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| Standards and Quality Report Colmonell Primary School and Early Years Centre |
| 2021-2022 |

Introduction

Our Vision

A safe place to be where we are responsible and respectful and have no limits to our learning.

Rationale

Curriculum for Excellence identifies key values for learning, life and work. It recognises the four contexts in which learning takes place: ethos and life of the school, personal achievement, interdisciplinary learning and nine curricular areas into which learning is organised. Curriculum for Excellence identifies six entitlements for learners, including a coherent curriculum from 3-18 which provides opportunities for developing skills for learning, skills for life and skills for work and seven principles for curriculum design - challenge and enjoyment, breadth, progression, depth, coherence, relevance, personalisation and choice.

These values, contexts, entitlements, principles and curriculum areas are at the heart of how we plan and deliver our curriculum in Colmonell Primary School and Early years Centre. All staff and children at Colmonell Primary School and Early Years Centre are actively involved in developing our curriculum and creating a vision of what we value and view as essential elements which underpin all that we do in our daily practice to ‘bring the curriculum alive’ for everyone.

Our children are:

* successful learners, showing enthusiasm and motivation for learning. They have transferable skills for lifelong learning. They can think creatively and independently and make reasoned choices.
* responsible citizens, who respect others and have knowledge and understanding of the world and Scotland’s place in it. They can make informed choices and decisions.
* confident individuals, who have self-respect, secure values and beliefs, and ambition. They pursue an active and healthy lifestyle, make informed decisions and achieve success in different areas.
* effective contributors with an enterprising attitude, demonstrating resilience and self-reliance. They can communicate in different ways, work in partnership, take the initiative and lead, apply critical thinking and solve problems

**Values**

**Our Aims**

* To create a safe, happy and caring environment where children, staff and parents can work together to ensure that everyone is encouraged to have a voice and is valued as a member of our school community and enable all to become confident individuals.
* To continually encourage and support high standards of personal achievement in all aspects of life, in school and out, fulfilling each child’s individual potential, enabling all to become successful learners.
* To ensure that communication with staff, parents, children and wider community is open and transparent, making regular contact with all through newsletters, school website and involvement in wider community activities and enable all to become effective contributors.
* To nurture our universal health and wellbeing, encouraging positive respectful behaviour in all, allowing everyone to become responsible, global citizens.
* To inspire and support high standards of teaching and learning through continuous self-evaluation of all school work, ensuring all staff are given opportunities to continually develop their skills within an collegiate, cooperative and supportive learning community.

**Context of the School / Early Years Centre**

Colmonell Primary School is situated within the village of Colmonell, 13 miles south of Girvan. Colmonell has a large catchment area and takes in the communities of Colmonell, Pinmore, Pinwherry and surrounding areas. The school roll this session settled at 37 children in the primary school; split between two classes – Primary 1-3, and Primary 4-7. There is an Early Years class, which can accommodate children between 2-5 years old. This session 9 children enrolled within the Early Years class; all attended 1140 hours. Children in the Early Years are achieving most their milestones.

Pupils within the Primary School and Early Years fall within SIMD Decile 4 and 5. Our Free School Meal Entitlement (FME) was 8%: the local authority average was 22%.

Authorised absence this session within the primary school was 4.16% compared to the authority average of 8.3%. Unauthorised absence was 0.62%. There have been no exclusions. Children are supported by teachers, school assistants, Early Years practitioners and visiting support staff for music and ASN.

**Covid 19**

In March 2020, Scottish Government took the unprecedented step of closing all schools across Scotland. Session 2021-22, saw the return of children to full time education. However, continued absence of staff and pupils has had an impact on ability to provide continuous high quality learning experiences for children.

**Pupil Equity Fund**

PEF funding of £4600, this session, was used to employ a part time school assistant to support outdoor learning. Outdoor learning is crucial to achieving our school rationale and we know that there are a small number of children who do not get the opportunity to attend out of school groups, such as Brownies, Guides and Scouts, and for whom Outdoor Learning offers another avenue for skills development.

Additionally, a small number of children not necessarily in our PEF cohort, have been identified as requiring some additional support due to a range of educational and social circumstances. Supports identified for these children are delivered daily by school assistants. These include daily-targeted intervention in 5-minute numeracy/literacy boxes, Catch-Up Literacy activities and Readingwise (support programmes). Achievements in their progress is monitored by class teachers who further support learning within the wider classroom experiences.

