



EVIE COMMUNITY SCHOOL.

**Standards and Quality Report
2021-22**

and

**School Improvement Plan
2022-23.**



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Standards and Quality Report 2021-22.

The context of the school:

<p>Vision:</p> <p>EVERYONE VALUED INCLUDED EMPOWERED.</p>	<p>Values:</p> <p>At the heart of our vision lie the core values we all share in our learning community. These are:</p> <p>RESPECT, BEING SAFE, HAPPY, BEING HEALTHY, FULFILLING POTENTIAL, BEING INCLUDED, FRIENDSHIP and ENJOYMENT.</p>
<p>Aims:</p> <p>In Evie Community School we aim to ensure everyone feels included, safe and respected.</p> <p>We want everyone to do their best through learning together positively and sharing successes.</p> <p>The children are encouraged to take responsibility for their own learning and in creating a sustainable future locally and beyond.</p> <p>We work together to ensure everyone is safe, happy, healthy and achieving their potential.</p>	<p>Curriculum Rationale:</p> <p>We want children at Evie Community School to:</p> <ul style="list-style-type: none"> • Be healthy, happy and resilient. • Be literate and numerate. • Experience a broad range of learning opportunities across the curriculum. • Experience success and achieve aspirations. • Show respect and care for others. • Take an active role in the life of the school and the wider community. • Understand Orkney’s unique location, culture and history to promote a sense of belonging. • Have an understanding and awareness of the wider world. • Develop a variety of skills to meet the demands of learning, life and work. • Have the confidence, awareness and information needed to help them make positive further life choices. <p>To establish a strong sustainable community for Orkney’s future, our curriculum will provide opportunities for:</p> <ul style="list-style-type: none"> • Children and young people to become happy, healthy and resilient. • Children to become successful learners, confident individuals, effective contributors and responsible citizens. • Children to develop skills to succeed in an ever-changing world.

How successful were our improvements - progress made with the priorities from our 2021-22 school improvement plan?

School improvement priority 1:			
THE ETHOS AND THE LIFE OF THE SCHOOL.			
Outcomes:	Actions / Interventions / Approaches:	Impact:	Next steps:
<p><u>The Ethos and life of the school:</u></p> <p>Embed the vision, values and aims further:</p> <p>Solidify the school aims and purpose.</p> <p>Revamp assembly format to bring pupils together.</p> <p>Revamp the school rules – Ready, Respectful & Safe.</p> <p>Tie in rewards and recognition at HT level to the new framework to show reinforce.</p> <p>Work on the development of RRS with targeted work in developing play and resilience in the playground.</p> <p>Further embed pupil voice with a Pupil Council to help embed and support the new vision.</p> <p>Mental health supported for children and families and embedded within the curriculum.</p> <p>Support for staff to promote children to self-help.</p>	<p><u>The Ethos and life of the school:</u></p> <p>Introduced Pupil Leadership Groups at P5-7.</p> <p>Promoted RRS in all classes and used as bases for reporting comments.</p> <p>Introduced Emotion Works and the GMWP.</p> <p>Introduced PANTS across the school.</p> <p>Embedded Social and Emotional support groups with the SfLT.</p> <p>Put in place a Staged Intervention system which was streamlined and electronic.</p> <p>Trained all staff to use SEEMiS for pastoral notes.</p> <p>Put in place a Staff Handbook for continuity of information sharing.</p> <p>Put in place a new school website.</p> <p>Created Operational Guidance for Staged Intervention.</p> <p>Engaged with the Parent Council and Community Council.</p>	<p><u>The Ethos and life of the school:</u></p> <p>Pupils were involved with whole school decisions and were able to contribute to Parent Council meetings making them feel more responsible and valued.</p> <p>The children organised and led a sports club for the whole school, raising money for Inclusive Orkney. The children were able to think about other people and how their actions impacted on them and how to adapt to make improvements to the provision.</p> <p>They organised the library and wrote a school magazine highlighting the important features of pupil groups and school life.</p> <p>They instigated a composter in the wild garden and tidied up the greenhouse, and organised bag the bruck for the whole school.</p> <p>They audited the IT equipment and bought more resources for the school based on opinions gathered from the whole school.</p> <p>They organised new shelters for the</p>	<p><u>The Ethos and life of the school:</u></p> <p>As part of the ethos and culture, continue to develop the role of the pupils in every aspect of the life of the school.</p>

		<p>playground with the Parent Council and re-established the scrap store and a game's shed to be more inclusive at break times.</p> <p>PANTS resource created the bases for a whole school language for supporting pupils through difficult events. This worked effectively and was shared with parents.</p>	
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School improvement priority 2:

TRACKING AND MONITORING OF PUPIL PROGRESS.

