**SCHOOL STANDARDS AND QUALITY REPORT 2019/20**



# **Standards and Quality Report**

|  |
| --- |
| **School:** Keiss Primary School  **Head Teacher:** Fraser Thomson  **Date submitted:** November 2020 |

## Context of the school:

The present school building was opened in August 1971. There are records of schools in this area over two hundred years ago. These early schools were on different sites in Keiss and in the neighbouring communities of Auckengill and Lyth. Keiss Primary school is non-denominational. No Gaelic learning is provided. The school boasts a large hall and stage area which is used for our performances such as the Christmas show. The hall also serves as the dining area and high-quality meals are cooked on the premises. As of August 2020, we have a new nursery building for 3-5-year-old provision.

Keiss Primary School has been clustered with Bower Primary School since August 2018. Mr Thomson is the Cluster Head Teacher for Keiss and Bower Primary School. This year we are moving to three classes: P1/2 taught by Miss Macpherson three days and Mrs Forsyth two days and a P3/4 taught by Miss Lewis and P5/6/7 taught by Miss Munro. We have input of an excellent Additional Support Needs (ASN) Teacher who is 0.2 FTE between Keiss and Bower Primary School. Our Pupil Support Assistant (PSA) Mrs Bain plays a key role in our staff team. All of our staff are very committed and hardworking. Everyone is involved and supports the development of the school.

We have a strong team of two Early Years Practitioners (EYPs) in our Nursery who have been working together for four years. They are committed to making positive change and are quick to put identified next steps into action. We have made lots of changes in the Nursery since our last Care Inspectorate visit including improving planning, improving the nursery environment (inside and out), adding in loose parts and finger gym play, a tinkering table and greater links between the infant class and Nursery. Work focused on promoting ethos, behaviour, rights and responsibilities and growth mindset has helped to create a more positive working environment which enables our learners to learn. Our children have a say in our school and are keen to take on extra responsibility. We have house captains and pupil council, now known as “Mission Control”. All children from P4-7 are involved in a citizenship group (JRSO, SNAG, ECO). This year, following Chromebook roll out and training, the Principal Teacher in Bower has set up Digital Leader group across the Cluster, 4 children from each school who aim to support ICT and help to keep everybody safe on the internet. Our parents are very supportive of the school e.g. volunteering, golden time groups, gardening and parent council. They are keen to get involved in their child’s learning and all parents sign up to Seesaw, our profiling system, where they receive daily snapshots of their children’s learning at school.

## School Vision, Values and Aims:

At Keiss Primary School we are ‘Creating the Stars of the Future’.

We aim:

- to create an ethos where all children feel safe, valued, respected and part of our school family.

- to provide a current and exciting curriculum that incorporates learner’s interests, ensures their needs are met and equips them with the skills for life, learning and work.

- to celebrate success and encourage growth mindset in our learners and so that they always aim high. We want them to always aim for the moon- as they will always land amongst the stars. We believe that by achieving these aims we will enable our children learn to their full potential and to achieve their goals in life.

**Updated through consultation with Pupils, Parents and Staff between August 2017- February 2018**

## Summary of Standards and Quality Report/School Improvement Plan engagement process:

|  |
| --- |
| The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with, for example:   * Teachers, Early Learning and Childcare (ELC) staff and other school staff * Parents of children in the school and Early Learning and Childcare setting * Pupils * Partners that work with and support the school * Other schools with which we link.   Session 19/20 has been extremely unusual, with the closure of schools taking effect from Monday 23 March and extending into the summer term. This is exactly the time when we would be engaging with our school community about our Standards and Quality Report and School Improvement Plan, and we have had to put most of that activity on hold for this session. As a result, for this year only, we will be developing our documents with less consultation than is usually the case.  Staff engaged in a self-evaluation activity during the June Inservice 2020. This has provided valuable information for myself, being new in post and to Highland Council (HC).  Parents and pupils were routinely consulted prior to school closures and during the period of remote learning to ensure that our approach to remote learning was suited to the needs of our families and staff. |

## Our overall evaluation of the school’s capacity for continuous improvement (including ELC setting:

**Our school’s capacity for continuous improvement, like that of every school in the country, has been affected by the school closures caused by the Covid-19 situation. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made. Much of our work once the school re-opens will be to rebuild our capacity for improvement.**