**The National Context**

The National Improvement Framework (NIF) for Scottish Education (2021/22) sets out the Scottish Government’s vision to improve continually, Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Ayrshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

* Improvement in attainment, particularly in literacy and numeracy
* Closing the attainment gap, between the most and least disadvantaged children
* Improvement in children and young people’s health and wellbeing
* Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Key drivers of improvement have also been identified. These are:

* School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information

Our school is committed to taking these priorities forward and developing each driver through our school improvement plan.

**Assessment of children’s progress.**

We are required to report on Curriculum for Excellence achievement levels for literacy and numeracy. This information is collected at the end of Early level (P1); First Level (P4) and Second Level (P7). This data is submitted to South Ayrshire Council in June each year and subsequently collected by the Scottish Government. This data is based on teachers’ professional judgement, which is informed by a wide range of evidence including standardised assessments where appropriate. This session we continue to be required to participate in the Scotland National Standardised Assessment (SNSA) project. Information from SNSA will help to inform a teacher’s professional judgement and allow teaching and support staff to track learning and identify next steps.

Most children are achieving their appropriate CfE levels. Those children not achieving these levels are in receipt of appropriate support and are making steady progress based on prior levels of attainment.

Most children assessed using SNSA during session 2020/21 performed well and in line with teacher judgements. Primary seven children were assessed in October, and further supports in learning were identified from SNSA feedback. Children in Primary 4 and Primary 1 were assessed in May. All children are progressing well and are meeting expected targets and in some cases exceeding these, as evidenced by teacher judgement.

This session children from Primary 2 to Primary 7 were assessed using GL assessments in literacy, numeracy and science. Assessment results for most children were positive and almost all children are making good progress based on prior learning.

Within Early Years, children’s milestones for literacy, numeracy and health and wellbeing, in learning are recorded and our Early Years children are making good progress overall.

Additional evidence for children’s learning is gathered through classroom observation, teacher peer evaluation and Book Creator Journals.

**School Improvement Planning**

This session Colmonell Primary school stakeholders have been working towards achieving priorities identified in our School Improvement Plan. The School Improvement Plan is informed from the National Improvement Framework, Key Drivers and school self-evaluation using quality indicators in How Good Is Our School 4 and How Good is Our Early Learning and Childcare. Evidence of improvement has been gathered from a number of sources:

* School monitoring and evaluation diary.
* Tracking Personal Achievement and associated data informing children’s progress
* Stakeholder views
* Children’s Profiles
* Transition plans from Early Years to P1, and Primary 7 to S1.
* Teacher CLPL and evaluations
* Children’s reports and personal plans
* Staged Intervention processes.

**What key outcomes have we achieved?**

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| **School Priority 1 : Literacy, Numeracy and Health and Wellbeing (Covid Recovery)**  |
| **NIF Priority: Improvement in attainment in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.**  | **Links to HGIOS 4 / HGIOELC 1.1, 1.2, 2.2, 2.3, 2.4, 2.5, 2.6., 2.7, 3.1, 3.2**  |
| Outcomes: |

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| * Children continue to make very good progress from prior levels of attainment in literacy and numeracy.
* Children will be empowered with a growth mindset approach to learning, in particular maths, preparing them for the tasks and challenges they will face in everyday life.
* Children have high expectations in writing and make very good progress based on previous learning.
* Children are able to produce writing for a variety of purposes and are clear about features and styles within different genres of writing.
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| **Health and Wellbeing*** Children will be confident and feel supported to deal with challenges they may face during their return to school and throughout this session.
* Children will develop skills, attitudes, self-esteem and resilience through being taught explicitly in a coherent programme of study and nurtured implicitly in an effective whole school approach.
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| **Early Years (including p1/2)*** Young children will be supported to learn and develop their full potential from an early age by the provision of quality interactions, experiences and spaces throughout their early years of childhood.
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| **Progress and Impact*** School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information

