



Valley Primary School and Nursery

Standards and Quality Report

Achieving Excellence and Equity



School Improvement Priority Work

Priority 1: Improving our leadership, empowerment and approach to improvement

NIF Priorities:

- Improvement in attainment, literacy and numeracy
- Closing the poverty related attainment gap

NIF Drivers:

- Leadership
- Teacher Professionalism
- School Improvement
- Performance information

HGIOS 4 Quality Indicators

- 1.1 Self evaluation for self improvement
- 1.2 Leadership of Learning
- 1.3 Leadership of Change

Progress:

An annual calendar was developed to ensure all staff, pupils and parents were well informed of events throughout the school session as well as provide opportunities for continued staff professional learning and development. Opportunities for staff to engage in moderation sessions to support professional judgements and expectations around achievement of a level were included in the yearly overview and supported staff in developing a greater understanding of the expectations and standards across the levels of a curriculum for excellence. A consistent lesson format was developed with staff and introduced across the school which involved learners more in their learning and supported them in knowing their strengths and next steps. Consistent planning documents were introduced and staff supported in completing these documents to show pupil progression. Resources to support learning and teaching have been introduced across all stages. Pupil voice groups were developed and staff took on a variety of leadership roles within the school. Cluster PEPAS meetings have been regular this year and have supported in building strong links with other schools in developing HWB across the cluster.

Impact:

As a result of the annual calendar staff feel fully informed of events and expectations throughout the year. Moderation session, particularly within writing, has developed teacher confidence and professional knowledge around data and levels. Staff have a greater awareness and clearer understanding of attainment data. Tracking meetings provided the opportunity for increased professional dialogue around pupils attainment and supports required. As a result staff developed a greater understanding of expectations around 'working within' and 'completing' a CFE level.

The introduction of pupil groups has supported learners in feeling valued and heard which has increased belonging and strengthened relationships. Learners have felt more empowered through opportunities to

represent classes and become ambassadors. Pupil council and ambassador representatives have shown they are keen to voice their opinions and ideas.

Staff were keen and encouraged to take on leading roles. Most staff were involved in leadership opportunities and developing pedagogical approaches. As a result engagement has increased and all have a greater pride in school. Staff are seen as an integral and important part of school improvement and their voices are heard. Nursery staff developed curricular areas which developed a sense of ownership and responsibility.

Next Steps:

- **Continue to develop the annual calendar** which includes all activities across the life of the school and nursery including professional development, ongoing self-evaluation, pupil participation and sports activities.
- **Continued focus on staff leadership** including leadership of learning and leadership of school improvement areas and develop opportunities for an enquiry-based approach to improving learning and teaching across the school.
- **Develop our pupil leadership programme** and ensure consistency with ambassador roles.
- Continue to develop approaches to **moderation**
- Continue to develop **teaching, learning and assessment** processes across all areas of the curriculum which includes ongoing planned formative assessment approaches as well as rigorous tracking and summative judgements.
- Continue to develop **consistency of approaches** and pedagogical knowledge within literacy and numeracy.
- Develop **pupil leadership / participation and DYW** opportunities through ambassadors' approach including **wellbeing pupil leadership programme** to support all aspects of health and wellbeing

School Improvement Priority Work

Priority 2: Improving teaching and learning across literacy, numeracy and health wellbeing

NIF Priorities:

- Improvement in attainment, literacy and numeracy
- Closing the poverty related attainment gap
- Improved employability skills

NIF Drivers:

- ✓ Leadership
- ✓ Teacher Professionalism
- ✓ Assessment of children's progress
- ✓ School Improvement
- ✓ Performance information

HGIOS 4 Quality Indicators

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning

Progress:

Resources have been increased to support curriculum delivery and a new reading scheme was implemented across the school with access to online and physical resources. Staff were involved in training with the pedagogy team focussed on literacy.

A school QAMSO has been identified and has supported moderation activities to improve and develop staff professional judgements.

As a result of having a number of pupils who experience difficulty with self-regulation and attachment and present with anxiety, outbursts, verbal aggression and lack of focus and resilience and an increase in pupils who have suffered significant trauma which has impacted on their ability to engage in learning and self-regulate their behaviours, a principal teacher of nurture and wellbeing was appointed to support and develop a nurture base /programme.

Impact:

The introduction of a range of resources and a new reading scheme has support consistency of teaching and learning.

The input and support from the pedagogy team supported staff in planning more effective learning and teaching and increased opportunities for professional dialogue and reflection.

The support of the school QAMSO has ensured a shared understanding of the process to assist in making valid and reliable decisions about progress.

The nurture base has had a very positive impact on the pupils who attended, towards the end of the year there were more and more pupils attending different types of groups which had a positive impact on some social interactions in the classroom.