## Review of School Improvement Work against the National Improvement Framework Priorities

|  |
| --- |
| **What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:**  **In the past year we have worked on improvement projects designed to help us to address the priorities listed above. Our School Improvement Plan for session 2019/20 contains details of what we planned to do. This included the way that we used resources such as the Pupil Equity Fund to close the deprivation-linked attainment gap. Our plans were well underway, and some were nearing completion, but the school closures in response to Covid-19 means that we have been unable to complete all of our projects, or to evaluate their effectiveness in terms of outcomes for our school community. In session 20/21, or main focus will be on three key areas, in response to the extended school closures:**  **1) Health and wellbeing**  **2) Recovery of learning, teaching and assessment**  **3) Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)**  **We will carry forward incomplete aspects of our 2019/20 Improvement Plan into our 2020/21 Improvement Plan if we have capacity to do so and next session we will be able to state more clearly what difference we have made with our projects.**  - Keiss News set up on Seesaw and is a successful method of communication for all our families.  - Monthly Newsletters issued and new e-newsletter is about to be trialled. E-newsletter successfully launched May 2020 and focus will be to be to communicate a termly e-newsletter in 2020-21.  - All staff have shared information via Seesaw  - Prior to lockdown staff shared work on a termly basis. During Term 4, Seesaw played a vital role in our remote learning provision.  - Highland Numeracy Assessments have been used to inform teaching and learning and to identify gaps in learning. This will play a key feature in our recover in 2020-21. Twilight completed at Keiss PS  - Skills being tracked in Listening and Talking  - Most staff attended the Wraparound spelling inset. Wraparound spelling will continue to be used in school.  - We will continue to shape our approach to using data as a staff team.  - All staff use Seesaw for learning conversations with learners.  - Parents are engaging and responded well to comments that were targeted. Potential coaching for parents to support learning conversations.  - Lockdown has provided an informal opportunity for staff to develop their skills using Seesaw and we will continue to provide opportunities for development.  - Profile format agreed and include HC’s guidance for profiling and reporting.  - Staff upload to Seesaw on a termly basis.  - Nursery: New building ready for August 2020 which will continue to support the delivery of 1140 hours. This year the nursery has looked to embed Emerging Literacy, Literacy outdoors and in the environment |

|  |  |  |
| --- | --- | --- |
| QI 1.3Leadership of change | **Themes (*HGIOS?4*)**   * Developing a shared vision, values and aims relevant to the school and its community * Strategic planning for continuous improvement * Implementing improvement and change   **Themes (*HGIOELC?*)**   * Developing a shared vision, values and aims relevant to the ELC setting and its community * Strategic planning for continuous improvement * Implementing improvement and change | |
| **Question 1**  **How are we doing? What’s working well for our learners? What are the features of effective practice in our school and ELC setting?**     * Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in “Leadership of Change”. * Staff engaged in a self-evaluation exercise in June 2020. Each question was linked to the quality indicators set out in How Good is Our School (HGIOS4). Regarding Leadership of Change: * Developing a shared vision, values and aims relevant to the school and its community – Very Good * Strategic planning for continuous improvement – Good * Implementing improvement and change - Good | | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * Vision, value and aims developed in partnership with families and staff * Staff engage in self-evaluation and reflective practice to make improvements. | | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so. | | |
| **Our current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **six-point scale – based on an incomplete analysis of our progress (because of the school closure).** | | **good** |
| **Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure).** | | **very good** |

|  |  |  |
| --- | --- | --- |
| QI 2.3Learning, teaching and assessment | **Themes (*HGIOS?4*)**   * Learning and engagement * Quality of teaching * Effective use of assessment * Planning, tracking and monitoring   **Themes (*HGIOELC?*)**   * Learning and engagement * Quality of interactions * Effective use of assessment * Planning, tracking and monitoring | |
| **Question 1**  **How are we doing? What’s working well for our learners? What are the features of effective practice in our school and ELC setting?**     * Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in “Learning, teaching and assessment”. * Staff engaged in a self-evaluation exercise in June 2020. Each question was linked to the quality indicators set out in How Good is Our School (HGIOS4). Regarding Learning, Teaching and Assessment: * Learning and engagement – Very good * Quality of teaching – Very good * Effective use of assessment – Very good * Planning, tracking and monitoring – Good | | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * Tracking and monitoring system being developed. New system in place for 2020/21 and will be used in line with recovery curriculum to identify where learners are on their learning journey and if there are any gaps as a result of school closure. | | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so. | | |
| **Our current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **six-point scale – based on an incomplete analysis of our progress (because of the school closure).** | | **very good** |
| **Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure).** | | **good** |

