**SCHOOL STANDARDS AND QUALITY** **REPORT 2020/21**

# **Standards and Quality Report**

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| **School/ELC Setting: Keiss Primary School and Nursery**  **Head Teacher: Fraser Thomson**  **Date submitted: Monday 30th August 2021** |

## Context of the school:

The present school building was opened in August, 1971. We celebrate our 50th birthday this year and look forward to celebrating this in our learning and with our community where social restrictions allow. 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 has a hall and stage area. The hall also serves as the dining area and high quality meals are cooked on the premises. We have a new nursery building which has 1140 provision for 3-5 year olds. Keiss Primary School has been clustered with Bower Primary School since August 2018. I am a Cluster Head Teacher. Last year we have had three classes: Primary 1/2 taught by Miss Macpherson and Mrs Forsyth, Primary 3/4 taught by Miss Lewis and Primary 5/6/7 taught by Miss Munro. Our ASN provision dropped this year from one day per week to two days per month. Mrs Sinclair will visit our school for three days to share approaches and strategies for Term 1 in 2021. Our PSA hours have stayed the same. All of our staff are very committed and hardworking and everyone is involved in and supports school development work.

We have two Early Years Practitioners (EYPs) and an Early Years Support Worker in our Nursery. 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 P1/2 class and Nursery. This year we have had a structure transition programme for our prospective Primary 1 pupils. Our nursery learners met with school staff, played with their P7 buddies, ran a buddy race at Sports Day and visited the school for lunches and a transition day. Families attended a P1 transition information evening in June 2021.

Our staff and learners demonstrated resilience and positive attitudes this year on our return from lockdown. We used Digital Technology to remove barriers to learning and parental engagement through events such as online Duck Races and Cluster quiz events, virtual coffee mornings, virtual Christmas Show and Careers Fayre as well as remotely learning for half of Term 3.

**Vision**

At Keiss Primary School and Nursery, our learners will become hard working, confident, clever and caring citizens for our community and beyond.

**Values**

We will all work together to develop our school and nursery values: KIND & CREATE

**Kindness Integrity Nurture Dependability**

**Community Respect Equality Achievement Teamwork Endeavour**

**Aims**

At Keiss Primary School and Nursery we aim to:

• inspire each other to have confidence and independence in our learning and achievements

• try our very best in dynamic, challenging and play-based learning experiences

• take on responsibilities and develop our ability to make sensible decisions and,

• have fun and celebrate success.

Set in consultation with Pupils, Staff and Parents – June 2021

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

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| 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 20/21, like session 19/20, has been extremely unusual, with periods of remote learning affecting our provision. This has affected the way we would be normally engage with our school/ELC 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 we did last session. As a result, we will be developing our documents with less consultation than is usually the case. We hope to be able to return to fuller consultation in session 21/22.  Staff, parents and pupils have all been consulted around quality indicators of HGIOS4 prior to the completion of this Standards and Quality Report and the 2021/22 School (and Nursery) Improvement Plan using e-forms. |

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

Our capacity for continuous improvement, like that of every school/ELC setting in the country, has been affected by the periods of remote learning and other disruption 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 in session 21/22 will be to rebuild our capacity for improvement and to make sure that we recover fully from the disruption caused by Covid-19.

Review of School Improvement Work against the National Improvement Framework Priorities

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| 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 mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic. Our School Improvement Plan for session 2020/21 contains details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching, although at times that had to happen remotely. Continued periods of remote learning during session 20/21 in response to Covid-19 mean that these projects are still very much our highest priorities, and our work to evaluate their effectiveness in terms of outcomes for our school community will continue. In session 21/22, or main focus will therefore continue to be on three key areas:  1) Health and wellbeing  2) Recovery of learning, teaching and assessment  3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)  We may carry forward incomplete aspects of our 2020/21 Improvement Plan into our 2021/22 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.  The majority of our school improvement priorities where achieved this year:   1. Recovery from Covid-19 School Closures - Health and wellbeing  * In August 2020, the teaching team implemented Discovery Projects. This provided our learners with an opportunity to reconnect with school, their peers and teachers using a fun and exciting cross-curricular focus. We observed learners’ health and wellbeing, recorded and shared observations and reflected these in our forward plans and teaching approaches. * We surveyed our school community re: Mental, Social and Emotional needs. * We implemented the Jigsaw HWB resource. * At September inset, HT shared approaches pertaining to Better Movers Thinker (BMT) focusing on Executive Function skills and how these can be honed using BMT scaffolding practices in Physical Education. There will be a continued focus on this and it can be used to support teaching delivery and practice. * Across the year, a Relationships Policy was developed which will be launched in August 2021. Pupils, staff and families were consulted and contributed their views.   2. Recovery of learning, teaching and assessment   * Implemented Recovery Curriculum September 2020. * Classroom experiences centred around Literacy, Numeracy and HWB. * In P1/4/7 – 63% of learners achieved level in Writing, 58% achieved levels in Reading and 75% achieved levels in Numeracy * Identified gaps for learning and used PEF Teacher for targeted intervention * The planned activities around Moderation Cycle did not happen. HT has shared practice across both ASGs to ensure a consistent approach in 2021/22. This has been set up. Both Keiss and Bower PS have identified Moderation Leaders. * Key Assessment Tasks (KATS) across four terms.  1. Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)  * Introduced and embedded monitoring and tracking system. * Tracking and monitoring conversations once per term. |

