

East Plean Primary School and Nursery



Standards and Quality Report Session 2020-2021



Introduction

This report tells you about the quality of education at East Plean Primary School and Nursery.

This Standards and Quality report summarises the progress the school has made in 2020-2021 in meeting our priorities in our annual School and Nursery Improvement Plan, which takes into account national priorities, local priorities, and the priorities identified within our Learning Community.

The sections of the standards and quality report will provide feedback on our improvement progress and outcomes for learners in relation to the following Quality Indicators from HGIOS 4:

- 1.3 Leadership of change*
- 2.3 Learning, teaching and assessment*
- 3.1 Ensuring wellbeing, equality and inclusion*
- 3.2 Raising attainment and achievement*
- 3.2 Securing children's progress (Nursery)*

Context of the school

East Plean Primary School and Nursery

East Plean Primary School is a non-denominational school with a nursery class. It serves the village of Plean. We have a school roll of 161 with 42 children on our nursery roll. The building has been constructed to support cross stage working with shared work areas. This not only supports active learning but the development of collaboration between classes and effective transition. We are a triple A rated school for energy with solar and thermal panels providing electricity and hot water. Our active Parent Council meets monthly and contributes effectively to the development and continuous improvement of the school and nursery.

East Plean Learning Community is a nurturing environment in which supportive relationships reflect our vision, values and expectations and ensure we provide an ethos which promotes learning and encourages our learners to have high aspirations and expectations for themselves.

It is the shared vision of all within our learning community that we want our young people to have high expectations and aspirations and that they will become confident, successful, responsible and effective within society. To learn effectively and achieve their potential a child must have their physical needs met, feel safe, secure and loved, be valued and listened to, have clear boundaries, expectations and positive role models.

East Plean is a strong, inclusive community with a clear emphasis on listening and caring. Our Positive Relationship, Aspire and Achieve Charter reflects our visions, values and aims and describes the approaches and strategies we employ to ensure our young people thrive, achieve and realise their aspirations.

Our school and nursery community values are:

Trust

In East Plean we show trust by building positive relationships with all in our community. Together we provide a safe environment where all can aspire and achieve.

Determination

In East Plean we show determination by not giving up when faced with challenge. We strive to achieve our goals through effort, attitude and commitment.

Compassion

In East Plean we are kind and caring to everyone. We strive to understand and empathise with others' differences and needs in a completely non-judgemental way.

Respect

In East Plean we show that we respect the rights of others. We do this by listening to each other, embracing who we are as individuals and by looking after our environment.

Our values are at the heart of our learning and teaching and underpin our vision and practice. Our ethos and expectations reflect our vision and ensure equity for our learners in a community which is safe, fair, respectful and inclusive.

COVID 19:

East Plean Primary School and Nursery reopened on 12th August for all learners across Nursery- Primary 7 with risk mitigations in place. School and nursery moved to remote learning during January – March 2021. This session, alongside our improvement and recovery priorities, we continued to focus on continuity of learning and progress as well as supporting the wellbeing of our learners and families.

This session we did this in the following ways:

- Risk assessments and protocols created and shared with staff, learners and parents.
- Classes across school and nursery operated in class “bubbles” to minimise contacts.
- Adaptations were made to entry and exit arrangements for all learners to reduce contact and ensure ongoing safety of learners, staff and parents.
- Nursery staff and the Headteacher participated in door step visits as part of home-nursery transition in August- September 2020.
- Our school app and school email ensured communication to and from our learners and families throughout the session.
- School and nursery newsletters were issued monthly throughout the session.
- Class teachers shared in-school learning with families through Twitter.
- Our Health and Wellbeing Officer provided regular communication via the school mobile, checking in with families and responding to questions and requests.
- Our Health and Wellbeing Officer provided regular mental health and emotional support to families and signposted them appropriately.
- Learning packs, containing jotters, pencils and various learning aids were issued to learners as required due to self- isolation or remote learning.
- Daily grids were provided for all learners across P1-7 during remote learning.
- Weekly Nursery grids were shared with Nursery families during remote learning.
- Nursery keyworkers, parents and learners shared learning experiences and ‘tricky challenges’ through individual learners’ electronic learning journals.
- Primary 5-7 learners were issued Chrome books to support learning engagement during remote learning.
- Help guides and telephone support was provided to parents/ carers and learners to enable effective engagement with digital technology during remote learning.
- Google Classroom was used effectively to share learning and teaching during January – March 2021 for Primary 2-7 learners.

