of cyber bullying and safe responses to approaches from strangers online. The learners were very alert to hackers and scams and offered excellent advice on measures to take to protect privacy and security. Platforms such as Instagram and TikTok were considered very risky for younger children and parental supervision was recommended often. All participants considered themselves to be vigilant and careful. They were able to demonstrate a mature degree of digital discernment, recognising that platforms could be used for positive campaigns. One learner felt that much had been done through online campaigns regarding raising awareness of racism and specific disabilities. She considered social media platforms as having the potential for good as well as otherwise. All pupils, including one pupil with ASN, were able to suggest ways to stay safe online for themselves and younger pupils. They also knew what to do to keep private information secure. Learners were also able to identify the role digital technologies play in certain careers, with a recognition of the application of their current learning to future jobs - especially coding and interpretation of data. It was clear that digitally focused professional learning had built confidence in staff and subsequently empowered learners.

Resources and Infrastructure 93%

The school is well stocked and the resources are appropriately deployed. In consultation with the local authority, devices were made available to those families who may have been at risk of digital deprivation. The Headteacher rightly stated that although the majority of families fell into SIMD 3, there were instances when families might be disadvantaged yet reluctant to alert the school to financial and other difficulties. Excellent home/school relationships and concerted efforts by the school team to determine reasons for minimal engagement, ensured families were fully supported. This support included devices, remote/direct instruction and constant review of needs. A range of online environments were used and systems were established to make best use of these. Staff were fully consulted on GDPR and the DLC reported that they were much more proactive and assiduous as a result. The staff team used a range of software/apps and ensured they were age appropriate, often offering guidance to parents on this too. Learning activities were varied, stimulating and appropriately differentiated. The school is fully GDPR compliant with all software licences registered and in place. All pupils were able to cite examples of careers requiring competence in and knowledge of relevant digital technologies. Learners mentioned the role of digital technologies in sustainability and the school's digital strategy document features digital skills as an essential part of a Rights Respecting School curriculum. This visibly global and social mindset is very encouraging and is nurtured by the forward looking Headteacher and DLC who are keen to expand the school's virtual horizons. They actively welcome approaches by other schools. In conclusion therefore, I believe that St Ninian's RCPS has successfully met the criteria for the Digital School's Award and should now be invited to become a mentor school as they have the capacity to develop and share their expertise with others.

Impact:

Impact on this priority is further evidenced later in this document under the success and challenges of home learning. There is evidence of increased engagement in learning through digital methods.

Skills for learning, life and work has been discussed through staff meetings. This has been shared with all children from P1-7 through weekly virtual assemblies with discussion of these skills and how they are evident in children's learning. All classrooms display these skills and refer to these through Language of Learning weekly certificates and are beginning to be woven into learning activities alongside LI and SC.

All staff have had initial input into Curriculum Rationale through in-service professional learning.

Next Steps:

Work with other schools as a mentor school for Digital Schools Award.

Skills for Learning, life and work integrated into new digital planning on One Note and to be shared and displayed along with LI and SC in class lessons. Continue to embed this work.

Continue to update Curriculum Rationale using a Refreshed Narrative, which is a priority for session 21/22. Further consultation with staff and professional learning, further consultation with learners and stakeholders.

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HGIOS 4 Quality Indicators
 1.3 Leadership of Change
 2.2 Curriculum
 2.3 Learning, teaching and assessment
 2.6 Transitions
 3.2 Raising attainment and achievement

NIF Driver
School leadership
Teacher Professionalism
 Parental engagement.
Assessment of children's progress.
School improvement.
 Performance information

HGIOELC Quality Indicators
 1.3 Leadership of Change
 2.2 Curriculum
 2.3 Learning, teaching and assessment
 2.6 Transitions
 3.2 Raising attainment and achievement

Progress: Priority 3

Developing classroom environments and Playful Pedagogy in Primary 1.

The Primary 1 teacher has been upskilled in Playful Pedagogy and engaged in professional learning through the Local Authority.

0.2 Scottish Government teacher has been upskilling P1 teacher and raising attainment in P1 through professional dialogue and modelling of lessons.

New Planning and Tracking spreadsheet has been implemented for nursery tracking meeting and to track attainment through development sessions.

Nursery to P1 transition has been developed as part of digital schools. Weekly sways to parents during term 4 and live Teams meeting with parents. Consultation with some parents verbally with positive feedback.

New PLJs linking to Benchmarks have been introduced.

Nursery team have supported the development of P1 play based learning and classroom set up.

Three classrooms have been painted and the resource room has also a new carpet and completely cleared out as it was a health and safety matter.

Three new smartboards have been purchased to replace older models.

There is an expectation of consistency in classroom displays. There is a Language of Learning display, SHANARRI, Rights Respecting Charter and VCOP display evident in every room. Classroom displays show pupil work and current teaching and LI is evident.

All learners have been learning outdoors frequently this year

Loose parts play is a weekly feature of the early years curriculum.

Impact:

P1 teacher confidence and classroom pedagogy has been upskilled and learners receive a play based learning experience as evidenced in classroom observation visits during term 1 and 4. This was also reflected upon through PRD process through professional dialogue. Almost all learners are settled and progress has been achieved by 5 children initially identified as being off track during January tracking meeting but not off track during May tracking meeting. Most learners are on track for Early level at May 2021 on our TRAMS system. Base assessments taken at the end of P1 ensure alignment with teacher professional judgements.

Tracking documents have identified children in nursery to work with EYLO as part of intervention work to raise attainment in numeracy and the ability to identify numbers.

Next Steps:

Engage in professional learning to use new PLJs being introduced in Fife.

EYO from nursery involved in transition to P1 for August and setting up the Primary 1 classroom alongside the Primary 1 teacher.

P1 teacher to link with P1 teacher in cluster school for moderation and professional dialogue activities.

Forms questionnaire still to be issued to parents in September after P1 learners start and curriculum sessions offered to parents.

Development work planned to embed Outdoor Learning/Natural Connections across the school year to have consistent expectations for all learners.

Continued development of nursery core provision in the garden for Outdoor Learning.

3 further classrooms to be painted.

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NIF Driver

School leadership
Teacher Professionalism
 Parental engagement.
Assessment of children's progress.
School improvement.
 Performance information

Progress:

Priority 4
 Raising attainment in numeracy through Conceptual Numeracy.

One member of teaching staff has been upskilled working alongside Pedagogy Team through professional learning and is now embarking on year 2 of the training.
 Working Time Agreement has included Numeracy development work which will begin in term 1 session 21/22 for all teaching staff, EYOs and PSAs
 Children identified from self evaluation data to be involved in raising attainment strategy work. Parental questionnaires highlight 30% of parents think maths should be a school improvement priority for session 21/22.

Impact:

This priority has been identified as a continued priority for session 21/22 as it is at the early stages of development this year and too soon to evidence any impact on the outcomes of our learners.

Next Steps:

Continued priority for next session 21/22.

Evidence of significant wider achievements

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The Praxis Award

Praxis is about putting faith into action. It is action that arises out of prayer, study of gospel teaching and reflection on what our faith means.

It is also a way for home and school to track and plan for children's wider achievement.

