

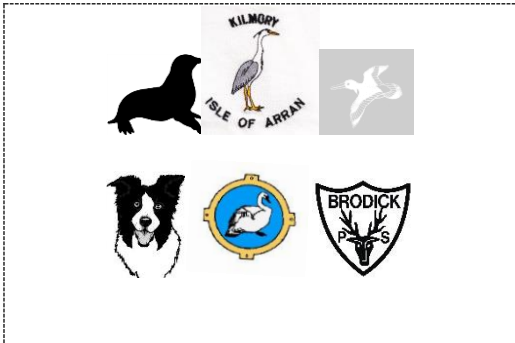
EDUCATION AND YOUTH EMPLOYMENT

Standards and Quality Report

2018-2019

BUILDING
BRIGHT
FUTURES

Brodict, Corrie, Kilmory, Pirnmill, Shiskine & Whiting Bay Primaries and Early Years Classes, Isle of Arran



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



North Ayrshire Council:

Education & Youth Employment: Standards & Quality Report

Establishment:

Brodick, Corrie, Kilmory, Pirnmill,
Shiskine, Whiting Bay Primaries & EYC

Session:

2018/19



Our schools:

The six schools are under the guidance of a leadership structure implemented in August 2016, comprising a Head Teacher and two Depute Head Teachers. Each school serves a village community on the Isle of Arran. The schools have combined vision, values and aims, in consultation with the children, parents, carers and community. The six schools are grouped into north/south sectors, each under the responsibility of one of the Depute Head Teachers. Brodick and Whiting Bay Primaries have a Principal Teacher.

Under the shared responsibility of the Head Teacher, the schools are working together to be more cohesive, involving planning, assessments, pace, learning, tracking, data analysis, developments, moderation and ensuring consistently high standards across all schools. More opportunities have been developed to ensure learners across all stages are interacting with their peers on selected activities over the school year.

The six schools have no children identified in the lower SIMD indicators. However there are areas of poverty, including rural poverty and poverty of opportunity. Specific targets for the focus for the Pupil Equity Fund/ Attainment Challenge involved the introduction of a Nurture Base in Brodick Primary; Accelerated Reading was introduced this session, to develop and promote reading skills through reading for pleasure. Whiting Bay Primary was inspected in April 2017.

The Pupil Equity Fund developed a Nurture base in Brodick Primary two days weekly. This supports vulnerable children to increase their attainment and to reduce the gap.

All schools have active parent communities who are very supportive of the schools, particularly through the work of the Parent Councils.

The schools have outdoor areas which have facilities to support outdoor learning and forest schools. This includes gardening areas for tending and producing food, chickens, as well as preserves and chutneys, which are sold at school fayres.

The schools currently have the following number of pupils:

Brodick- 63 Corrie – 10- EY-1 Kilmory – 24- EY- 4 Pirnmill –8- EY-4 Shiskine – 29 -EY-6 Whiting Bay -62 **Total- 196/15**

How successful has the school been at improving excellence and equity?

School Priority 1:

To enrich the quality of learners' experiences and attainment in Literacy and Numeracy and Mathematics.

National Improvement Framework Priority

Improvement in attainment, particularly in literacy and numeracy

How Good is Our School? (4th Edition) Quality Indicator

1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.7, 3.2

How Good is Our Early Learning and Childcare? Quality Indicator

1.2 Leadership of Learning, 2.2 Curriculum, 2.3 Learning, Teaching & Assessment

Progress, impact and evidence:

- Attainment in Literacy has increased to 100% of all children achieving appropriate CfE levels
- Accelerated Reading programme introduced across 6 schools
- All school libraries re-categorised and stock reviewed, and labelled according to ZPD (Zone of Proximal Development) which defines the readability range within which learners should read to best develop their reading
- Children quiz on books they have read and accumulate points
- Children enjoy reading for pleasure- numbers of fiction books read greatly increased
- Parents report positively on children reading for pleasure and are informed when a quiz is taken through the home link
- Reading age for almost all children has increased above actual age
- Children widening genre read
- Attainment in numeracy has increased to 100% of all children achieving appropriate CfE levels
- Moderation across schools termly
- Wide range of strategies used including play-based learning, outdoor learning, problem solving, mental maths, language of maths
- A range of assessments and confident teacher judgement show attainment over time. This is tracked.
- Range of data available to include SNSA, GL, AR, CfE levels
- EYC- the wide range of child-led experiences, incorporating outdoor learning and the environment. Children are fully engaged in their learning experiences.

- EYC- all children are achieving holistically to develop their numeracy and literacy skills across the curriculum. They are achieving their milestones.