- Staff employed creative methods to ensure continuity of learning and wellbeing for all learners during remote learning which included recorded lessons, storytelling sessions and delivery of reading material to Primary 1 learners.
- Senior Managers and class teachers made telephone check in calls to all families during January- February 2021 remote learning period.
- Staff responded to parent requests and questions, delivering further home learning materials and offering supports and strategies as requested.
- Staged Intervention Meetings were held through Google Meet (virtually) and were well attended by parents/ carers.
- Pupil Progress Interim written reports were issued in November for all learners Nursery- Primary 7. These included class learning updates and photographs to support parent/ carer understanding of the classroom environment and the learning covered.
- Google Meet Pupil Progress Meetings were held in March for all learners in Primary 1-7 with telephone call updates for all nursery learners.
- Virtual Assemblies and House Meetings were shared with learners both during remote learning and during in- school learning. House Captains participated in the live virtual assemblies during term 4.
- Nursery learners participated in a P1 Transition programme. The programme included family learning opportunities as well as in school opportunities following risk mitigation advice and guidance.
- Primary 7 participated in a virtual transition programme for High School.

Review of Progress for Session 2020-2021

School Priority: To ensure our Health and Wellbeing curriculum, practice and approaches ensure the safety of and meet the needs of all our learners, families and staff during session 2020-2021.	
National Improvement Framework Priority: <ol style="list-style-type: none"> 2. Closing the attainment gap between the most and least disadvantaged children. 3. Improvement in children and young people's health and wellbeing. 	Children's Services Plan Outcomes: <ol style="list-style-type: none"> 2. All children thrive as a result of nurturing relationships and stable environments in their own school and community. 4. Children's and young people are mentally and emotionally healthy.
Nurturing Principles <ul style="list-style-type: none"> • The environment offers a safe base • The importance of nurture for the development of self-esteem • The importance of transition in children's lives is understood 	
Key Drivers <ul style="list-style-type: none"> • School leadership • Parental engagement • Assessment of children's progress 	HGIOS 4 <ol style="list-style-type: none"> 2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions 2.7 Partnerships 3.1 Improving wellbeing, equality and inclusion
Progress:	<ul style="list-style-type: none"> • Risk assessments and protocols were shared with all school and nursery staff and families prior to the new term to ensure safe return of staff and children to the school building in August 2020. • Daily check ins were established in every classroom and data gathered termly in August, October and March. • Staff check in sessions established during term 1 to monitor wellbeing of staff and update guidance as required.

	<ul style="list-style-type: none"> • Bespoke P1 transition opportunities were provided for Primary1 learners in August 2020. • Bespoke online P7 transition began in March 2021 during remote learning with Google Meet sessions led by Class teacher, Depute Headteacher and Health and Wellbeing Officer. • Transition programmes were adapted to ensure safety for Nursery learners and Primary 7 learners in April –June 2021. • All Staged Intervention Meetings have been held on Google Meet this session. Strategies and supports have been adapted and altered as required for learners. Very good use was made of the remote learning Hub during January- March 2021 for ASN learners. • P4-7 staff have incorporated the updated Sexual Health and Relationship Guidance in their Health and Wellbeing curriculum this session, using updated resources during learning opportunities effectively. • Education Scotland's Resilience Alphabet was introduced and shared with the whole school and families through virtual assemblies with families sharing during remote learning January – March 2021 when assemblies were shared via Google Classroom and the school YouTube channel. • Staff took part in a Nurture session in September in relation to Nurture Principle 6: Transitions are significant in the lives of children. • Staff took part in a CLPL session led by our Education Psychologist "Implementing trauma informed response to Covid 19." • Communication maintained through school email, app, website, newsletters, letters, telephone calls and text messages during session. • 47% of families have been supported by our Health and Wellbeing Officer this session. This support has included responding to anxieties about their child's wellbeing, signposting to external supports, providing check ins, support with appointments and advice. • Our Health and Wellbeing Officer provided additional reassurance to parents about aspects of safety (Covid 19) providing bespoke supports as required to ensure learners attended school with confidence. 32% of parents/ carers responded to our safety and wellbeing survey in August 2020. • Virtual assemblies shared with learners and families during remote learning provided a rich opportunity to revisit sleeps routines, resilience and healthy routines.
Impact:	<ul style="list-style-type: none"> • Learners have engaged in learning effectively in class bubbles, feeling safe and secure with protocols and procedures in place. • 71% of learners indicated they felt great/ good in August, 79% felt great/ good in October, 78% of learners felt great/ good in March and in May 76% of learners felt great/ good. In August 8% of learners shared they were struggling or wanted to talk. In October and March 4% of learners shared they were struggling or wanted to talk with 6 % struggling or wanting to talk in May. Learners were supported by class teachers and our Health and Wellbeing Officer to address their concerns. • Parental feedback identified that most parents felt confident with the safety and wellbeing procedures in place in school for the return in August and the majority felt comfortable with their child returning to school. The majority of respondents reported their child was happy to return to school in August 2020. • Staff reported feeling safe and confident being back in school with protocols and risk assessments in place. • Primary 1 learners settled very well in school, embracing learning and