You have an opportunity to gain an Praxis Award by successfully completing the achievements listed in the three areas:

- Me in the Community
- Talented me
- Me and My Faith

Awards will be offered at Bronze, Silver and Gold depending on the level of achievement.

Log of Achievement

When you have successfully completed an area of achievement ask the supervising adult to initial the achievement.

The level of award depends on the number of achievements:

In Primary 6 the **Bronze Award** can be achieved with a minimum of **30 achievements**

In Primary 7 the **Silver Award** can be achieved with a minimum of **40 achievements** (by combining P6 and P7 achievements) or **The Gold Award** can be achieved with **60 achievements** (that is, 20 in each section by combining P6 and P7 achievements)

Why it is important to recognise young people's achievements?


Because young people say so!

The great majority of young people want to engage in their communities and improve the

St. Andrew's Cluster

A Community of Faith and Learning

The Praxis Award



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Primary 6 Bronze Tasks

ME AND MY COMMUNITY	TALENTED ME!	ME AND MY FAITH!
I have 6 months attendance at a school club or activity	I have shown good progress in a hobby	I have made an excellent contribution to an RE lesson
I have used my talents for fundraising/charity work	I have played a musical instrument to entertain others	I have taken part in preparing a Mass
I can confidently express my opinion	I have learned a sport new to me (taster session)	I have helped to prepare a prayer service for my class
I have represented the school out with the School	I have made a poster using mixed media	I have helped deliver an assembly
I have celebrated with others in a community event	I have improved in my performance of a sport	I have helped in the parish or community
I can explain UNCRC and four types of rights	I have made a model using construction material	I can retell a story from the new testament
I consistently complete my homework well	I have taken part in a dance routine to entertain others	I can talk about the role of the priest or religious order
I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.	I can identify different types of enterprise opportunities and engage in them.	I can tell the story of St Andrew
I can identify people in my network who help me broaden my horizons	I believe I can maximise my potential in any type of work	I know about two festivals from other religions
I understand what the Foodbank does and have contributed to their collections	*	*

*Indicate another area of achievement

Primary 7 Silver or Gold Tasks

ME AND MY COMMUNITY	TALENTED ME!	ME AND MY FAITH!
I plan my own learning and learning targets	I have taken an exam in my hobby/ sport/ music	I have learnt the Gloria and understand its meaning
I reduce, re-use and recycle	I have taken part in a school performance for parents	I have some understanding of the Ten Commandments
I joined in a conservation project/litter	I have made up and kept to a fitness schedule	I have undertaken an examination of conscience and can discuss what this means
I can explain the Fairtrade movement	I have looked after houseplants.	I can tell you about the Greatest Commandment
I have performed to entertain a vulnerable group	I have baked a cake/ made biscuits/scones or similar	I have observed Lent
I have been on a school committee or group	I have made a simple 2 course meal	I can retell a story from the Old Testament
I have studied a charity and say what it does	I can run a mile in 10 minutes	I have taken part in a parish or community event
I have taken a full part in sports day	I have made and delivered a PowerPoint presentation	I know the Our Father, the Hail Mary, the Glory Be and the Memorare by Heart

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The Praxis Award is linked to Skills for Learning, Life and work progression through Curriculum for Excellence: communication, leadership, organisational, creativity, resilience and responsibility skills. We have received an assessment report from Visible Schools regarding children using the language for learning and skills and extracts from report support and evidence the development of this across all classes.

A Praxis Awards ceremony was introduced this year through virtual assembly with P7 learners demonstrating leadership and organisational skills in implementing this.

Learners from P1-7 meet with SLT to provide evidence of learning and skills development across all classes and pupil feedback is recorded.

Wider achievements are tracked alongside attainment through termly tracking meetings.

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

After the first period of home learning in March 20 we reflected and used feedback to establish our school recovery plan for this current session 20/21.

- Priority 1 Digital Curriculum – increased capacity for home learning/blended learning.
- Priority 2 Reconnecting and promoting the Wellbeing of school community
- Priority 3 Learning Environment/Outdoor Learning
- Priority 4 Learning, Teaching and Assessment/Closing attainment gaps

During Term 1 there was a focus on priority 2 in reconnecting the school community. Through Educational Psychology Using a Trauma-Informed Approach to Support the Return to School guidance and the Five Ways of Wellbeing. There was also a focus on priority 1 of our digital curriculum in the implementation of weekly homework through digital platforms to upskill all children and staff as part of our contingency plan, should we need it.

The screenshot shows a PDF document titled 'transcript SG.pdf' from the Microsoft Educator Center. The document is a training transcript for S Gorman, listing several training modules. The table below summarizes the content shown in the transcript:

Name	Description	Duration
Digital storytelling with Microsoft Sway Completed on: 6/2/2020	By allowing teachers and students to focus on content and not worry about format, the Digital storytelling with Microsoft Sway course will show how Sway can be used to capture and share digital stories that need to be told in and around classroom activities.	1 hour
OneNote Teacher Academy Completed on: 6/2/2020	In this learning path, you will be learn to navigate within the OneNote Windows 10 app structure, use OneNote tools effectively, create lesson plans, assessments, and learning activities using various tools in OneNote, create notebooks for student and teacher collaboration using OneNote Class Notebook, create notebooks for collaboration between the staff members using OneNote Staff Notebook.	3.5 hours
Independent learning with math tools in OneNote Completed on: 6/2/2020	This course is designed to teach educators how to use the OneNote Math button. This button allows students to see the steps to solve an equation and helps them become independent learners.	1 hour
OneNote Staff Notebook: Tools for staff collaboration Completed on: 5/29/2020	Learn how to collaborate with colleagues or staff using OneNote. OneNote Staff Notebooks have a personal workspace for every staff member or teacher, a content library for shared information, and a collaboration space for everyone to work together, all within one powerful notebook.	0.5 hours
OneNote Class Notebook: A teacher's all-in-one notebook for students Completed on: 5/29/2020	OneNote Class Notebook provides a platform for teachers to prepare instructional materials and collaborate with students in an organized manner. In this part of the training, participants create a Class Notebook and begin building instructional content they can use with their students.	1 hour
Getting Started with OneNote Completed on: 5/29/2020	Make learning more powerful and dynamic with Microsoft OneNote digital notebooks. Use OneNote to compile and organize information, research, and content; support research, collaboration, note taking, journaling, and reflection.	1 hour

There was further staff development of helpsheets for Teams for staff and families to support homework tasks.

A further 26 IT devices were secured to top up our previous 8 so we could allocate to families who required them.

mifi was secured.

Two way Live Learning Permission from parents sought through Forms.

1. What does 'remote learning' look like in your setting/school? What are your agreed 'remote learning' expectations?

The nursery use Seesaw

P1 and P2/3 use Sway/email – this was adapted from first lockdown when they previously used Teams. There are pre recorded videos for teaching sessions and contact with class teacher throughout the school day via e-mail.

P3/4, 4/5, 5/6 and 7 – use Teams. There is a live teaching session each day for each of these classes.