Next Steps:

- Build on learning from school closure and build on use of technology to support teaching and learning in school and at home (TEAMS/SEASAW)
- Continue to share and develop a whole school nurturing approach to ensure consistency in strategies to support all children including those accessing the nurture base and ensure all staff have an understanding of the approaches, supports and aims of the nurture base.
- Continue to develop consistency of approaches and pedagogical knowledge within literacy and numeracy.
- Work towards the development of our school curriculum rationale which takes account of progression across all curriculum areas.
- Develop progression pathways across areas of the curriculum - outdoor learning. HWB, play
- Develop ad embed approaches to teaching, learning and assessment to support engaging learners and ensuring challenge/ differentiation levels are appropriate - school texts Teaching Backwards, Engaging learners, Differentiation in the Classroom
- Nursery staff to continue to develop curricular areas and use development time as a focus for this.

School Improvement Priority Work

Priority 3: Working together to ensure the best possible outcomes for all learners

NIF Priorities:

- Improvement in attainment, literacy and numeracy
- Closing the poverty related attainment gap

HGIOS 4 Quality Indicators

- 3.1 Ensuring wellbeing ,equality and inclusion
- 3.2 Raising attainment and achievement / 3.2 Securing children's progress
- 2.4 Personalised Support

<p>NIF Drivers:</p> <ul style="list-style-type: none"> ✓ Leadership ✓ Teacher Professionalism ✓ Assessment of children's progress 	
<p>Progress:</p> <p>Rigorous monitoring and tracking systems have been implemented.</p> <p>A nurture base has been developed to support learners who require additional and intensive interventions and provide the therapeutic supports they require.</p> <p>A focused approach to support learners in developing the 4 capacities has been introduced through monitors, junior leaders, ambassadors, schools' sports extra-curricular activities and providing a wide range of opportunities for success and achievement to be celebrated.</p>	
<p>Impact:</p> <p>Teachers have a greater awareness of tracking systems and are more confident in their professional judgement of where pupils are in their learning. Staff have a greater knowledge of learners needs and are supported in identifying supports to minimise barriers to learning for these pupils. Learning is more personalised. There has been an increase in support for pupils highlighted as having barriers to their learning. Parents have commented positively that their child is getting the support that they are needing and that they are having regular updates and meetings from the school.</p> <p>Children have many more opportunities to be included in the life of the school and are more aware of what is happening in school and the things we are working towards. Children have increased opportunities to celebrate success and achievement. Pupils had increased opportunities to represent the school at sporting events which has resulted in increased confidence and celebration of the success of the school community.</p>	
<p>Next Steps:</p> <ul style="list-style-type: none"> ➤ Continue to <u>develop tracking and monitoring systems</u> to assess and review children's progress and develop a <u>wider achievement tracking</u> related to school values and DYW skills. ➤ Increase <u>extra-curricular participation</u> across the school including targeted approaches to support inactive children for examples 	

Evidence of significant wider achievements

A programme focused on the development of a sports leadership pathway for primary 7 pupils has been introduced at Valley Primary. Pupils have had opportunities to lead and plan sporting activities and events throughout the session and develop leadership skills. The opportunities for pupils across the school to be involved in sports events and activities also increased. This has supported a variety of learners in achieving success. Children have achieved success in the Sportscotland bronze and silver awards in a short space of time. This is helping children to build resilience, be part of a team, and they are now enjoying a strong sense of achievement.

A house system was introduced last session. Pupils in primary 7 took on increased responsibilities of house and vice captains as a result.

Outdoor learning opportunities were increased for all learners last session. Children are responding well to learning out of doors.

Outcomes from Education Scotland Inspection (if inspected between August 2019 and March 2020)

Key Strengths:

There is now a clear direction and plan for school improvement in place. Staff are working well together and feel better supported by senior leaders. Teachers are now taking a more active leadership role in leading improvements in the school. Teamwork has improved considerably and there is a better ethos in the school. Children are much happier in the school and are taking more responsibility towards their learning. They feel that classes are calmer and they enjoy being in school. Parents also comment positively on the improvements in communication from the school. Parents appreciate the provision of a wider range of after school clubs now in place for children.

In the two nursery classes, there remains a stable staff team. Practitioners are undertaking important leadership roles across literacy, numeracy, science, technology and the development of the 'Wee Voices' group. This is helping to improve children's access to key areas of learning and development.

The school has taken significant steps to improve the inclusion of children who attend the additional support specialist provision within mainstream classes, Staff now ensure that children have opportunities to socialise with their peers in the playground, and school events. Led by the acting depute headteacher, regular, planned meetings with teachers and support assistants ensure that all staff are involved in improvement planning and decisions about the additional support classes. Parents now feel more involved in their children's learning through more regular communication of their progress.