	<p> routines effectively in August 2021.</p> <ul style="list-style-type: none"> • Almost all parents/ carers attended the virtual Staged Intervention meetings during session 2021 2022. • Primary 4-7 teaching staff delivered the updated Sexual Health and Relationships programme to learners. • All staff reported positive impact from trauma training and embedded learning in practice to support learners this session. • Parental feedback has highlighted the value of the Health and Wellbeing Officer's support and the impact has been seen with improved attendance, timekeeping, happy, settled learners able to engage in learning and strong partnerships between home and school resulting in positive outcomes for learners.
Next steps:	<ul style="list-style-type: none"> • Maintain very good communication with parents/ carers in relation to school and nursery safety, adaptations and changes. • Ensure risk mitigations, safety procedures and protocols are in place, shared and adhered to. • As a nurturing school ensure that emotional check ins continue as required for the class, individual learners and families. • Continue to offer virtual Staged Intervention Meetings as required to suit parent/ carer need. • Continue to ensure transition programmes are bespoke and meet the needs of learners and families. • Continue to review the Health and Wellbeing Curriculum in East Plean focusing on Food and Health in 2021 2022 session. • Continue to embed and further develop nurturing practice across nursery and school. • Health and Wellbeing Officer to continue to support learners and families.

<p>School Priority:</p> <p>To embed a progressive approach to digital technology learning across the Nursery- Primary 7 curriculum through relevant and meaningful learning opportunities for all learners.</p>	
<p>National Improvement Framework Priority:</p> <ul style="list-style-type: none"> • Improvement in employability skills and sustained, positive destinations. 	<p>Children's Services Plan Outcomes:</p> <ul style="list-style-type: none"> • The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.
<p>Key Drivers</p> <ul style="list-style-type: none"> • Teacher professionalism • Parental engagement • Performance information 	<p>HGIOS 4</p> <p>2.2 Curriculum 2.5 Family Learning 3.3 Increasing creativity and employability</p>
Progress:	<ul style="list-style-type: none"> • Each class teacher was provided with a set of lessons relevant to age and stage addressing Internet Safety and Cyber Resilience. These were originally to be delivered in Jan/Feb however due to school closures delivery was delayed to deliver during in school learning. Class teachers were provided with a feedback form to evaluate the effectiveness of the online resource being used within lessons. • An inventory of all iPads and chargers was completed in November 2020. A new weekly rota for iPads was put in place allowing more effective use and booking out of resources. • P2 to 7 pupils were given log-on credentials to access Google Classroom. P4-7 pupils had direct teaching input on how to use this prior to remote