The format of the week was there would be a literacy and a numeracy lesson every day and one other lesson. It was agreed it would be:

Monday – Spelling, Numeracy, Expressive Arts

Tuesday – Comprehension, Numeracy, Social Subject

Wednesday – Grammar, Numeracy, Science/Outdoor Learning

Thursday – Big Writing, Numeracy, Modern Languages

Friday – Handwriting, Numeracy, Assembly

There was one context for learning with the theme of Scotland and staff across Early, First and Second level planned together so that children in school in each level (E,F,S) were learning across the curriculum and it allowed parents at home to teach the same curricular areas with several children on the same day.

There were also House Challenges each week linked to Active Schools activities and themes such as the Big Bird Watch, International Woman's Day, Pancake Day, Wider Achievement Awards through our Praxis Award during the period of Lent.

All literacy and numeracy activities were clearly differentiated for learners.

A Star Writer was chosen each week to include the piece of writing in the assembly.

Staff used a variety of approaches to teaching via digital platforms. There were live lessons, pre recorded lessons, powerpoints and links to videos online to teach new concepts or progress learning.

Staff gave feedback to children on each piece of work with the school approach of 2 stars and a wish written feedback or used praise awards on Teams. There was also the weekly Language of Learning certificates which provided feedback using the agreed vocabulary of 'identify, describe, create, explain, question, apply, evaluate, reflect, justify'

A number of Sways were available on our school website for families to supplement home learning if they wanted more. The Sways contained information on Speech and Language activities, writing support using VCOP Big Writing, Water and sand play, Supporting literacy at home, Outdoor Learning, Emotional Wellbeing, Catholic prayers and Praxis Award activities, GLOW helpsheets and Financial Assistance guidance.

It was agreed that if children did not submit work or participate online then parents were required to contact the school to report the reason for the absence in the usual manner for attendance.

From previous lock down we had sourced 8 IT devices that had been reconfigured and knew who needed IT devices. This lock down we ensured that all children had access to a new digital device Chromebook for home learning.

Our expectations for Home Learning were shared with parents.

<https://sway.office.com/mJhSFaGHT7cc8mRR?ref=Link&loc=play>

The screenshot shows a Microsoft Sway presentation slide. The slide has a dark green background on the left side with the text 'Online Learning' in white. The right side of the slide is white with black text. The browser window shows the URL 'sway.office.com/mJhSFaGHT7cc8mRR' and several tabs: 'Glow - Launch Pad', 'Microsoft Sway', and 'Term 3 Home Learning'. The Windows taskbar is visible at the bottom.

Online Learning

We will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations. As a school we will focus on providing lessons each day. These will involve Literacy and Maths across the curriculum and one other subject. Digital skills will continue to focus as it will be a digital platform for communication between the class teacher and your child. For the week beginning Monday 1st January we will continue to prioritise our emotional wellbeing curriculum and these lessons will be a particular focus for children.

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Online Learning

Since returning to school in August we have been working on our digital curriculum so children have the necessary skills to access learning from home. From P3/4 upwards each class have been receiving and returning homework online using GLOW Teams. This is how these classes will engage in learning for this period of online learning. P3/4, P4/5, P5/6 and P7 will continue to use Teams. The children already have the details of their GLOW login and password and know how to access Teams, work will be provided daily by the class teacher.

We reviewed the use of Teams for our younger classes and learning will now be provided through the class teacher e-mailing learning using Sway. This will be emailed directly to parents in P1 and P2/3 and work will be returned by e-mailing the class teacher directly.

Nursery children will engage in learning through using SeeSaw which is already up and running in the nursery class.

We recognise that some pupils may not have access to a computer at home and have been in contact with families to discuss difficulties with digital means or online access to the school as we have staff who can assist with this.

We have stocked the Co-op shop with jotters for free.

We appreciate family circumstances and that children may be working from home so although learning will please return work whenever it is completed on a different day. We ask that work is returned on a different day so if it is completed at weekends or evenings in difficult circumstances we understand.

The following help sheets were designed to assist with the most common problems pupils faced during the last lockdown. Pupils can access **Teams 2 ways**:

- Via Glow by logging on their **web browser** eg. Google, Safari etc. using the following weblink: <https://glow.rmunify.com/> (this is the only way to access Glow on **Chromebooks** or **devices which do not have Office apps** installed).
- By **downloading Teams to their device** (laptop/PC/Tablet) and using their Glow login details with **@glow.sch.uk** added to the end.

Pupils who have a laptop/PC which currently does not have the Office apps installed, **can download a basic version of Office from Glow using the app library** - they should use the **Download Office Now** tile on Pg7.

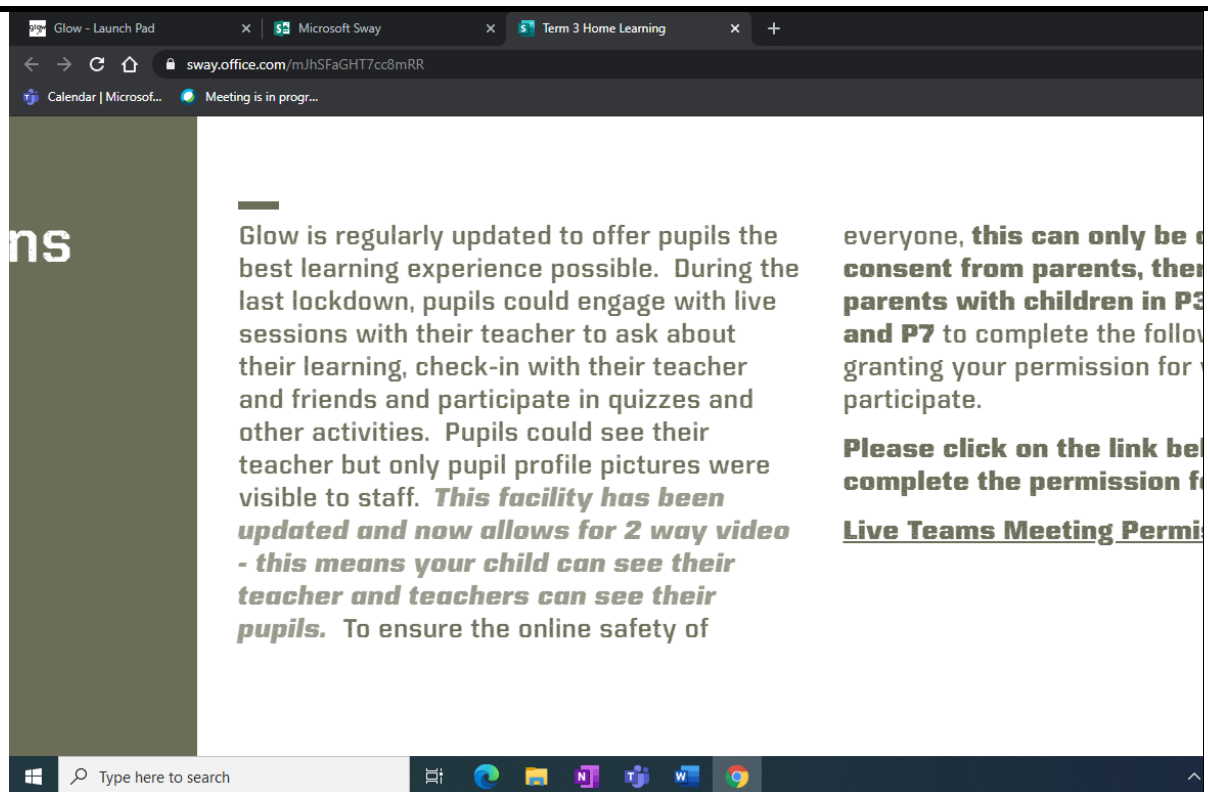
The following help sheets were designed to assist with the most common problems pupils faced during the last lockdown. Pupils can access **Teams 2 ways**:

- Via Glow by logging on their **web browser** eg. Google, Safari etc. using the following weblink: <https://glow.rmunify.com/> (this is the only way to access Glow on **Chromebooks** or **devices which do not have Office apps** installed).
- By **downloading Teams to their device** (laptop/PC/Tablet) and using their Glow login details with **@glow.sch.uk** added to the end.