Throughout the school, skills in literacy and numeracy are taught consistently and progressively and learners build upon prior learning well, consolidating their learning and extending it at an appropriate pace. Standards throughout the school are consistently high and learners are aware of what they need to do to improve their learning. Most children have a positive approach to mathematical understanding as a result of Growth Mindset CLPL undertaken and implemented by staff. Children within our Early Years centre are meeting their milestones in literacy and numeracy enabling them to transition to Primary 1 with confidence. The embedding of skills from PM Writing are having a positive impact overall in children’s writing. Children are developing a secure knowledge of the purposes for writing and the features of language specific to different genres. Reading throughout the school is of a very good standard. Children are enthusiastic readers who comprehend very well the wide range of texts read.  Overall, children are resilient and confident and there seems to be no significant impact of Covid on their overall Health and Wellbeing. **Next Steps:*** **Moderation of writing throughout the school.**
* **Implementation of Learning Journals to share children’s progress with parents.**
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| **School Priority 2 : Learning for Sustainability and Developing the Young Workforce**  |
| **NIF Priority: Improvement in children and young people’s health and wellbeing. Improvement in employability skills and sustained positive school leaver destinations for all young people.**  | **Links to HGIOS 4 / HGIOELC** **1.1, 1.2, 1.4, 1.5. 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3**  |
| Outcomes:* Children will develop an understanding of the big issues that shape our world, such as, climate change, gender equality, global pandemics, that affect us all.
* Children will be equipped with the knowledge, skills and attitudes to act more thoughtfully, ethically and responsibly as citizens and contributors of a global society.
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| **Progress and Impact*** School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information

Throughout Covid 19 outbreak, the outdoor space continued to be very well utilised for children’s learning. Children use a variety of resources to develop skills in communication, leadership, creativity and teamwork in the immediate school environment and further afield. Termly planning focuses on developing a range of skills for learning, life and work. High quality assessment opportunities offer opportunities to apply these skills within a real life context. Digital technology continues to be enhanced throughout the school and this session children have developed skills in coding and some can code with confidence using Micro:bit technology and Go Vex. Almost all children are now familiar with using Microsoft Teams to support learning at home. Within the Connecting Classrooms project, children have developed an understanding of the big issues that shape our world, such as climate change, gender equality, global pandemics and world peace. Our children are being equipped with the knowledge, skills and attributes to act more thoughtfully, ethically and responsibly as citizens and contributors of a global society. Our children contributed to work for COP 26 and British Council evaluation based on their Connecting Classroom Project. Our project was also a runner up in the LFS Scotland Awards. The development of Learning through Play has progressed very well in the early years of primary. As a result, our learners are able to embrace their natural curiosity to explore and discover in a wide range of play-based, open-ended opportunities, very effectively and with confidence. Almost all children take responsibility for self-directing their own experiences enthusiastically and positively. Staff are confident and skilled in encouraging children to explore concepts and develop ideas, based on children’s motivation and interest through play experiences. **Next Steps*** **Continued work within Connecting Classrooms Project**
* **Revisit LfS within the context of our school vision, values and aims and as the underpinning of our rationale for the curriculum.**
* **Revisiting RRSA and aiming for Gold Level**
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| **Cluster Priority: SCIENCE FRAMEWORK**To focus on improving confidence and competence of Staff to teach effectively STEM education andprovide learners with STEM skills, approaches, knowledge and understanding that they requirethroughout their lives.**HGIOS 4 / HGIOELC Q.Is**1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / **SAC**P 1,2/ **CSP** 1,2 / **ESP** 2, 3, 4 / **NI**F 1, 2 |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?** **(Intervention Strategies)** |
| **Cluster Priority STEM group (Lead Science Steering Group)** |
| * Children and young people will experience quality learning and teaching in science due to increased levels of confidence and expertise in staff.
* Children and young people’s skills development, approaches to and knowledge and understanding in science subjects is enhanced due to further development in pedagogy and assessment skills in staff.
* Children and young people’s science enquiry and approach skills and understanding of science is enhanced due to staff confidence in applying TAPS focussed assessment.
* Children and young people have a coherent and progressive learning experience in science across and throughout Girvan cluster schools. There is a collegiate development of a science programme of study based on TAPS activities.
* Children, young people and staff will engage more readily with science enquiry and aspire to pursue a career in science.
* Staff will continue to share experiences and good practice at all levels, moderate expectations in science and develop greater collegiality between cluster schools.
 | * Cluster Science Steering group consisting of school mentors for Science will continue to access CLPL directly from SSERC and other sources and take the lead within each cluster school.
* Mentors will apply for further grants and funding through SSERC and the Edina Trust to source science resources for schools.
* Staff throughout the cluster will implement STEM based activities in classrooms and develop a consistent approach to enquiry skills and approaches using TAPS resources and supplementary resources from Primary Science Teaching Trust (PSTT) and Explorify
* Primary/Secondary links will be established to create a programme of study to ensure a seamless transition of skills, approaches, knowledge and understanding from Early level to third/fourth level within science enquiry.
* Mentors within schools will use the TAPS Pyramid to support a whole school approach to developing and embedding science within individual schools (TBC)
* Mentors will collect a range of evidence from across stages within their schools based on the TAPS Pyramid, bringing this evidence together in a showcase to moderate expectations in science.