	<p>learning beginning in January 2021. Throughout January- March remote learning P2-7 learners were able to access Google Classroom for remote learning opportunities.</p> <ul style="list-style-type: none"> • Data was collected daily for P4-7 pupils from 25.1.2021 to monitor engagement. Generally data showed an upward trend in levels of access and work submission. The delivery of Chrome books for Primary 5 increased engagement. The collection of data allowed support to be provided for individual learners and families where required. • Google Classroom is now a platform learners and parents across P2-7 are increasingly familiar with. This can be used when remote learning is required. Class teachers in P4-7 continue to make use of Google Classroom and develop learners' skills during in- school learning. • During January- March remote learning, weekly Microsoft Teams Staff Feedback and sharing sessions were put in place for all teaching staff. These allowed sharing of best practice, live troubleshooting and coaching to take place. As a result, teachers were able to extend their use of G-Suite features to provide a wider selection of learning tasks and to better support learners to access and submit work. • Barefoot Computing CLPL workshop took place in May 2021 to further develop teachers' knowledge and understanding of this high quality free online resource to develop computational thinking skills amongst learners. • Both teaching staff and support staff have now participated in a Google Classroom CLPL session. Teaching staff and support staff "Google Classroom" is enabling the sharing of best practice and resources created by our own staff team. These include video tutorials on basic skills and functions created by Principal Teacher. • Staff are regularly signposted to external CLPL opportunities via Staff Google Classroom and email by the Senior Leadership Team. • Visual Digital Technologies Protocol was created in June 2020. Shared and ratified with staff in May 2021. • Protocols created for Google Classroom use, Chromebook use and Google Meets. • Short video tutorials were shared with families as well as help sheets for accessing Google Classroom and Google Meets. • Digital Technology World of Work focus at Assemblies from August 2020- March 2021. A wide array of careers were represented at assembly each fortnight and extended learners' thinking about the variety of jobs which incorporate digital technology skills. • Assemblies continued virtually throughout restrictions and during remote learning using our online platforms.
Impact:	<ul style="list-style-type: none"> • Staff confidence using technologies has increased over this session as a result of CLPL delivered by colleagues, use of a digital bank of resources and online tutorials. 22% of staff described their confidence as proficient in Term 1 and by Term 4 this was 60%. • Staff have increased the use of digital technologies within the classroom and as part of learning and teaching. 20% of staff report using digital technologies all of the time within class in Term 4 with 80% using digital technologies sometimes. This is an increase from Term 1 when 77% were using it sometimes and 23% using it rarely. • The acquisition of Chrome books for every P5-7 learner has enabled wider

	<p>distribution of school resources increasing access to digital technologies.</p> <ul style="list-style-type: none"> • This session we organised Google Meets for all P2-7 learners during remote learning, held Staged Intervention Meetings and organised our March Pupil Progress Meetings through Google Meets. We had a 70% engagement for Pupil Progress Meetings/ Staged Intervention Meetings in February/ March 2021. The use of this digital platform has ensured connectedness and continuity of learning and support this session which has been invaluable in maintaining progress, support and wellbeing. • Primary 1 staff made very good use of the school YouTube channel, providing recorded learning for Primary 1 learners. • Nursery staff provided opportunities for learners to connect with Keyworkers with recorded learning opportunities on their online journals. • Learner engagement data was gathered during remote learning in January and February 2021. Primary 5, 6 and 7 learners all had Chrome books at home. On average 79% of Primary 7 learners attended the Weekly Google Meet and 58% submitted learning via Google Classroom. In Primary 6, 59% participated in the daily check in with 53% submitting learning via Google Classroom. On average 75% of Primary 5 learners participated in check in and 63% submitted their learning via Google Classroom. • Staff across all stages Nursery- Primary 7 made use of recorded learning to engage and support learners during remote learning. This learning has been revisited and built upon when in-school learning resumed.
Next steps:	<ul style="list-style-type: none"> • Review digital technology equipment access for each stage and develop a school protocol for use in line with digital technologies pathways. • Incorporate digital technologies into IDL planning format to ensure consistency and progression across all stages. • Continue to support staff via access to online tutorials, CLPL, collegiate support and a digital bank of resources. • Maintain and further enhance digital technology equipment in school.

School Priority:

To ensure an effective whole school, nursery and community approach to learning for sustainability, demonstrating the relationship between high quality education and learning for sustainability and to create coherent, rewarding and transformative learning experiences for all learners.

National Improvement Framework

Priority:

- Improvement in attainment, particularly in literacy and numeracy.
- Improvement in employability skills and sustained, positive destinations.