Pupils who have a laptop/PC which currently does not have the Office apps installed, **can download a basic version of Office from Glow using the app library** - they should use the **Download Office Now** tile on Pg7.

Click on the following links help sheets:

- [Glow Login Help Sheet](#)**
- [Accessing Teams Via A Tablet](#)**
- [Switching Between Accounts \(Teams & OneNote\)](#)**



3.What successes and challenges are your tracking processes highlighting across your nursery/school? (Schools should share a sample of tracking system and discuss impact of tracking)

Successes

There is an agreed tracking system for home learning and pupil engagement has been tracked over the term.

All class teachers complete a class overview each week and identify children who have/have not engaged. It also contains information on last Glow log on date recorded, work submitted for literacy, maths or another. There is a comments section as well. Glow insights were pulled down to show who had been on Glow but perhaps hadn't submitted work.

With accurate tracking of attendance and engagement, staff had a more informed professional judgement of CfE attainment levels along with evidence from classroom practice which were updated on TRAMS for uplift on 26/02/21 and 14/05/21.

AutoSave Off St Ninian Attainment Snapshot 2020 - Jan 21 final (1) Table Tools Shona Gorman SG

File Home Insert Design Layout References Mailings Review View Help Design Layout Search

Classes	Reading			Writing			Listening and Talking			Maths		
	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21
P1	82%	81		82%	81		82%	81		82%	81	
P2/3	77%	65		68%	39		82%	74		82%	74	
P3/4	74%	71		74%	67		74%	96		74%	88	
P4/5	84%	75		84%	75		84%	83		80%	71	
P5/6	79%	67		71%	50		79%	71		79%	50	
P7	82%	81		59%	63		86%	81		77%	73	

School Combined P1, P4 & P7

	Reading			Writing			Listening & Talking			Maths		
	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21
% on track	85%	87		74%	72		87%	87		84%	77	

Tracking Cohorts

Cohort Achieving	No. of Children			Reading			Writing			Listening & Talking			Maths		
	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21
Dyslexia % on track	9 ch	9 ch		5/9 56%	6/9 67%		2/9 22%	2/9 22%		5/9 56%	7/9 78%		4/9 44%	6/9 67%	
EAL % on track	10 ch	10 ch		7/10 70%	9/10 90%		6/10 60%	9/10 90%		7/10 70%	8/10 80%		9/10 90%	9/10 90%	
FME % on track	35 ch	35 ch		27/35 77%	23/35 66%		23/35 66%	16/35 46%		27/35 77%	27/35 77%		25/35 71%	17/35 50%	
SIMS 1+2	7 ch	6 ch		7/7 100%	5/6 83%		6/7 86%	2/6 33%		7/7 100%	6/6 100%		5/7 71%	3/6 50%	

Page 1 of 1 373 words

Digital planning using One Note began in August which allowed staff and SLT to plan collegiately and schedule the usual tracking meetings online. Model for Improvement children were identified from tracking (those predicted of not achieving First level for writing by May 21) and writing intervention programme began online for P4/5 class.

Issues identified

Class engagement information was initially submitted on the Friday of the week. However it was changed to Monday of the week after as this gave a more accurate picture of engagement as some children submitted work over the weekend.

If there was no engagement or little engagement then SLT phoned home to discuss with parents and enquire.

IT issues – resolved by speaking with our IT teacher to fix any connection issues or Glow difficulties or provided wifi/devices.

If families were experiencing emotional difficulties or struggling to get the children to engage then families were informed to focus on emotional wellbeing resources and appropriate work provided by the school and a phone conversation with Support for Learning arranged. Some individual emotional wellbeing activities provided by class teacher or signposted to school website for emotional wellbeing sways or other websites

(ParentClub, Sleep Scotland, Enable, Solihull, Hands on Scotland and Educational Psychology) Parents working from home or working and finding the juggling of home learning and working difficult. Reassurance provided and to prioritise certain tasks.

Parents who were finding home learning difficult were seeking places in school and comparing with other families, without knowing the backgrounds.

Paper copies of work were provided for some families, advice on IT issues, phone conversations with children and parents to provide encouragement/solutions to engage.

If issues persisted then some children were given a place in school as a vulnerable child.

Nursery families contacted by phone weekly by Key Worker and 3 daily tasks on Seesaw but uptake of work and return of photos was limited, this was also tracked.

AutoSave Off P4 and 5 Engagement Sheet 1st - 5th February (2) Table Tools Shona Gorman SG

File Home Insert Design Layout References Mailings Review View Help Design Layout Search

	X	X	X	X	X	✓	✓	✓		Completes all tasks well and in contact daily
	X	✓	X	✓	✓	✓	✓	✓		X is in school and completing tasks
	X	X	X	X	X	X	X	X	X	I have had no contact at all from X
	✓	✓	✓	✓	✓	✓	✓	✓		Completes all tasks very well and is in contact daily
	X	X	X	X	X	✓	✓	✓		Completes all tasks very well and is in contact daily
	X	X	X	X	X	✓	✓	✓		X has completed most work, she sends it over all at the same time but isn't in contact other than this.
	X	X	✓	X	X	✓	✓	✓		X is in school part of the week. He doesn't engage with task when he is at home.
	✓	✓	✓	✓	✓	X	X	X		X has appeared on all chats but I haven't received any

Page 2 of 3 512 words

Type here to search

5. How are schools approaching assessment and providing feedback which is supporting learning?

Each piece of learning returned to the class teacher received feedback using written feedback of 2 stars and a wish or verbal feedback during live session.

During the weekly assembly Language of Learning awards were given to children using feedback on their learning.

Since returning to school we have discussed an agreed approach to assessment using Schonell reading test, single word spelling test and assessment of Big Writing which we track. CEM assessments will also be implemented.

Press **Esc** to exit full screen

ework

Wed 03/02/2021 14:29

To: Maja Traczyk

Thank you, Maja

Grammar- excellent identification of verbs and nouns.

Science- super predictions and explanation of what happened in your experiments with
Maths:- good understanding of how to find a fraction of a number. Just a couple of mistakes
number 4 you forgot to multiply by the numerator and in number 5 you multiplied by the
number.

See you tomorrow for some German . 😊

Mrs Devlin

Once upon a time, I was driving out of Cambridge, on my way to Kirkcaldy to see my gran, I spot an entrance through into the forest. I Press **Esc** to exit full screen, so it was a good I bought the range rover Evoque. As I make it to the gate I get out of my car and put my boots on and headed into the forest following the bright light ahead of me.