Outcomes:	Actions / Interventions / Approaches:	Impact:	Next steps:
<p><u>Tracking and Monitoring of Pupil Progress:</u></p> <p>Building on the newly implemented quality assurance and moderation calendar, we will:</p> <p>Create a shared assessment framework for the school so that we have a shared understanding of what, how and when we assess.</p> <p>Implement a new whole-school tracker to track and monitor pupil progress and achievement more effectively.</p> <p>Use the tracker to map onto the staged intervention framework to help us provide more targeted support and challenge to learners.</p> <p>Map the learner pathways onto the tracker to enhance progression.</p> <p>Introduce termly progress and impact meetings to review pupil progress in line with the new staged intervention guidance.</p>	<p><u>Tracking and Monitoring of Pupil Progress:</u></p> <p>Orkney Tracking Toolkit informed professional dialogue to confirm Staged interventions.</p> <p>Operational Guidance for Reporting to Parents was created for reporting on SeeSaw to ensure timely and progressive information about progress and attainment throughout the year.</p> <p>A combination of assessment styles formats, approaches and tools were used including SNSAs, NGRT, phased Maths assessments, Schonell spelling, and STAR reading.</p> <p>Tracking toolkit documentation used to inform SMT discussion and planning across schools to plan EP's time and targeted intervention plans for 2022-2023.</p> <p>Termly progress meetings were held in term 2 and 3.</p>	<p><u>Tracking and Monitoring of Pupil Progress:</u></p> <p>We have a whole-school tracking document which provides key information of our children, their progress and achievement.</p> <p>Our assessment framework provides practitioners with a core overview to balance assessment leading to more effective and informed planning and more accurate and robust achievement predictions.</p> <p>Staff will have a better understanding of staged intervention and how this triangulates with the assessment and tracking information – creating a linked framework to enhance learners' experiences</p> <p>formative learner pathways will be embedded leading to greater understanding of a learner's journey.</p> <p>Progress and impact meetings ensure that early intervention is flagged and support implemented to ensure 'on the cusp' learners are identified before an attainment gap develops.</p>	<p><u>Tracking and Monitoring of Pupil Progress:</u></p> <p>This is now core business and part of the guidance in the Teacher's Handbook.</p> <p>Learner pathways now need to be mapped for new staff to understand and to enhance progression. This is part of the Operational Guidance for Planning.</p>

**School improvement priority 3:
SYSTEMS FOR PACE CHALLENGE AND SUPPORT.**

Outcomes:	Actions / Interventions / Approaches:	Impact:	Next steps:
<p><u>Systems for ensuring appropriate Pace, Challenge and Support in learning:</u></p> <p>Implement new Literacy and Numeracy core schemes.</p> <p>Taking time to develop understanding what effective practice 'looks like' within Active Literacy and Active Maths.</p> <p>Provide time for staff to work together to develop pedagogy to include.</p> <p>Revisit the curriculum rationale to reflect the core focus on Literacy, Numeracy and Health & Well-being as the foundations at all levels.</p> <p>Embed the principles of active and engaging learning experiences which meet learners needs and provide appropriate support and challenge.</p> <p>Promote and encourage positive attitudes towards core areas, increasing engagement motivation.</p>	<p><u>Systems for ensuring appropriate Pace, Challenge and Support in learning:</u></p> <p>New resources have arrived and have had the initial introduction; having been adopted in some classes earlier.</p>	<p><u>Systems for ensuring appropriate Pace, Challenge and Support in learning:</u></p> <p>There will be a greater consistency of learner experiences and improved understanding of progression, leading to improved outcomes for children in the following academic year.</p>	<p><u>Systems for ensuring appropriate Pace, Challenge and Support in learning:</u></p> <p>This is still a work in progress and will become part of the core plan for next year.</p>

School improvement priority 4:**OUTDOOR EDUCATION.**

Outcomes:	Actions / Interventions / Approaches:	Impact:	Next steps:
<p><u>Outdoor Education:</u></p> <p>Invest in our outdoor learning environment to promote outdoor learning.</p> <p>Work with pupils to co-create areas within the playground where learning outdoors can take place.</p> <p>Invest in materials and resources to promote real life learning e.g., building and measuring.</p> <p>Develop partnerships to help develop the areas e.g., RSPB.</p>	<p><u>Outdoor Education:</u></p> <p>This did not happen due to Covid pressures.</p>	<p><u>Outdoor Education:</u></p> <p>No identifiably impact.</p>	<p><u>Outdoor Education:</u></p> <p>To continue this focus next year.</p> <p>To create leadership roles at all levels across the school supported with a strategic plan and funding.</p>