Children's Services Plan Outcomes:

- The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.

Key Drivers

- School improvement

HGIOS 4

2.2 Curriculum
2.3 Learning, teaching and assessment
3.3 Increasing creativity and employability

Progress:

- All staff participated in a virtual Learning for Sustainability session. We have developed a vision for Learning for Sustainability (LfS) and how it can be used to meet the needs of learners in our school and nursery community. An increasing number of staff and learners have a good understanding of LfS.
- Staff produced evidence from discussion groups on what LfS looks like in East Plan – using the LfS whole school self-evaluation tool to identify areas of good practice.

	<ul style="list-style-type: none"> • Our Learning for Sustainability sketch note and evidence wall created – “East Plean’s Path to a Better World”. • Our Learning for Sustainability protocol was created successfully. • Learning for Sustainability class overview tracker developed and shared with all teaching staff to ensure continued focus and importance of LfS. • IDL planners have been updated to reflect Lf S and Global Goals in planning. LfS contexts are supporting interdisciplinary learning. We are integrating LfS more effectively into our planning to meet the needs and aspirations of our learners and enhance their skills development. • Our Eco Committee have raised awareness of waste minimisation across all stages. • “Sustainable Sami” Learning for Sustainability Award for individuals and classes introduced to highlight and reinforce LfS across the school. • School and nursery continue to use Plean Country Park to enhance learning contexts. • Shared Learning visits focused on outdoor learning this session. • Eco Committee – planted plants donated by Parent Council to develop school grounds. • Updated LfS and Outdoor Learning digital resources available for all staff to access. • Sustainable Sami raised awareness of cycle and scooter safety through a virtual Assembly. Almost all learners arriving at school on bikes and scooters are wearing helmets.
Impact:	<ul style="list-style-type: none"> • Staff have a deeper understanding of the importance of learning for Sustainability and the link to curriculum, ethos of the school and GTC Standards. • Staff and learners – using recycle bins during lunch time – bins are accessible. • Parent Council motivated and committed to developing school playground. Parents giving up significant amounts of their time to volunteer and recognising the importance of the outdoors for enhancing children’s learning and wellbeing. • More spaces/areas within the school/nursery grounds being developed to support learning outdoors. • More of our staff are planning and delivering outdoor learning.
Next steps:	<ul style="list-style-type: none"> • Further develop Sustainable Sami character to develop awareness and understanding of learning for sustainability themes across the school and nursery. Take steps to ensure LfS is being used more consistently to enhance learning and engagement. • Continue to develop the LfS evidence wall with individual, school, nursery and community progress. • Develop links with other schools – Global Citizenship Leaders to share good practice. • For more stakeholders, including parents, to be able to explain how the school culture is enabling Learning for Sustainability. • Parent Information leaflet to be created and shared – “What is Learning for Sustainability and What does it Look like in East Plean?” • Raise community awareness increasing their knowledge and understanding of Learning for Sustainability and the link to education. • Parent Council Improvement priority 2021 2022: Developing and enhancing our school grounds.

School Priority: To use practitioner enquiry to deliver transformational learning and best practice by further developing staff's knowledge and understanding of high quality learning experiences for all nursery learners.	
National Improvement Framework Priority: <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. 	Children's Services Plan Outcomes: <ul style="list-style-type: none"> The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced. All children thrive as a result of nurturing relationships and stable environments in their own school and community.
Nurturing Principles <ul style="list-style-type: none"> Children's learning is understood developmentally 	HGIOELC 4 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Key Drivers: <ul style="list-style-type: none"> School leadership Teacher professionalism Assessment of children's progress 	
Progress:	<ul style="list-style-type: none"> All nursery staff have watched year one 'Adventures with Alice videos'. Strengthened relationships between keyworkers and their key children due to modifications of the learning environment into smaller 'bubbles'. 'Bubbles' have had a positive impact due to enhanced opportunities for richer observations which support keyworkers to set clear measurable learning intentions and next steps. Staff have a deeper understanding of reflective practice and regularly ask the question why- what- who is it for, before setting up a learning experience or activity. Planned and spontaneous curiosity stations are purposeful and designed to inspire learner creativity, exploration and inquiry. All nursery staff attended Stirling's Pledge to Play Launch and Digital Conference Day Feb 2021. Mitigations in place due to Covid has resulted in the PECE Leadership Academy postponed until next session 2021 2022. Bite size Care Inspectorate sessions have supported ongoing self-evaluation of Key question 5. 'Play Champion' staff member identified and is part of local authority working group to promote Stirling's Pledge to Play and Stirling's Collective Pedagogy.
Impact:	<ul style="list-style-type: none"> Upskilled and confident educators reflect on the effectiveness of the environment's layout, experiences on offer and interactions, both indoors and outdoors further enhancing learners' experiences and progress. All children are making progress through universal or targeted interventions. Children are confident and motivated in their learning and play. Improved adult and child interactions and engagement during learning experiences and play.
Next steps:	<ul style="list-style-type: none"> Educators increase their ability in planning, tracking and monitoring, learning and teaching through effective use of Stirling Early Years Play and Learning Framework. All educators to embrace year two 'Adventures with Alice' sessions,