The light got brighter after 30 minutes of walking the light gets bigger big enough so I can see what it is "it's a giant glowing mushroom" I said to myself going around to the back of it, I make it around the back and see there's a door and two windows the door was about the size of me, I decide to knock on the door, and nobody answered, "Seems like nobody's home," I say as I laugh to myself and walk further. I hear a noise like the sound a brachiosaurus makes, I ignore it and walk off into the dark misty night not knowing a glowing griffin like creature flew above my head.

I come across these dwarves and a mini dwarf sized city; it was like Newyork but smaller. And the statue of liberty was a dwarf holding a torch. I decide to try and ask one of the dwarves if they knew where I was, one answered saying "you just stood on the atlas," so I knew I was in town square I, ran off and through the streets being chased down by mini police cars, I went from ninth street, to eighth, through china town and over the Brooklenn bridge, I turn around to look back at the city, all the lights were all on, I had lost the S.N.Y police department, I walk away from the small city and trod off into the treatus forest.

I find a knife with some sort of medical kit with a note saying, "whoever you are if you're passing through here take these you will need them," I grab them I'm lucky on my belt I had a phone holster, the medical supplies fit in it perfectly, I picked up the machete and continue into the forest I see a rainbow glow coming up in the next part of the forest. Two minutes later I make it to the spectrum of light and cover my eyes, the light was as bright as the sun. It was like a flash grenade was just set off right in front of my eyes. I decide to open my eyes, I adjusted Quickley to the brightness of this part of the forest. I see a griffin crying its little giant eyes out, it looked like it had a splinter in its foot, but the splinter was a whole stick "hey big guy I'm here to help you, see." I hold up the medical supplies and it quickly calms down it holds out its leg, I removed the stick and wrap its foot up in the bandages and it filed off. "I didn't even get a thank you" I say to myself as I see the road.

I see the bright red colour of my car and sprint towards it, I make it back to my car and get in immediately and reverse out onto the main road then I zoomed all the way off to Kirkcaldy, knocking on my gran's door I head in and tell her me story about what happened.

Some super descriptive phrases.

Very imaginative piece of writing with clear beginning, middle and end.

Try to use some figurative language.

9. What feedback have parents, staff or pupils given since the start of this period of school closure, and how has this influenced approaches to remote learning.

We carried out an online parental questionnaire through Forms after two weeks of home learning
(25 responses)

<https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKWzr8pffaZFHu6rijAWIHfJUMIBBNTBQTVNQWktaMidPVTJTOVzkzV1ZaRC4u>

then again at the end of home learning when the children had returned to school (26 responses)

<https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKWzr8pffaZFHu6rijAWIHfJUMDIxTIYwRzIVSEtKSzhONIA2MTJXUEdBRC4u>

A pupil questionnaire was issued to pupils through Forms via Teams which resulted in a very poor return of only 6 pupils. Staff asked pupils during daily live sessions for feedback and at the end of Home Learning another pupil questionnaire was issued when pupils returned to school.

Staff feedback was gathered through weekly staff meeting on Teams using the Education Scotland questions of What is working well? What are the challenges?

Parental Feedback

Feedback from the parental form was positive with all parents stating that having 3 tasks each day was appropriate and manageable.

All upper classes offered live sessions and the younger classes had pre recorded sessions. After feedback from parents we changed the upper live sessions to some pre recorded so children could learn at a time of their choosing. Some children were unable to join the live lesson at the specific time but could engage using the pre recorded. There was positive feedback regarding the daily live sessions from most parents.

One parent gave feedback that it was difficult to read the class novel on Teams so a copy of the book was delivered to the parent.

Some parents asked for printed work rather than digital so this was arranged and a box was left at the front door for collection.

There were some IT issues identified from the questionnaire so these issues were resolved through phone calls with our IT teacher.

76% of parents found the additional home learning Sways on our website site useful and had used them.

92% of parents rated the Home Learning provided as a 4 or 5 out of 5 and were pleased with the service provided.

Feedback shows there has been an increase in children's emotional wellbeing now children are back in school compared to home learning. During home learning 16 parents rated their child's wellbeing as 4 or 5 and coping well compared to 23 parents rating their child's wellbeing as 4 or 5 now they are in school.

68% of parents informed us their child could work completely independently at home.

The parental questionnaire highlights that 30% of parents think maths should be the top priority for term 4 23% think it should be writing and 19% think it should be reading.

Microsoft Forms

forms.office.com/Pages/DesignPage.aspx?origin=OfficeDotCom&route=OfficeHome&lang=en-GB#Analysis=true&FormId=oyzTzM4Wj0KVQctawUZKWzr8...

Calendar | Microsof... Meeting is in progr...

Forms Home Learning and Priorities for Term 4 - March 2021 - Saved

9. We would welcome any feedback you may have either on Home Learning or plans for Term 4.

26 Responses

3	anonymous	We as Elsa's parents do not believe that home schooling has affected Elsa very much apart from lack of physical activities and seeing her teachers and friends. If an overall assessment could be done on Elsa and if you could let us know where to focus, it would be great. We would like to thank Mrs Gorman, Mrs Elder, Mrs Campbell and the entire school for their hard work and support during this time.
4	anonymous	The home learning period beginning after the Christmas break was positive in comparison to the first period of home learning. Leah found a routine and self motivation to complete her tasks. She did however struggle with maths but she has really tried over the past two weeks to improve in her timetables. This will be something we will continue to work on at home. The home learning provided me with insights into Leah's strengths and struggles and has allowed the opportunity to work together to improve in areas that she is less confident with. Overall her

Type here to search

Microsoft Forms

forms.office.com/Pages/DesignPage.aspx?origin=OfficeDotCom&route=OfficeHome&lang=en-GB#Analysis=true&FormId=oyzTzM4Wj0KVQctawUZKWzr8...

Calendar | Microsof... Meeting is in progr...

Forms Home Learning and Priorities for Term 4 - March 2021 - Saved

Preview

Questions Responses 26

8. What would you consider to be the priority areas to focus on for your child? Please arrange in order of priority.
0% of respondents (0 of 26) answered this question correctly.
[More Details](#)

Area	Percentage	Correct	InCorrect
Health and Wellbeing - Physic...	0%	0	26
Health and Wellbeing - Emoti...	7.7%	2	24
RE	7.7%	2	24
Maths	30.8%	8	18
Writing	23.1%	6	20
Reading	19.2%	5	21

9. We would welcome any feedback you may have either on Home Learning or plans for Term 4.
[More Details](#)

26 Latest Responses

"Harveys teacher Miss Mackie done a fantastic job with the work that ..."

Type here to search

Staff Feedback

Staff feedback came from our weekly Teams meeting. Strengthening of collegiate planning across CfE level. We had an agreed expectation that staff would provide 3 lessons a day from all areas of the curriculum and agreed what day these would be taught. Staff then planned together across the levels to ensure that if there was more than 1 child learning at home this would make it manageable for families to work on similar lessons. It also streamlined the learning for the children in school for keyworker or vulnerable children. These classes were organised as Early, First and Second level classes. From collegiate planning we agreed on the context of Scotland as a whole school project. Although there were 2 adults (1 teacher and 1 PSA for less than 10 children) in each class for keyworker and vulnerable children, teachers found the week they were in school more challenging.