Next Steps:

- *Increase reading resources to include non-fiction books available*
- *Teachers to further incorporate data in planning and assessment*
- *Further develop robust pathways through Literacy Working Party, including AHS staff, across all schools*
- *Further develop collaborative planners through Literacy Working Party*
- *Provide moderation opportunities to ensure consistency across schools*
- *Focus on Moderation Training on In-service day*
- *Numeracy Working Party to ensure consistent planning and assessment*
- *EYC – Collaborative planning opportunities to share professional knowledge*
- *EYC- Moderation opportunities to collaborate with colleagues*
- *Further staff training in areas of Accelerated Reading – use of data analysis, targets, graphs etc*
- *Children’s Voice in organisation of new Children’s Book Festival- involved in planning, recommendations etc*

How successful has the school been at improving excellence and equity?

School Priority 2:

Promote Positive Relationships by cultivating a nurturing schools approach to meet the needs of our children.

National Improvement Framework Priority

Closing the attainment gap between the most and least disadvantaged children

How Good is Our School? (4th Edition) Quality Indicator

1.5, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2

How Good is Our Early Learning and Childcare? Quality Indicator

1.5 Management of resources to promote equity, 2.2 Curriculum, 3.1 Improving wellbeing, equality and inclusion

Progress, impact and evidence:

- Nurture Class provision in Brodick Primary, two days weekly, supporting vulnerable children – increased learning opportunities relevant to development age and stage, supporting emotional and social development
- Increased positive peer relationships
- Decreased inappropriate behaviours
- Home Inclusion Worker supports children across schools weekly- ongoing with children identified and referred
- Restorative Approach in evidence in school to resolve any issues
- Appropriate skill training across schools to continue to embed Nurturing Approach
- Enhanced transition programme in place for identified P7 children with AHS
- Transition programme in place for EY children moving into P1
- Family Learning Worker in place to support one day weekly

Next Steps:

- *Further opportunities for data analysis using Boxall, SDQ, CfE to ensure progress*
- *Identification of children requiring Nurture support identified through observation and referral*
- *Progress tracked weekly*
- *Nurture teacher to share professional skills through Health & Wellbeing Working Party*
- *Embed Nurturing Principles across schools*
- *Develop programme in conjunction with Family Learning Worker to visit and support in schools*

How successful has the school been at improving excellence and equity?

School Priority 3:

To embed and enhance principles of GRIFEC within the school and EYC to meet the needs of all learners, increasing attainment and achievement.

National Improvement Framework Priority

Improvement in children and young people's health and wellbeing

How Good is Our School? (4th Edition) Quality Indicator

1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2

How Good is Our Early Learning and Childcare? Quality Indicator

2.1 Safeguarding & Child Protection, 2.4 Personalised support, 2.7 Partnerships, 3.1 Ensuring wellbeing, equality and inclusion

Progress, impact and evidence:

- Wellbeing at the core of all schools, focussing on positive relationships throughout the schools
- The scale of schools and class sizes results in strong relationships with children and families
- All staff are committed to improving outcomes for children and continue to develop their knowledge of the GIRFEC pathway.
- Staff and children both use the language of, and understand, the language used in the wellbeing indicators (SHANARRI) using their own examples
- Activities at assemblies and in class refer to them in context, in children's language
- Learners are aware of SHANARRI indicators
- Pupil voice is strong throughout schools, with opportunities for decision-making- Pupil Council, Rights Respecting Schools, JRSO, Eco groups, Responsibility Groups etc, which has a positive impact for all learners
- Class teachers link with SLT to identify children requiring additional support
- Children at Level 2,3,4 of Staged Intervention have a Child's Plan in place
- Regular meetings with parents to discuss Child's Plan
- Restorative Approach in use throughout schools
- Parent feedback demonstrates positivity about caring, nurturing and supportive ethos across schools
- Barriers continue to be removed to ensure equity and equality- with focus on financial, school uniform, charity, free transport to after school clubs etc
- Attendance above NAC average
- Exclusions well below NAC average

- EYC –wide range of child led experiences, incorporating outdoor learning and the local environment
- EYC – All children experience holistic success in developing their skills. Success shown in Milestones achieved in above NAC average

Next Steps:

- *Ensure all plans monitored, using GIRFEC principles.*
- *SfL staff and teachers to be involved in writing of Children’s Plans*
- *Further expand use of Restorative Approaches throughout schools*
- *Promote increased resilience programme throughout schools*
- *Ensure fund raising continues to enable free participation in trips and activities*
- *Further training on NAC Promoting Positive relationship Policy at In-service day*
- *Introduction of Holistic Experiential Achievement Tracker for wider achievement*

How successful has the school been at improving excellence and equity?

School Priority 4:

Utilise data analysis and self-evaluation to meet individual needs and inform learning and teaching within and across schools and EYC.