ELC improvement priority 1:**FAMILY LEARNING.**

Outcomes:	Actions / Interventions / Approaches:	Impact:	Next steps:
<p>Family Learning: developing family learning approaches through PEEP.</p> <p>Lead: TS.</p>	<p>Develop a series of PEEP sessions for families aiming to support the development of parenting skills and the quality of the home learning environment in the early years.</p> <p>Practitioners will help parents and carers to talk and play as part of everyday life, explore practical ideas, strategies and resources.</p>	<p>Parents use established electronic platforms to ask for advice and communicate more openly and freely.</p> <p>Staff have developed stronger relationships with parents as a result of communications.</p> <p>Parents have given written feedback and are keen to take part as a result of the relationships built through good communication and interactions.</p> <p>Over half of the parents are engaging with the PEEP resources being offered and using this to enhance their children's learning and development at home in line with what is happening in nursery.</p>	<p>Responding to parents' priorities and embedding the focus in the whole school development.</p> <p>Reach out to more reluctant parents and encourage more engagement.</p>

ELC improvement priority 2:

OUTDOOR LEARNING ENVIRONMENT.

Outcomes:	Actions / Interventions / Approaches:	Impact:	Next steps:
<p>Our Outdoor Environment: Developing our Topic shed to focus on children's interests. Lead: SS.</p>	<p>Worked to further develop the topic shed to evolve and be responsive to children's likes and interests.</p> <p>Developed resources and activities to support further learning opportunities within this area of the nursery.</p>	<p>All children are engaged as their interests are catered for.</p> <p>Children are choosing different outdoor learning experiences developing their fine motor skills and enhancing distinct aspects of the curriculum.</p> <p>Resources are clearly identifiable with labels which are easily accessible for all children allowing them to independently choose and develop their play based on their interests.</p>	<p>Information boards and covered ponds to enhance wild garden area.</p>

School & Early Learning and Childcare Improvement Plan 2022-23.

Summary of key improvement priorities for 2022-23:	
School priority 1:	RAISING ATTAINMENT IN WRITING.
School priority 2:	RAISING ATTAINMENT IN LISTENING AND TALKING.
ELC priority 1:	LISTENING AND TALKING.
ELC priority 2:	EFFECTIVE LEARNING SPACES.

How will we know if we are achieving our key improvement priorities?
<p>We will measure and evaluate the progress we are making to achieve the key outcomes identified in this plan. We do this using quality assurance activities that include:</p> <ul style="list-style-type: none"> • Review and progress discussed at staff meetings. • Surveys (learners and parent/carer). • Focus groups. • Learning and teaching observations. • Data analysis (using the BGE toolkit and securing children's progress tracking tool). • Self-evaluation using HGIOS?, HGIOURS?, HGIOELCC?, Care Inspectorate Framework? Health & Social Care Standards?

**School Improvement Priority 1:
RAISING ATTAINMENT IN WRITING.**

Data/evidence that informs this priority:

Children’s attainment in writing is lower than expectations. There are cohorts of children who are reluctant and not performing as well as expected in writing.

NIF Key Drivers: School leadership, assessment of children's progress, school improvement, performance information.

HGIOS4 QIs: 1.2 Leadership of learning, 2.2 Curriculum, 2.3 Learning, teaching and assessment, 3.2 Raising attainment and achievement.

Outcomes for learners:				Approaches / Interventions:	PEF:	Measures:	Impact:
By the end of the academic year 2022/23, attainment in writing will improve in four-year groups to show more children reaching expected targets, whilst more children will exceed levels in other cohorts. On track (T+) Exceed (E+):				Establishment of a Writing Pathway which is supported by progressive resources and delivered in an active learning environment, with a shared understanding of inclusive pedagogy. Key genres of writing evidenced in class teacher planning, embedded within IDL. Targeted support - individuals & groups. Linked school moderation activities and use of moderation cycle to ensure robust assessment. Use of CIRCLE approach to develop innovative writing approaches and inclusive learning environments. Active Literacy introduced across the school to support learning and teaching of early writing to build strong foundations.	<u>CLPL:</u> PT development time 4 days. CT development time - 4 days in total. Creative writing resources – including digital technology. Progressive writing resources – including pupil books.	Statistics will show improvement over time including attainment in standardised assessments: SNSAs and SOFAs. Phonological Awareness assessments. Percentage of children on track will increase to targets. Criterion Scale used to ‘tag’ pieces of writing to measure improvement and to identify gaps for target setting. Termly cold writing to track progress. Use of pre and post audits using CIRCLE scale to measure impact on children’s engagement.	
Current	Target	T+	E+				
P1 -	75%	%	%				
P2 – 57%	67%	10%	0%				
P3 – 86%	100%	14%	0%				
P4 – 50%	83%	33%	0%				
P5 – 91%	91%	0%	17%				
P6 – 17%	67%	50%	0%				
P7 – 80%	80%	0%	34%				
The percentage to exceed (E+) is in addition to the number currently exceeding (not shown in table above).							