Staff juggling their own home situation and work situation for some was challenging and did require further emotional wellbeing support from SLT and Fife Wellbeing Strategy resources.

Pupil Feedback

The pupil feedback form given when children returned to school generated a better response than during home learning.

74% of children who answered rated the quality of the teaching as 3,4 or 5 out of 5. (5 being excellent)

70% of children who answered rated their emotional wellbeing as 3,4 or 5 during home learning.

97% of children who answered rated their emotional wellbeing as 3,4 or 5 now they are back at school.

52% of children state that they worry often.

In terms of priorities for term 4

14% think the priority for learning should be maths, 14% think the priority should be science and 14% think it should be Modern Languages. 2% think the priority should be reading.

Planned next steps:

Short Term – Reconnect children and staff after home learning, focus on emotional wellbeing. Issue parent and pupil questionnaires.

Medium Term - Assessment of children using Schonell reading test, Single Word Spelling Test, Big Writing Assessment and collate and compare from previous assessments and CEM Assessments.

Review recovery plan and consult with groups to develop Recovery Plan further. Consult with High School so S1 have common themes to be taught to ensure a speedy start in S1.

Long Term – Recovery Plan, Curriculum Rationale

Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing) (primary, special and secondary sector only)

Number of devices provided to support learning at home	26
Additionality in staffing	0.2

Scottish Government 0.2 additionality has been used for previous P1 teacher at St Ninian's to team teach with new P1 teacher to upskill the teacher in P1 curriculum and targeted intervention work with identified learners to raise attainment in number recognition resulting in most learners in P1 attaining appropriate CfE levels and pace of learning to achieve Early level by May 2021. 5 learners were identified from tracking meetings and these 5 children were involved in intervention work with 0.2 teacher and achieved Early level in May 2021. Therefore most learners in P1 are achieving appropriately.

Additionality of 26 Chrome Books and Mifi devices ensured all learners who required a device received a device. This resulted in increased engagement from learners during lockdown 2 than previous lockdown 1. Class teacher was released from class commitments through 0.4 PEF funding and this ensured IT development and support for staff, learners and parents which also supported emotional wellbeing of all to overcome IT barriers to learning.

Attainment Scotland Fund Evaluation (PEF)

Progress:

Priority 2 Improved opportunities to support the development and sustainability of emotional wellbeing.

0.2 PEF funded Support for Learning Teacher lead staff development for Emotional Wellbeing, resources and supports that are available for learners as part of the recovery programme this year.

In-service training for Normalising Anxiety Resource Pack, Educational Psychology Using a Trauma Informed Approach to support the return to school, Relax Kids approach and CAHMS resources.

In-service training and upskilling of 4 new PSAs to form a new PSA team. Training in Emotional Kitbag for 4 PSAs, Time to Talk training for 1 PSA.

Professional Learning for all staff on Fife Council Emotional Wellbeing Strategy and resources available for staff wellbeing.

Normalising anxiety and emotional wellbeing strategies used at staff meetings.

Five Ways of Wellbeing a focus for assembly each week. 1 PSA produced Emotional wellbeing SWAYS for home learning.

P7 learners involved in SHINE mental health survey and CAHMS normalising anxiety strategies.

Care Inspectorate Key Question 5 regularly evaluated

0.4 PEF funded probationer to release a class teacher for IT development work and this has resulted in St Ninian's receiving Digital Schools Award from Education Scotland.

PEF PT- CEM assessments purchased for P3, 5 and 6 and implemented to provide additional validation of professional judgements and PT attended assessment professional learning in the use of CEM, SNSA and Base.

Impact:

Almost all learners returned to school and readjusted well so learners were settled and ready to learn. 100% of staff state learners are settled and ready to learn. Three children found the transition back to school difficult and needed further emotional wellbeing supports, a PSA and a reduced timetable, alongside regular review meetings. This is still a work in progress for these three children and will need to continue next session. Parental feedback states 76% of parents found the additional Emotional Wellbeing home learning Sways on our website site useful and had used them. Parental feedback also highlights that upon return to school parents rated an increase in their child's emotional wellbeing.

Evidence from P7 SHINE survey indicates that in regards to happiness with various aspects of life, P7 boys and girls scored highly or very highly in 9 out of 11 aspects. In 2 out of 11 aspects our P7 learners scored low happiness in their appearance and health.

0% of P7 girls highlighted with low mood but 43% of boys with low mood is double HBSC Scottish national average.

For boys and girls the % of learners who like school is above the Scottish national average with 100% of boys liking school a bit and 50% of girls liking school a lot and 42% of girls liking school a bit.

Our P7 boys and girls are below the national average for self confidence with 60% of boys always feeling confident and 50% of girls. 20% of boys never/hardly feel confident and 17% for girls.

No P7 boys stated they feel pressured by school work, well below the average of 25%. However our P7 girls are higher than the average at 33% feeling pressured by school work.

Attainment of Children and Young People

St Ninian Attainment Snapshot 2020 - May 21 - Saved

Search Shona Gorman SG

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Attainment Snapshot for October 2020, January 2021 & May 2021

Stages	Reading			Writing			Listening & Talking			Maths		
	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21
P1	82%	81	76	82%	81	76	82%	81	76	82%	81	81
P2	67%	60	67	53%	53	60	73%	73	100	73%	60	67
P3	77%	65	64	73%	50	52	77%	96	92	77%	85	88
P4	94%	89	83	82%	72	89	94%	89	78	94%	78	67
P5	82%	81	69	71%	69	81	82%	81	87	65%	69	62
P6	95%	65	65	85%	50	65	95%	70	70	90%	50	60
P7	82%	81	73	59%	63	55	86%	81	86	77%	73	64

Classes	Reading			Writing			Listening and Talking			Maths		
	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21
P1	82%	81	76	82%	81	76	82%	81	76	82%	81	81
P2/3	77%	65	70	68%	39	48	82%	74	83	82%	74	78
P3/4	74%	71	69	74%	67	69	74%	96	91	74%	88	83
P4/5	84%	75	75	84%	75	83	84%	83	79	80%	71	58
P5/6	79%	67	67	71%	50	54	79%	71	71	79%	50	50
P7	82%	81	73	59%	63	55	86%	81	86	77%	73	64

School Combined P1,P4 & P7

	Reading			Writing			Listening & Talking			Maths		
	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21
% on track	85%	87	77	74%	72	72	87%	87	80	84%	77	70

St Ninian Attainment Snapshot 2020 - May 21 - Saved

Search Shona Gorman SG

File Home Insert Design Layout References Mailings Review View Help

P3/4	74%	71	69	74%	67	69	74%	96	91	74%	88	83
P4/5	84%	75	75	84%	75	83	84%	83	79	80%	71	58
P5/6	79%	67	67	71%	50	54	79%	71	71	79%	50	50
P7	82%	81	73	59%	63	55	86%	81	86	77%	73	64