|  |  |  |
| --- | --- | --- |
| QI 3.1Ensuring wellbeing, equality and inclusion | **Themes (*HGIOS?4*)**   * Wellbeing * Fulfilment of statutory duties * Inclusion and equality   **Themes (*HGIOELC*)**   * Wellbeing * Fulfilment of statutory duties * Inclusion and equality | |
| **Question 1**  **How are we doing? What’s working well for our learners? What are the features of effective practice in our school and ELC setting?**     * Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in “Ensuring wellbeing, equality and inclusion”. * Staff engaged in a self-evaluation exercise in June 2020. Each question was linked to the quality indicators set out in How Good is Our School (HGIOS4). Regarding that we Ensure wellbeing, equality and inclusion: * - Wellbeing – Very Good * - Fulfilment of statutory duties – Very Good * - Inclusion and equality – Very Good | | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * Each member of the staff team is extremely dedicated and no better example can be cited by the exceptional standard of learning provision and support to our families during lockdown. Because our school community is small, this allows for staff to have an excellent knowledge of our pupils and families. * Opportunities are extended to all of our learners to ensure that they are included and are treated equally. | | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so. | | |
| **Our current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **six-point scale – based on an incomplete analysis of our progress (because of the school closure).** | | **very good** |
| **Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure).** | | **very good** |

|  |  |  |
| --- | --- | --- |
| QI 3.2Raising attainment and achievement/Ensuring children’s progress | **Themes (*HGIOS?4*)**   * Attainment in literacy and numeracy * Attainment over time * Overall quality of learners’ achievement * Equity for all learners   **Themes (*HGIOELC?*)**   * Progress in communication, early language, mathematics, health and wellbeing * Children’s progress over time * Overall quality of children’s achievement * Ensuring equity for all children | |
| **Question 1**  **How are we doing? What’s working well for our learners? What are the features of effective practice in our school and ELC setting?**     * Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in “Raising attainment and achievement/ensuring children’s progress”. * Staff engaged in a self-evaluation exercise in June 2020. Each question was linked to the quality indicators set out in How Good is Our School (HGIOS4). Regarding Raising attainment and achievement/ ensuring children’s progress: * Attainment in literacy and numeracy – Very Good * Attainment over time – Good * Overall quality of learners’ achievement – Very Good * Equity for all learners – Very Good | | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * Assessment information and developing use of tracking and monitoring system has helped to track progress and raise attainment in numeracy and literacy. * Teaching team confident of quality of learner work in school although the quality may have slipped due to the nature of remote learning and lack of face-to-face support. | | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so. | | |
| **Our current evaluation of this QI using the** [***How good is our school? (4th edition)***](https://education.gov.scot/improvement/self-evaluation/HGIOS4) **six-point scale – based on an incomplete analysis of our progress (because of the school closure).** | | **very good** |
| **Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the school closure).** | | **good** |

|  |  |
| --- | --- |
| KEY THEMEfrom QI 2.2Curriculum | **Theme 3 (*HGIOS?4*)**   * Learning pathways   **Theme 3 (*HGIOELC?)***   * Learning and development pathways |
| **Question 1**  **How are we doing? What’s working well for our learners? What are the features of effective practice in our school and ELC setting?**     * Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in “Learning pathways”. * Staff engaged in a self-evaluation exercise in June 2020. Each question was linked to the quality indicators set out in How Good is Our School (HGIOS4). Regarding Curriculum:   - Learning pathways – Good | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * Staff have embraced guidance from HC regarding progression planners in Literacy and Numeracy and are confident using to support progression. | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so. | |

|  |  |
| --- | --- |
| KEY THEMEfrom QI 2.7Partnerships | **Theme 3 (*HGIOS?4*)**   * Impact on learners (focus on parental engagement)   **Theme 3 (*HGIOELC?*)**   * Impact on children and families (focus on parental engagement) |
| **Question 1**  **How are we doing? What’s working well for our learners? What are the features of effective practice in our school and ELC setting?**     * Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the school closure it is difficult for us to do that. Here are some key features of our work that describe what we do well in “Partnerships – parental engagement”. * Staff engaged in a self-evaluation exercise in June 2020. Each question was linked to the quality indicators set out in How Good is Our School (HGIOS4). Regarding Partnerships: * Impact on learners (focus on parental engagement) – Good | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * Active and supportive parent council * Open-door policy in terms of appointments * Parents appointments and open sessions * Parent volunteers * Families attend cluster events | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so. | |