	<p>exploring reflective journals, STEM, becoming a reader, marvellous malleables, sand & water.</p> <ul style="list-style-type: none"> • Develop a programme of parental engagement sessions to increase parents understanding of how to support their child/ren effectively to develop their early language and mathematical skills. • Educators to enhance learning conversations with learners to develop the language of learning and take lead in their own learning during opportunities such as leadership groups, focus learning groups and when contributing to electronic learning journals. • Continue to support educators to participate effectively in virtual professional development opportunities.
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Progress and impact of Pupil Equity Fund:
East Plean Primary School PEF Allocation: £42,293

Health and Wellbeing Officer

Due to Covid risk mitigations in place specific activities were unable to take place during session 2021 2022:

Rainbow Room playtime and lunchtime access

- Daily check ins established in every classroom and data gathered termly in August, October and March. Most learners indicated they felt great/ good in August, October, March and May. Only a few learners stated they struggling or wanting to talk. Learners were supported by class teachers and our Health and Wellbeing Officer to address their concerns.
- The Health and Wellbeing Officer provided support to 47% of families during session 2020-21. This support has included responding to anxieties about their child's wellbeing, signposting to external supports, providing check ins, support with appointments and advice.
- Our Health and Wellbeing Officer has also provided additional reassurance to parents about aspects of safety (Covid 19), providing bespoke supports as required to enable learners attended school with confidence. 32% of parents/ carers responded to our safety and wellbeing survey in August 2020. Parental feedback identified that most parents felt confident with the safety and wellbeing procedures in place in school for the return in August and the majority felt comfortable with their child returning to school. The majority of respondents reported their child was happy to return to school in August 2020.
- Attendance monitored daily and supported through telephone call and text. Daily check-up calls made to parents and families in relation to absence and support provided in relation to Covid.
- 87% of the targeted attendance group improved their attendance and 87% improved their timekeeping.
- Health and Wellbeing Officer led a successful Resilient Kids programme with Primary 4 learners during Term 1 and 2 to support their return to in school learning and their social and emotional skills as they adapted to the new routines and expectations.

Reading Ambassador

Due to Covid risk mitigations in place specific supports could not take place in the usual way.

The Book Nook was unable to run this session.

- Our Reading Ambassador supported targeted groups across the Primary 2 stage delivering the Speech and Language programme during terms 1 and 2. In term 3 targeted support was provided to learners across P4-7. From March 2021 Primary 7

learners were supported on their return to in school learning. During Term 4 the Reading Ambassador provided targeted Speech and Language support across P1-7.

Learning Materials

- All learners across Primary 2-7 were able to access Google Classroom during remote learning periods.
- All Primary 5- 7 learners were provided Chrome books to support remote learning (January- March 2021).
- The school purchased Chrome book covers for all devices.
- Learner engagement data was gathered during remote learning in January and February 2021. On average 58% of P5-7 learners submitted their learning via Google Classroom during remote learning. On average 71% of P5-7 learners participated in Google Meet/ daily check ins during remote learning.
- Devices and connectivity were provided to a few families as required during remote learning.
- Hard copy learning packs were devised and distributed during session 2020 2021 as required during periods of self- isolation/ remote learning. Additional materials were purchased to support home learning packs. E.g. jotters, stationery. All Primary 1 learners were provided weekly reading materials during remote learning. 17 P2-P5 learners were provided hard copy learning materials that were distributed during remote learning.
- 31% of learners across Primary 1-7 accessed the in school provision from January- March.