National Improvement Framework Priority

Closing the attainment gap between the most and least disadvantaged children

How Good is Our School? (4th Edition) Quality Indicator

1.1, 1.2,1.5, 2.3, 3.1, 3.2

How Good is Our Early Learning and Childcare? Quality Indicator

1.1 Self-evaluation for self-improvement, 2.3 learning, teaching and assessment, 3.Improving wellbeing, equality and inclusion

Progress, impact and evidence:

- NAC tracking in use showing learners making very good progress across all curricular areas
- Develop and promote the use of pupil target setting to enhance the teaching and learning for all pupils.
- Opportunities for staff peer observation across schools to enhance the teaching and learning for staff and pupils by looking inwards, outwards and forwards
- Staff making effective use of a range of assessments and professional judgement
- SLT trained in effective approaches to the analysis of data to inform action in improving teaching and learning.
- Data analysis to identify attainment gaps and target support as required available for use by teachers

Next Steps:

- *Further develop staff understanding of analysis of data for their class*
- *Further develop staff use of assessment analysis to inform teaching and learning*
- *EYC – further training of data analysis*
- *EYC- Opportunities for collaborative working to share good practice*
- *Self-evaluation opportunities at Collegiate Meetings covering HGIOS 4*

How successful has the school been at improving excellence and equity?

School Priority 5:

Strengthen partnership links with business, education, leisure sectors

National Improvement Framework Priority

Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

How Good is Our School? (4th Edition) Quality Indicator

1.1, 1.2,1.5, 2.3, 3.1, 3.2

How Good is Our Early Learning and Childcare? Quality Indicator

Progress, impact and evidence:

- All children are involved in wider-school community- inter-generational collaboration, Eco Savvy, Whiting Bay Land Initiative, Village Beach cleans, village gardening, amongst other activities, collaborating with business and developing employability skills
- All school organise and children participate in School Fayres
- Children run healthy tuck shop to display stock control, display, money handling skills
- Children across the island successfully participate in Feis Arran to celebrate Gaelic culture, with visits beforehand from visiting tutors
- Children in all schools participate in an island wide Burns Art Competition in as and local Horticultural competitions
- Children in all schools participate in Arran Music Festival, including dance, recitals, instrument performances, singing and choric speaking and choir
- Children show success in a range of wider achievements to include Arran Riding Club, Arran Motocross Club, Tae Kwan Do, Highland Dancing, Arran Junior Triathlon, Gymnastics, Young Naturalist Club
- Children participated in the Children's BAFTA Roadshow, to include masterclasses in writing, presenting, art and quizzes
- Children work with Arran Rangers to plant oak trees in Glen Rosa
- Children met with NAC Council Leader and Provost Clark to highlight their activities for Challenge Poverty
- Children across schools participated in ringing local church bells for peace as part of Remembrance commemorations
- Eco Group children presented to local businesses regarding their work in making Arran a plastic straw free zone
- All children participate in Enterprise Week in a range of activities
- Visits to school from local baker, ice cream maker, allowing children to participate in activities
- RHET visits to farms and RHET Day, working with local food suppliers with opportunities for workshops and questions
- Collaborate with local college to support student EY in placement in school and Early Years
- P7 children take part in transition activities with AHS, including weekend residential
- EYC participate in visiting variety of locations, including other EYC, farms, library, Montrose House, Shiskine Coffee Mornings, church

Next Steps:

- *Establish World of Work Week to incorporate Enterprise and employability skills*
- *Establish RHET visits on two year cycle*
- *Collaborate further with local businesses to provide increased opportunities for children to learn about range of employment and skills*
- *Introduction of Holistic Experiential Achievement Tracker for wider achievement*
- *Expand engagement with Seesaw*
- *Family Learning Worker to increase engagement through learning opportunities for families*

What is our capacity for continuous improvement?

Quality Indicator	School's Evaluation
1.3 Leadership of change	Good
2.3 Learning, Teaching and Assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

Overall Capacity For Improvement – strengths and next steps

The schools now have a stable Senior Leadership team in place ready to move forward with teaching and learning.

A key strength across the schools is the strong staff team who know the children and the communities they are in very well. The schools are child-centred with strong positive and personal relationships evident throughout. There is a high level of parental support and involvement. The staff work as a team within their schools and are now having regular opportunities to work collegiately through working parties, moderation activities, shared professional learning and dialogue and in-service days. The schools make great use of outdoor learning through gardening groups, Forest Schools, John Muir Award, environmental learning and cross-curricular learning.

The schools have very high awareness of others and continually demonstrate a high level of charitable support through a range of activities, including Spring & Summer Fayres, Christmas Shows, Christmas Jumper Days, Community Coffee Afternoons, Reverse Foodbank Advent Calendars, Children In Need Days, to name only some.

Children participate in Music Festivals, Burns Competitions, Day of Dance, Sports Competitions, both on Arran and the mainland and a cross-island- school residential programme.

Staff are able to lead new developments and embrace change, showing commitment to the schools at all time.

We continue to build on our work, by encouraging staff to develop skills and to further develop our links with a wide range of local community groups across the island.

Next steps

Priorities identified in SIP 2019/20:

- Enrich the quality of learners' experiences and attainment in Numeracy and Mathematics
- Promote Positive Relationships through Health & Wellbeing to promote physical and mental health, for building resilience
- Enrich the quality of learners' experiences and attainment in Literacy- teaching, learning, and planning
- Further develop 1+2 implementation of French and Mandarin