School Combined P1,P4 & P7

	Reading			Writing			Listening & Talking			Maths		
	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21
% on track	85%	87	77	74%	72	72	87%	87	80	84%	77	70

Tracking Cohorts

Cohort Achieving	No. of Children			Reading			Writing			Listening & Talking			Maths		
	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21	Oct '20	Jan '21	May '21
Dyslexia % on track	9 ch	9 ch	9 ch	5/9 56%	6/9 67%	7/9 78%	2/9 22%	2/9 22%	1/9 11%	5/9 56%	7/9 78%	8/9 89%	4/9 44%	6/9 67%	7/9 78%
EAL % on track	10 ch	10 ch	10 ch	7/10 70%	9/10 90%	9/10 90%	6/10 60%	9/10 90%	9/10 90%	7/10 70%	8/10 80%	8/10 80%	9/10 90%	9/10 90%	9/10 90%
FME % on track	35 ch	35 ch	34 ch	27/35 77%	23/35 66%	18/34 52%	23/35 66%	16/35 46%	12/34 35%	27/35 77%	27/34 79%	27/34 79%	25/35 71%	17/35 50%	15/34 44%
SIMS 1+2	7 ch	6 ch	6 ch	7/7 100%	5/6 83%	3/6 50%	6/7 86%	2/6 33%	3/6 33%	7/7 100%	6/6 100%	6/6 100%	5/7 71%	3/6 50%	4/6 67%

Raising attainment PEF strategy for session 21/22 will be targeted interventions at current P2/3 and current P5/6 stages and particularly in writing across the school.

School/Setting Name St Ninian's RC Primary

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2018 - 2019	2019 - 2020	2020-2021	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	satisfactory	good	good	
2.3 Learning, teaching and assessment	good	good	good	
3.1 Ensuring wellbeing, equity and inclusion	good	good	good	
3.2 Raising attainment and achievement	good	good	satisfactory	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2018 - 2019	2019 - 2020	2020-2021	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	satisfactory	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)		
	2018 - 2019	2019 - 2020	2020-2021
Quality of care and support		Very good	
Quality of environment		NA	
Quality of staffing		NA	
Quality of leadership and management		Good	

Appendix B School Improvement Plan

<p>National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in children's and young people's health and wellbeing. Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>				
<p>Focused Priority: Develop a clear vision for curriculum pathways for all learners from nursery to Primary7, improving links between skills for learning, life and work with a focus on updating the Curriculum Rationale with all stakeholders involved.</p>				
<p>HGIOS4 Quality Indicators</p>			<p>HGIOELC Quality Indicators</p>	
<p>1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum</p>			<p>1.2, 1.3, 2.2</p>	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
<p>Develop a shared vision with staff, parents and learners using a Refreshed Curriculum for Excellence Narrative to update our curriculum rationale and incorporate UNCRC and The Promise.</p> <p>All staff will be involved to plan and assess our learning pathways.</p> <p>All staff will know and understand the curriculum pathways in St Ninian's.</p> <p>Establish a professional reading group built into collegiate working time agreement to ensure curriculum and learning pathways are informed by research.</p> <p>All learners will experience a consistent approach to learning opportunities using the 4 part</p>	<p>All children will have access to as full a model of education as possible and all families and staff will support and share our vision for it as it will be agreed in partnership.</p> <p>Clear learning pathways through Early, First and Second level CfE across the four capacities so children have the knowledge, skills and attributes that they require for life in the 21st century.</p> <p>Formative assessment development group. Holistic assessment Writing Tracker</p>	<p>SLT Shona Gorman Erika Anderson Mary Hamilton Fiona Walls</p> <p>All Staff – Leadership at all levels</p> <p>Mary Hamilton</p> <p>Erika Anderson PT Rosalyn Devlin</p> <p>All Staff</p>	<p>Evidenced through consultation with stakeholders, through questionnaires, Parent Council consultation, Learning Partnership observations. Pupil Learning groups feedback to SLT HGIOS Self Evaluation Challenge questions</p> <p>Pedagogy informed by current research. Professional dialogue. Peer observation</p>	<p>August 21 October – December 21</p> <p>September 21 – June 22</p> <p>January 21 – June 22</p>

model, LI/SC, formative and summative feedback.			Cluster moderation Model for Improvement	
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Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

<p>National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in children's and young people's health and wellbeing. Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>				
<p>Focused Priority: Improve the skills of all learners to use Conceptual Numeracy strategies to raise attainment in mathematics with a particular focus on P3 cohort of learners using new strategies such as jump strategy, Singapore bar method, think boards and number lines, along with daily mental maths input.</p>				
<p>HGIOS4 Quality Indicators</p>			<p>HGIOELC Quality Indicators</p>	
<p>2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>			<p>2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
<p>Engage in a programme of CPD to upskill staff on use of effective pedagogy in the teaching and learning of numeracy. All staff will have a shared understanding of expectations for learning and teaching in mathematics. Provide opportunities for professional reading, reflecting on research and professional dialogue.</p> <p>All staff confident to deliver Conceptual numeracy across the school through collegiate professional learning and provide a higher quality of teaching</p> <p>This will improve outcomes for all children across the school as there will be consistency in teaching and learning. Children will have a variety of different strategies to use to understand</p>	<p>NCCT will be delivered by teacher who has attended Conceptual Numeracy train the trainer professional learning.</p> <p>Collegiate development sessions.</p> <p>Raising attainment strategy group identified from tracking meetings.</p>	<p>Patrick McAllister is lead Trainer.</p> <p>All staff responsibility from nursery to P1 including PSA and EYO</p>	<p>Baseline data example from pedagogy team and end data collection.</p> <p>Forms to gather pupil and parental feedback.</p> <p>Staff meetings to gather staff feedback.</p> <p>Peer and SLT observation visits.</p> <p>Jotter monitoring</p> <p>SNSA/CEM assessment data</p> <p>Moderation across staff team and link with another primary school within cluster.</p>	<p>September to December 21 linked to WTA collegiate curriculum development.</p>

<p>mathematical concepts and be able to explain strategies.</p> <p>Increase in mental maths being taught daily. Children have a variety of different strategies to learn in maths.</p> <p>Increase in maths attainment at P7 from 60% to attainment from 70% by December 2021.</p> <p>Increase in maths attainment at P3 from 67% to 77% by December 2021.</p>				
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Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

<p>National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in children’s and young people’s health and wellbeing. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>				
<p>Focused Priority: 80% of learners in P4 and P7 will achieve first level or second level writing outcomes through using Model for Improvement and engage in a minimum of three writing sessions of 15 minutes each week.</p>				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement		1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
<p>Writing attainment will increase from 52% to 62% in P4 and from 65% to 75% in P7.</p> <p>Teaching staff from P1- P7 will be upskilled in using Model for Improvement and will implement in lessons from P1 – P7 to increase staff confidence in using data to measure attainment.</p> <p>All staff will implement Big Writing approaches consistently and use Big Writing assessment criteria once per term to assess learners and regularly in class as a scaffold for learners and to provide feedback using 2 stars and a wish.</p> <p>All learners will participate in a minimum of 3 x 15 mins writing</p>	<p>All children will be involved in this Quality Improvement project but data gathering will be for 12 children at P4 and 11 children at P7 who are currently projected not to attain appropriate level of First or Second by May 22.</p>	<p>QI Professional Learning session 20/21 Shona Gorman Annemarie Campbell Nicole Steele</p> <p>QI Professional learning session 21/22 Ros Devlin Mary Hamilton Fiona Walls Steph Elder</p>	<p>TRAMS baseline data Pareto Chart Run Chart Mfl data gathering Pupil Learning Groups Staff Meetings Parents Evening Questionnaires Classroom observations Learning Partnership Mfl poster exhibition</p>	<p>January 21 – March 21</p>