Early Years staff will undertake Fostering Curiosity in Early Years science CLPL and develop a consistent understanding of enquiry skills and approaches throughout the cluster.  |
| Evaluation:Science throughout the school and across Cluster schools continued to be a priority this session. Staff continued to develop their knowledge and understanding of science pedagogy through a planned programme of CLPL from SSERC. This session staff undertook training in VEX Go Coding and Robotics; Stem Rocks our World; Super Stem and Forces and Friction. This CLPL has enhanced the overall provision of science learning and teaching in the school. Staff continue to work with TAPS resources and plan coherent science lessons focusing on science skills development. Lessons are enhanced through the use of support materials from Explorify and the Primary Science Teaching Trust. Each term, teaching staff collected a range of evidence, supported from the TAPS Pyramid to bring along to a staff meeting for moderation in learning and teaching in science. This was successful and staff shared their own learning journeys within science with confidence, supporting each other to try new approaches. Mentors continue to support the development of science in Cluster Primary Schools. Next Steps:* Science mentors to work with Carrick Cluster to develop science across primary schools.
* Girvan Science Cluster to implement Science Assessment and Moderation during twilight cluster sessions.
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**Key Priorities for Improvement 2022-23 (see School Improvement Plan 2022-23)**

Priorities for improvement in session 2022-23 have been identified and agreed using current self-evaluation information, identified local authority priorities and the refreshed National Improvement Priorities.

Following school disruption due to Covid 19 our priorities on return during session 2022-23 are to:

1. Focus on Children’s Rights within Early Years and Primary Classes; working towards achieving our Gold Award.

2. Focus on providing opportunities for children to make an active change in society by reinstating Community Action Groups, The John Muir Award and Forest Kindergarten in the Early Years. These activities will form part of the wider school policy on Outdoor Learning.

3. Revisiting our Curriculum Rationale, including our Vision Values and Aims. Engaging with parents to develop a shared vision. Sharing our Learning Journeys with parents through the introduction of Learning Journals in all classes including EY.

**3.** Continue to develop skills, knowledge and understanding in science across each stage throughout the cluster by focusing on assessment and moderation in science/STEM.

**Self - Evaluation Summary**

This session we had a support visit from Education Scotland which confirmed our own school self-evaluation.