School Improvement Priority 2:

RAISING ATTAINMENT IN LISTENING AND TALKING.

Data/evidence that informs this priority:

Children's attainment in listening and talking is lower than other literacy organisers. This is also an authority focus as there is an inconsistency with the learning, teaching and assessment which needs to be aligned authority wide and in line with national benchmarks to show the attainment of our children clearly, and support their development consistently, to give them the best possible opportunities on a national platform.

NIF Key Drivers: School leadership, assessment of children's progress, school improvement, performance information.

HGIOS4 QIs: 1.2 Leadership of learning, 2.2 Curriculum, 2.3 Learning, teaching and assessment, 3.2 Raising attainment & achievement.

Outcomes for learners:					Approaches / Interventions:	PEF:	Measures:	Impact:
By the end of the academic year 2022/23, attainment in listening and talking will improve in three-year group to show more children reaching expected targets, whilst more children will exceed levels in five cohorts.					Establishment of a Listening and Talking Pathway which is supported by progressive resources.	<p><u>CLPL:</u> PT development time 4 days.</p> <p>CT development time - 4 days in total.</p> <p>Creative writing resources – including digital technology.</p> <p>Progressive writing resources – including pupil books.</p>	<p>Statistics will show improvement over time in literacy and language. This will be seen in standardised assessments for reading and writing:</p> <p>SNSAs and SOFAs</p> <p>Phonological Awareness.</p> <p>Holistic Assessments will measure pupil competence in understanding skill and vocabulary for listening and talking.</p> <p>All children will be able to discuss the skills of listening and talking during pupil conversations with the HT.</p>	
On track (T+) Exceed (E+):								
current	target	T+	E+		<p>Development of an inclusive pedagogy with innovative learning and teaching experiences and creative learning spaces.</p> <p>Active Literacy introduced across the school giving opportunity to focus on assessing listening and talking skills which are embedded in reading and writing lessons.</p> <p>Introduction of clear protocols for assessment and expectations for Listening and Talking.</p> <p>Introduction of resources to support creative learning and teaching including digital technology.</p>			
P1 -	89%	%	%					
P2 – 86%	86%	0%	14%					
P3 – 86%	100%	14%	29%					
P4 – 100%	100%	0%	33%					
P5 – 91%	91%	0%	36%					
P6 – 33%	83%	50%	0%					
P7 – 80%	100%	20%	20%					
The percentage to exceed (E+) is in addition to the number currently exceeding (not shown in table above).								

ELC Improvement priority 1:

LISTENING AND TALKING.

Data/evidence that informs this priority:

Authority wide priority. Nurseries across Orkney have noticed an increase of children presenting language and communication delays.

Gaps in tracking information for phonological awareness, listening and talking.

Practitioners have commented that they are less confident in supporting children with communication delays.

Increase of new staff who have not yet had access to relevant training.

EYPs had reduced singing due to COVID restrictions. EY Team have noticed that this has not yet returned to all settings.

Care Inspectorate Quality Framework:

1. Nurturing Care and Support: All children get the support they need to reach their full potential.

1.3 Play and Learning: Children have fun as they experience high quality play, learning and development opportunities.

2.1 Quality of the setting for care, play and learning: Children benefit from high quality care, play and learning settings.

4.1 Staff skills, knowledge and values: Children and families benefit from staff that are well trained, competent and skilled.

HGIOELC:

2.4, 3.1, 3.2, 2.2 & 2.3.

1.2: Impact of CLPL on progress. 2.5 2.7.