Wider Achievement 2020/21:

- Primary 7 House Captains were elected in August 2020. They created campaign videos and all classes had the opportunity to vote and select their chosen House Captains.
- House Captains used “How Good is OUR School” to draw up House Action Plans to continue to drive forward school improvement during session 2020-2021.
- From the House Action Plans the following actions were achieved:
 - Each class drew up a refreshed Playground Charter.
 - Through House Meetings and class challenges Primary 1-7 explored the Wellbeing Indicators, raising their awareness and understanding of what they are and what they mean.
 - A Sleep Challenge was delivered through Remote Learning Assembly and revisited and delivered during Sport and Health Week in June 2021 to raise awareness of the importance of sleep.
 - Charities were chosen by learners during House Meetings. This session our chosen charities have been Make a Wish Foundation and Rainforest Trust. Almost all learners increased their knowledge and understanding of both charities with the help of our House Captains in Primary 7. Primary 7 learners were involved in the design of the fundraising day activity.
 - Nursery- Primary 7 classes completed the Sustran Hands Up survey in September 2020.
 - East Pleat Learning Community raised £96.00 for Poppy Scotland in November 2020.
 - We supported Children in Need raising a total of £120.00 in November 2020.
 - A Primary 3 learner entered and won “The Blairdrummond Smiddy” Christmas

Competition, winning a Christmas tree for the school.

- We produced a school calendar to gift to all parents/ carers. Each class across Nursery- Primary 7 created a themed photograph for each month. Calendars were distributed to all families in December 2020.
- Our P1 classes worked together to perform a “virtual” Nativity and we were able to share the Nativity story with parents and families online.
- Active Stirling supported our positive return to in school learning during term 1, providing activity sessions both during class time and during lunchbreaks.
- This session our Eco activities have been led by classes through their Interdisciplinary contexts. Achievements have been celebrated on Twitter and displayed across the school.
- We held a successful World Book Day in March 2021 with Primary 1-3 classes participating in school and Primary 4-7 classes taking part remotely on Google Classroom.
- We supported Comic Relief in March 2021. As a school and nursery community we raised £120.91
- Primary 5 learners successfully completed Buddy training.
- Primary 6 learners completed Curriculum Ambassador Training effectively during term 4 and completed detailed application forms to apply for the role.
- We held a very successful Fundraising Day in May 2021. We supported both our chosen charities, Make a Wish Foundation and Rainforest Trust, and our school fund. We raised £739.75.
- Our Sport and Health Week in June was planned by Primary 7 learners. Each class participated in outdoor and in class activities each day. The activities had a positive impact on learners across the school.
- Our Parent Council continue to support the school effectively. During the summer of 2020 they painted our school railings, weeded and planted in the school garden and painted zones to support our return to in school learning in August 2020. Our Parent Council also continued their fundraising work during the course of the year.
- Our Parent Council purchased 10 Chrome books and a Chromebook Caddy to support digital technology learning and teaching.

Feedback from Parents/ Carers:

“I’m really proud of my son and being part of his learning through Lockdown. Thank you for so much support.”

“I’m so grateful. If I had a worry or concern I could always contact someone and you always got back to me.”

“Having the learning grids made it so easy to do their learning with them...I really enjoyed the time together.”

“Thank you for your support it’s been much appreciated.”

“It’s so nice to see the Headteacher and Depute Headteacher at the gate in the mornings.”

“The learning grids were easy to follow.”

“There has always been lots of communication and we always knew what was going on through lock down.”

“I called because I was feeling anxious that I wasn’t doing enough learning with my child. Mrs Heggie (Health and Wellbeing Officer) reassured me and spoke to the teacher for me. I felt so

much better knowing I was on the right track.”

Feedback from Pupils:

“I felt great seeing all my friends. I never felt unsafe.

I like my check in because my teacher knows how I feel and I feel nice.

At home I liked doing lots of sounds and number work. I learned to count forwards and backwards. School is more fun.