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| Quality Indicator | School Self Evaluation |
| 1.3 Leadership of change | Children confidently discuss and articulate the school values and ethos and recognise the importance of our school values in creating a positive culture throughout our community. All staff are committed to embedding the vision, values and aims of the school and those as set out in the professional standards and reflect upon these regularly. Staff are highly committed to professional dialogue and professional development. They are familiar with the process of practitioner inquiry and seek creative ways to enhance learning and teaching, such as Play Based Learning, Outdoor Learning, and Numeracy Development. As a result of continued staff development, including practitioner enquiry, PRD and CLPL children are successful and confident learners, able to talk confidently about their learning. Meaningful and innovative improvement and positive change are carefully planned for involving the school and local community working collaboratively and effectively together. A strategic approach to change is carefully planned for and staff are fully involved in implementing and evaluating change. Children’s involvement in whole school evaluation has developed their confidence and ability to make meaningful change, which is enhancing their learning and wellbeing. Children have a strong voice within the school community and demonstrate a participative approach.  |
| Grading: 5 very good   |
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| 2.3 Learning and teaching | Overall, almost all children are enthusiastic, motivated and eager to learn. Children, staff and community are remain confident in the knowledge of Children’s Rights. Children’s Rights underpin our positive behaviour policy and all other curricular and non-curricular policies. Our children are confident, responsible and active participants in the ethos and life of the school and community, and plan and lead a wide range of learning experiences which are challenging, enjoyable and relevant to their needs and interests. Children’s voice is an integral part of learning and teaching and whole school ethos. Children are encouraged to participate fully in decision-making processes and most are independent learners. Most children, know their views are sought, valued and acted upon. They exercise choice and take increasing responsibility to lead their learning. Quality teaching is evident throughout the school. Staff have high expectations towards children’s attainment and use a variety of learning environments and technologies in interesting ways to promote curiosity, independence and confidence in learners. Higher order thinking skills are encouraged through a variety of teaching approaches including Blooms questions and MTV strategies. Feedback, including verbal and written, is timely and appropriate to the needs of children and supports further progress in learning. Assessment is planned for at a number of levels both formative and summative; through shared learning intentions and success criteria; planning high quality assessments and termly and yearly reporting. Benchmark statements inform the development of learning activities and progress in literacy and numeracy. As a result staff have a very clear understanding of where their children are in their learning. Children also know themselves well as learners and increasingly talk with confidence about their strengths and next steps and evidence of this can be seen in children’s Book Creator profiles. Children’s learning has benefited from the development of consistent knowledge, understanding and approaches to learning and teaching and being able to confidently identify next steps in learning.  |
| Grading: 5 very good  |
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| 3.1 Ensuring wellbeing, equity and inclusionGrading: 5 very good  | Children have a strong sense of self-worth because of a strong, collegiate, whole school staff team, who embed a quality nurturing approach, ensuring all children are treated with dignity and respect. There is a culture and ethos within the school and Early Years centre of shared responsibility for promoting wellbeing. All children demonstrate a sound knowledge and awareness of wellbeing indicators especially feeling safe, included and respected in school. All children are actively aware of their rights and the rights of others locally and globally, due to a participative approach to global citizenship. There is a strong sense of community throughout the school and local area. Health and wellbeing is at the heart of all that we do and underpins our vision, values, aims and rationale for the curriculum. Children respond well to consistent behaviour strategies employed throughout the school. These strategies fully reflect articles within the UNCRC. A strong approach to inclusion, equality and equity by all staff, has led to improved outcomes for almost all learners and their families, in all areas, through supported engagement and involvement in the ethos and the life of the school. All who are involved in the school, feel respected and included and those children and families facing challenges are supported in a fair and just way. This has led to an increased engagement of almost all parents in the school life of their children. We comply and actively engage with statutory requirements and codes of practice. Partnership working is very strong and leads to positive outcomes for our children.  |
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| 3.2 Raising attainment and achievement | Almost all children are making good progress from prior levels of attainment in literacy and numeracy. Staff are confident in their professional judgements and together with benchmarking and other appropriate information; improvements in attainment are evident in all children at their own level. Staff effectively use a range of assessment evidence to make sound professional judgments about how well children are learning and progressing in all areas of the curriculum. Our learners are confident, successful and responsible global citizens who contribute to the local and global community. Through a diverse range of activities and experiences, in and out of school, children are aware of skills for learning, life and work. Success and achievement in others areas of the curriculum, such as outdoor learning and play based learning, have a positive effect on our most challenged learners. Effective systems are in place to track and monitor children’s access to the wider curriculum, ensuring equity of opportunity for all. Children are applying and increasing their achievements through active participation in their local community.  |
| Grading: 5 very good  |
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**What is the capacity for improvement?**

The capacity for improvement within the school is very good. A full and consistent staffing compliment is currently in place, including additional support staff through inclusion. All staff are very positive on return to school. All staff within the school are highly qualified and seek to improve their own professional learning at every opportunity. There is a very positive link with the local community. A collaborative approach to planning, assessing and recording has increased teachers’ confidence in their professional judgment. Closing the Gap and attainment in literacy and numeracy is a continuous focus and remains a high priority and regular, informal monitoring of day-to-day class work which is leading to improvements, particularly this session, following Covid 19 restrictions. Parents are very positive about the work of the school and their children’s learning and development. Leadership of change is well managed and at an appropriate but challenging pace.