Outcomes for learners:	Actions / Approaches / Interventions:	Measures:
<p>To ensure all ELC children are making very good progress in listening and talking.</p> <p>To enhance interactions between children and adults that support listening and talking skills in order to build confident communicators.</p>	<p>Self-Evaluation session for all settings to set a baseline: “How do we know that all children are making very good progress in listening and talking? What do we do and what do we still need to develop? (HGIOELC 2.3) What approaches do we use to promote children’s developing language and literacy skills with a focus on listening and talking? (CI Quality Framework 1.3).</p> <p>Self-Evaluation session revisited regularly to measure change, improvement and progress for children.</p> <p>All practitioners will participate in an authority wide ELC programme to support the delivery of high-quality listening and talking provision. (October In-Service).</p> <p>Audit folders at the beginning of the year to determine number and quality of peedie notes and learning stories taken on listening and talking to see if we are capturing children’s development in listening and talking.</p> <p>Monitor folders regularly (twice yearly) throughout to audit if we are capturing progression over time in listening and talking.</p>	<ul style="list-style-type: none"> • Self-evaluation floorbook will show impact of development, including richer environments (a greater range of resources), more focussed planned experiences, peedie notes more focussed on learning. • Increase in staff confidence in supporting listening and talking at all stages. • Child development. • Supporting communication delays. • Planning learning to support and extend children. • Engaging in song and rhyme. • Increase in number of peedie notes related to listening and talking. Almost all talking and listening related notes are learning focussed notes. • Use progression tracking tool (3 x yearly) alongside Early Level benchmarks (Peedie pebbles) and Staged Intervention and Circle tool milestones to measure impact on learners. There are no gaps in the tracking tool and learning folders relating to phonological awareness, listening and talking. • Almost all notes are high quality observations made with listening and talking focus evident in folders.

	<p>Reflect on own practice – How good are my interactions? (Circle tool p18-20).</p> <p>Interaction observations (peer) and/or reciprocal feedback sessions.</p> <p>LLLI video feedback would inform quality of interactions.</p> <p>Engage with training for supporting good interactions and revisit Early Years Interactions session/LLLI for practitioners.</p> <p>Promote interaction strategies (posters and reminders) to challenge as well as support children.</p>	<ul style="list-style-type: none"> • Qualitative data from practitioners on their confidence to support listening and talking and how to track progression in learning. (recorded in S-E floorbook).
<p>Impact should be evidenced in self-evaluation floor books.</p>		

**ELC Improvement priority 2:
EFFECTIVE LEARNING SPACES.**

Data/evidence that informs this priority:
 The design of the setting for security impacts on the useability of the outdoor space and impacts on the play and learning opportunities.
 Staff who are less confident in promoting outdoor play experiences.
 The indoor and outdoor environment does not demonstrate the children’s stages of development and current interests effectively.

<p>Care Inspectorate Quality Framework: 1.2 Nurturing Care and Support: All children get the support they need to reach their full potential. 1.3 Play and Learning: Children have fun as they experience high quality play, learning and development opportunities. 2.1 Quality of the setting for care, play and learning: Children benefit from high quality care, play and learning settings. 4.1 Staff skills, knowledge and values: Children and families benefit from staff that are well trained, competent and skilled.</p>	<p>HGIOELC: 1.5. 3.1. 3.2.</p>
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Outcomes for learners:	Actions / Approaches / Interventions:	Measures:
<p>For all children to experience well-designed and innovative learning spaces indoors and out, that promote the transfer of creativity and skills development seamlessly between both.</p> <p>For children to make better progress in literacy and numeracy as the spaces reflect their stages of development.</p>	<p>With manager/link teacher, use ‘Circle Tool’ to audit indoor and outdoor environments for inclusive and high-quality learning opportunities.</p> <p>Make alterations to environment as appropriate, include labelling, environmental print, have materials and spaces that inspire discussion and curiosity (beautiful, unusual, intriguing materials).</p> <p>Include a topic green house with resources which are accessible and create instant provocations to reflect child led learning.</p> <p>Create smaller spaces with divisions and fences to create areas of interest that are easily developed.</p> <p>Create a secure boundary and risk assessment checklist to do with pupils.</p> <p>Provide professional learning opportunities: Learning Language and Loving It; Kate Cookham - outdoor learning; cross-stage learning developments.</p>	<ul style="list-style-type: none"> • Revisit Circle Tool to audit environments – almost all aspects of environments listed are present in every area of the nursery and outside. • Photograph environments before and after audits. • Evidence of the impact of practitioner enquiry – before and after, use of floor book and self-evaluation. • Quality and quantity of peedie notes and learning stories. • Evidence of a breadth of knowledge and skills on the Pebbles tracker. • Feedback from parents and carers in regard to wild garden upgrades and security. • Improved staff confidence in using the outdoor space safely.

Impact should be evidenced in self-evaluation floor books.