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| 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 periods of remote learning 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”. * All learners successfully took part in a second period of remote learning * School continues to offer committees. New committees are Digital Leaders and Rights Respecting Schools Committee. * The school and nursery have revised their Vision, Values and Aims so that there is a shared vision for all learners, staff and families. * Tracking and monitoring system established. Practitioners are confident in having professional dialogue and are developing proficiency in challenge question to self-evaluate practice. * Collegiate Activity at meetings and inset * Successful online events such as online Duck Race | | |
| **Question 2**  How do we know? What evidence do we have of positive impact on our learners?   * All staff take part in collegiate activity based on their FTE * Parents, staff and pupils helped shape the Vision, Values and Aims * Remote learning tasks/ assemblies evidence on Seesaw | | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * Visions, values and aims to be embedded in Class Charters, House Challenges and Assemblies * Shared regularly with Parents * Practice in school to be based around Vision, Values and Aims and Relationships Policy. | | |
| **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 periods of remote learning). SCHOOL** | | **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 periods of remote learning). ELC setting** | | **very good** |

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| 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 periods of remote learning 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”. * Our learners across the school and nursery are highly motivated to learn. * Our teaching team and EYPs provide a range of dynamic and discrete learning experiences that cater for the needs of all pupils’ abilities. They employ a huge amount of energy into * The school encourages outdoor learning opportunities where possible. Because of social restrictions, outdoor learning has been conformed to the school grounds this year. * Recovery assessments in attainment and HWB were issued across the year. This allowed to track pupil progress and allow teachers to feedback during professional dialogue meetings and tracking and monitoring conversations. | | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * Due to COVID-19, there have been no formal classroom observations this year. Teaching and learning has been exemplified and showcased through our DYW Careers Fayre, virtual school tour, work on Seesaw and remote learning in Term 3 * Learners engaging in stage appropriate challenges * Assessment folders for each class. | | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so. We will focus on further developing our practice in Numeracy and HWB.   **Nursery**   * Based on our nursery evaluations, we would like to improve the quality of our interactions, make effective use of our assessments and improve family learning programmes in our community by making use of the wide ranging partnerships in the area. * The Nursery Team will continue to develop their use of Digital Skills. * Observing, interacting and continuing to adapt and add resources to make sure the learning indoors is as good as the learning outdoors –observing when children are losing interest in their self-directed activities and are ready for a change or intervention. (Free flow indoors and out removes this as the setting then becomes one big area but there will be times when this isn’t possible) * Widening our observations on Literacy and Numeracy – this has really been taken on board with the outdoor area and through all the CPL work and we can continue to build on that. There are grids and resources on the shared drive to support this, taken from Curriculum for Excellence and Realising the Ambition. * Interactions/ Realising the Ambition. Words Up refreshers are very helpful with this. Maria A. has sent a self evaluation form that she recommends using. We’ve been discussing extending vocabulary as children play. * Encourage children’s curiosity and in using higher-order questions and making comments to extend children’s thinking and understanding. * Skillfully apply strategies to support children to build vocabulary that helps them best explain their thinking and understanding * Listen effectively to children so they know their views are respected and acted upon. * Discussion and interaction to support children to explain their thinking and to reflect on their learning. | | |
| **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 periods of remote learning). SCHOOL** | | **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 periods of remote learning). ELC setting** | | **very good** |

**Add more rows if you have more than one school (e.g. 3-18 settings).**

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| 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 periods of remote learning 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”. * Wellbeing questionnaires for pupils and families * Performance and wellbeing reviews set up for staff * Online events throughout lockdown and on return to school to navigate social restrictions | | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners? MAKE A SMALL NUMBER OF BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION. THIS SECTION WILL CONSIST OF SINGLE WORDS OR BRIEF PHRASES.**   * Events shared on Seesaw * Consultation and feedback from parents and teachers in e-form. | | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so. We will focus on further developing our practice in Numeracy and HWB. | | |
| **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 periods of remote learning). SCHOOL** | | **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 periods of remote learning). ELC setting** | | **very good** |

**Add more rows if you have more than one school (e.g. 3-18 settings).**

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| 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 periods of remote learning 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”. * The new tracking and monitoring system has provided teachers with a regular opportunity to meet with HT, discuss learners, support required and track progress. * Targeted intervention supported learner attainment and learners identified from tracking and monitoring database. * SMT and EYPS met on a weekly basis to identify support need of pupils in nursery and were appropriate, link with other professionals such as SALT. | | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * 10/12 pupils in P6/7 are achieving at age and stage in Reading * Most P4/5 pupils are achieving at age and stage in Numeracy * All P1/P4/P7 pupils sat SNSA assessments in April 2021 | | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * This year we are going to focus on recovery from the periods of remote learning (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 periods of remote learning). SCHOOL** | | **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 periods of remote learning). ELC setting** | | **very good** |

**Add more rows if you have more than one school (e.g. 3-18 settings).**

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| 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 periods of remote learning 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”. * Recovery planners implemented * School has developed Curriculum Map and framework to assist practitioners with teaching delivery next year. | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * Learners initially received extensive input specific to Literacy, Numeracy and HWB to aide recovery in education. * As the year has progressed, learners have engaged in wider curricular experiences linked to cross curricular and IDL experiences. * School was able to implement Developing Young Workforce activities and a virtual Careers Event. | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so. | |

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| 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 periods of remote learning 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”. * School has successfully developed stronger relations with parent council and parent community. * Regular parent council meetings across the year * Consultation and input from parents specific to HWB questionnaires, Vision, Values and Aims, Curriculum Map, Relationships Policy * Huge support at online fundraiser, cluster quiz events and parent support to help acquire school trim trail | |
| **Question 2**  **How do we know? What evidence do we have of positive impact on our learners?**   * Copies of forms and responses available in HT Google Drive. * Parent feedback | |
| **Question 3**  **What could we do now? What actions would move us forward?**   * This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so. | |