<p>lessons a week with specific feedback given.</p> <p>Use of digital technology approaches for a few learners will support increased attainment in writing.</p> <p>Dyslexia professional learning for all staff to increase % of dyslexic learners attaining in writing from 22% to 44%.</p>		<p>Fiona Walls SfL Kara Pells PSA Theresa Thomson PSA Isla Ogilvie PSA Morgan Stewart PSA P1-7 teaching staff</p>	<p>Snapshot data highlights increase in attainment of dyslexic children.</p>	<p>January 21 – June 22</p>
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Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

Attainment Fund Rationale Improving attainment in writing		Amount of Fund £50,233	
School attainment data identifies that cohorts of learners in P3 and P4 have attainment in writing currently at P3 (60%) and P4 (48%)			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence)	Impact on learners Ongoing evaluation
<p>Intervention 1 To raise attainment in writing through additional teacher support for targeted pupils identified as being off track through QI Model for Improvement. To raise writing attainment in P3 (from 60% to 87% by December 2021.</p> <p>In P4 raise writing attainment from 52% to 62% by December 2021</p> <p>In P4 raise attainment in writing from 48% to 86% by May 2022.</p>	<p>Through PEF funding of 0.6 and Scottish Government additionality 0.3 this will be used to raise attainment with teacher input working with identified learners.</p> <p>Identification of learners from self evaluation data (4x P4 Learners 87%) (2 x P3 learners 13 %?) P3</p> <p>4 Teachers to attend QI Mfl training. Identified learners to work with teacher for a minimum of 3 x 15 mins of writing each week and 5 mins of editing time. Learners to be involved in data gathering to self assess their own learning. Teacher to work with class teacher to teach writing in class once a week.</p> <p>4 x P4 learners</p> <p>8 x P4 learners</p> <p>Development work to create a whole school writing policy.</p>	<p>Pareto Chart Run Chart Driver Diagram</p>	

<p>Intervention 2 To build capacity in teachers and PSAs to ensure a clear strategy for raising attainment and closing the gap with effective pedagogy at the core of all approaches. Implementing Visible Learning assessment strategies with a resulting impact on pupil attainment, linked to stretch aims above.</p> <p>Intervention 3 To ensure children who require emotional wellbeing/raising attainment support are supported through additional pupil support.</p> <p>PSA post of 25 hours PSA post of 25 hours – continued PSA post of 5.5 hours - continued</p>	<p>All teaching staff and PSA to attend training by OSIRIS education to upskill teachers in the use of effective feedback. This intervention aims to upskill teachers in ensuring that learners are more involved and informed about learning, the language of learning, effective feedback and next steps in learning.</p> <p>Parental workshop to communicate with parents.</p> <p>Assessment development group established to develop a consistent approach to assessment for formative and summative assessment across the school.</p> <p>Moderation implemented termly and links established with another school within cluster for the purpose of moderation activities.</p> <p>Professional learning in conceptual numeracy and Mfl to work alongside class teacher and in small intervention groups with learners.</p>	<p>Feedback from staff, learners and parents through Forms. Classroom Observations Jotter monitoring Peer observations</p> <p>Data gathering through Pareto Chart Run Chart Driver Diagram</p>	<p>Across P1-7 classes teachers and learners use LI and SC in all lessons. Across P1-7 all teachers and learners know and use the language of learning and have a class display with learning dispositions and superhero characters. Across P1-7 all teachers and staff use 2 stars and a wish for feedback to learners.</p> <p>Regular emotional kitbag sessions implemented by current PSAs</p>
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Appendix D – Pupil Equity Financial Plan Session 2021 - 2022

Allocated Amount:

St Andrew's	St Ninian's	T	QI Mfl Raising attainment	0.8	33599					Staff Key			
Any Cluster	Any School	PSA		5.5	5140					T- Teacher			
Any Cluster	Any School	PSA		27.5	22837					PT - Principal teacher			
Any Cluster	Any School	PSA		25	16869					DHT - Depute Head			
Any Cluster	Any School									PSA - Pupil Support Assistant			
Any Cluster	Any School									PSW- Pupil Support Worker			
										FL- Family Link			
										EP - Educational Psychologist			
										AD- Admin Support			

Cluster	School	Staff	Intervention	FTE	Amount		Staff Key						
							T- Teacher						
							PT - Principal teacher						
							DHT - Depute Head						
							PSA - Pupil Support Assistant						
							PSW- Pupil Support Worker						
							FL- Family Link						
							EP - Educational Psychologist						
							AD- Admin Support						

Appendix E

Name of Establishment

Education Manager

Standards and Quality Report Session 2020 - 2021

	Comments
Agreed adapted format for SQR 2020 – 2021 has been used	
Context table completed Shared vision and values shared	
Improvement Work 2020 – 2021 Progress noted Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc	
Clear impact shown for children and young people <ul style="list-style-type: none"> • Quantitative or qualitative data to support this impact • Written evaluatively 	
Limited number of next steps identified	
Attainment overview/Achievement of a Level/Outcomes for Young People <ul style="list-style-type: none"> • Successes and gaps identified • Destination trends (secondary) 	
Wider achievement – impact on children and young people (evidence of skills developed rather than a list of achievements/experiences)	
What has been the success and challenges of school closure period (school/class isolation, remote learning between January – March 2021) Evidence of <ul style="list-style-type: none"> • Expectations for remote learning • Data for engagement levels • Feedback received from all stakeholders 	
Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)	

<p>Attainment Scotland Fund Evaluation (PEF/SAC)</p> <p>Progress:</p> <p>Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc</p>	
<p>Impact</p> <ul style="list-style-type: none"> Quantitative or qualitative data to support this impact Written evaluatively 	
NIF quality Indicators are evaluated using six point scale (School)	
NIF quality Indicators are evaluated using six point scale (Nursery)	
Care Inspectorate Grades included (where relevant)	

Improvement Plan Session 2021 - 2022

	Comments
<p>Are priorities identified supporting recovery?</p> <ul style="list-style-type: none"> Do they cover school, ELC and ASC? 	
<p>Are relevant QI's identified for priority identified?</p>	
<p>Expected impact</p> <ul style="list-style-type: none"> Is this focused on children and young people Is this written evaluatively Is this linked to data 	
<p>Strategic Action/tasks identified:</p> <ul style="list-style-type: none"> High level Realistic 	
<p>Responsibilities</p> <ul style="list-style-type: none"> Identified At all levels 	
<p>Measure of Success (including Triangulation of evidence)</p> <ul style="list-style-type: none"> Is there evidence that evidence will be gathered from different stakeholders and through different ways 	
<p>Timescales</p> <ul style="list-style-type: none"> Realistic 	