Senior leaders introduced a clear assessment overview for literacy and English and numeracy and mathematics. As a result, teachers identify accurately the needs of individual children and now plan timely and appropriate targeted support. Senior leaders have improved their approaches to tracking children's attainment in literacy and numeracy across the school. All staff speak with confidence of how useful this system is in helping them meet the learning needs of the children in their class. The majority of children are on track to achieve expected levels of attainment in all aspects of literacy and numeracy.

The quality of teaching is improving across the school, due to teachers' higher expectations of learning and teaching. Children enjoy learning in a calm, purposeful environment. Behaviour across the school has improved. Teachers are at the very early stages of involving children in planning and leading their learning. The provision of the nurture rooms are helping children settle more quickly if they are upset or worried.

Children who attend the additional support classes have access to a full curriculum, including a base class within their mainstream primary school. They now benefit from personalised targets to help with their learning. The use of resources to provide a life skills classroom is extending children's learning opportunities and making a real difference to how and why they learn. Children who attend additional support classes now have regular multi-agency reviews of their progress, which are meeting their needs in a more coordinated way.

The staff team has worked well together to create progression pathways across literacy, numeracy, health and wellbeing, and social studies. This is helping to improve how teachers deliver these areas of the curriculum in all classes. Children's use of technology is improving through using laptop computers and engaging in simple computer programming using robotics. This increased use of digital technologies in each class is effective in supporting or enhancing children's learning. There is an emphasis throughout the school in using the immediate environment outside.

The involvement of partner agencies who work with, and alongside, the school has increased significantly since the initial inspection. Partners comment that communication and partnership arrangements are working very well

Areas for Improvement:

While attainment is improving overall, there is still room to improve further, to ensure all children achieve their best.

We have asked senior leaders to clarify the benefits of the nurture rooms to ensure all parents appreciate why and how they are used.

Staff should continue to develop their approaches to engaging children with autism in their learning.

Senior leaders should keep under review the development of all curricular pathways to ensure maximum impact and consistency. This will ensure children experience depth, challenge and application in all aspects of their learning. There remains a need to consult with children and their families to develop a clear curriculum rationale.

The school could extend children's outdoor experiences by developing further an outdoor learning programme, which is coherent and progressive for all children across the school.

The school is beginning to increase opportunities for children who attend the additional support classes to have a voice in school matters, including several leadership and enterprise opportunities. Children would benefit from increased opportunities to develop further their life skills in real contexts within the local area.

What has been the success and challenges of Learning at Home since March 2020 as a result of COVID 19?

Successes:

Staff have increased use of technology to support delivery of teaching and learning and have worked with new systems and programmes to engage learners and families during home learning. The use of seesaw has supported staff and families to share and record learning on a more regular basis. As a result, staff members have taken a leading role in developing the use of these programmes across the school and nursery to support teaching and learning, sharing of learning and ensure technology skills of learners continues to be a focus.

Throughout school closure we had a high level of engagement from our families and staff in our physical education and sporting activities posted on our social media pages. On return to school we have continued our focus on physical education, health wellbeing and outdoor learning to support the physical, mental and emotional wellbeing of our learners.

Challenges:

Engagement levels for online learning during Covid closure were low. Many families and parents requested printed documents for children to complete due to lack of technology or connection. The school allocation of laptops and devices will support this.

Supporting children back to school following closure and ensuring our learners who need intensive support with regulation and social skills will be a focus. It is important we look at whole school approaches to support all learners including those who require additional and intensive nurturing. We have started using the Emotion Works recovery programme to support learners in identifying emotions and sharing home learning experiences. Additional resources have also been purchased to support discussions around emotions, choices and regulation strategies. The use of these resources and whole school nurturing approaches will be developed this session.

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2017 - 2018	2018 - 2019	2019- 2020	Inspection Evaluation - March 2019 <i>(within last 3 years)</i>

1.3 Leadership of change		Weak	Satisfactory	Weak
2.3 Learning, teaching and assessment		Satisfactory	Satisfactory	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion		Satisfactory	Satisfactory	Satisfactory
3.2 Raising attainment and achievement		Weak	Satisfactory	Weak

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2017 - 2018	2018 - 2019	2019- 2020	Inspection Evaluation - March 2019 (within last 3 years)
1.3 Leadership of change		Good	Good	Good
2.3 Learning, teaching and assessment		Good	Good	Good
3.1 Ensuring wellbeing, equity and inclusion		Good	Good	Good
3.2 Securing children's progress		Good	Good	Good

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2017 - 2018	2018 - 2019	2019- 2020
Quality of care and support			
Quality of environment			
Quality of staffing			
Quality of leadership and management			