I don’t want to watch things on screen anymore because it hurts my eyes.” Primary 1 learner

“I felt safe in my own class bubble and I didn’t have to mix with other classes. Check in has helped me because I can share how I feel. Remote learning was interesting and now I feel more confident using a computer. I don’t have to ask the teacher to help so much now. Sustainable Sami encourages us to pick up our rubbish and recycle plastic and we are learning to look after our environment. I like coming into school free and not lining up because there was always arguments. I miss being in the dinner hall for my lunch but I don’t miss the noise.” Primary 4 learner

“I felt happy coming back to school. I missed my friends. Adults wearing masks helped me feel safe. I feel safe and comfortable in school. I like how the teacher knows how I am feeling at check ins. I found remote learning hard, we didn’t know what to do, not even my mum. I much prefer being in school. I can get help when I need it. I would like to see all the restrictions go away. Hopefully then I could have swimming lessons. I want to be a responsible P6.” Primary 5 learner

“Trusting my school made me feel safe, especially the adults. I like that we all feel comfortable with each other and we have time to share at check in.” Primary 6 learner

“You could do home learning at your own pace and I loved my mum being my teacher. If we could choose I would like a bit of both. I think it’s better having no bells. I like having my lunch in the class. It’s not so busy or rushed.” Primary 6 learner

Feedback from staff:

“I felt positive about returning to school, reconnecting with people. I felt safe because management had strict and clear protocols in place. I think my class has found check in supportive and they know they will be listened to.

Google Classroom has been a huge learning curve and required a lot of self-teaching for staff. Remote learning suited some children; some flourished learning at home returning to school with more confidence and more aware of their strengths. Varying levels of support and engagement resulted in a widening gap. “ Class teacher

“I felt safe returning to nursery with risk assessments, cleaning schedules, bubbles and social distancing in place. Online journals provided a means of communication with parents and learners during nursery closures. I feel more confident using Teams now. Forest Adventures have continued on a regular basis within bubbles. Free flow outdoor play is consistent within nursery. Bubbles enabled the garden to be divided to continue to provide these opportunities.” Nursery staff member

“I think check ins are a positive incentive because it’s something that encourages our young people into action or effort and ensures a positive ethos. Not every young person/ family enjoyed working digitally I think it was taken for granted that young people, families and carers

could get to grips with all the jargon.” Support Staff member

“Primary 1 and nursery learners have made excellent use of the Country Park to develop their skills and learning this session. ‘No bells’ has been a really positive change for the whole school. The ‘open door’ for morning arrivals ensures “School Street” is so much calmer in the mornings.” Support Staff member

Capacity for Continuous Improvement

Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> • Strong understanding of social, economic and cultural context of community reflected in School Improvement Planning. • Our School and Nursery community has a very positive ethos. • All staff engaged in a rigorous self-evaluation for school improvement. • Staff and parents have high expectations of our learners’ attainment, effort, attendance and punctuality. • Teachers engage in collaborative activities to improve learners’ experiences and achievements. • Highly effective partnership with community groups to support learners and families. • Wide variety of effective forums for learners to share responsibility for school improvement and develop leadership skills. 	<ul style="list-style-type: none"> • Through embedding Learning for Sustainability in planning and teaching provide further creative learning opportunities for learners. • Refresh and develop further learner leadership throughout the school and nursery.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Nurturing and supportive ethos throughout the school reflects a commitment to children’s rights and positive relationships. • Learners have regular opportunities to contribute to the life of the school and to the decision-making processes. • All staff engage in supportive dialogue with learners during learning experiences. • Class teachers embrace digital technology across learning. 	<ul style="list-style-type: none"> • Develop further higher order questioning to extend learning across all classes. • Review the cycle of planned monitoring and tracking to support the planning of more timely interventions.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> • All staff understand nurturing principles and the impact of these approaches on children’s learning. • Our nurturing approaches have provided a strong foundation for Covid recovery and support during 2020-2021. 	<ul style="list-style-type: none"> • Further develop whole school approaches to promote learners’ and families’ understanding of diversity.

	<ul style="list-style-type: none"> • Learners understand what it means to be nurtured and how to nurture others. • All learners, including those who need additional support are included well in all aspects of the school's work. • Initiatives designed to build learners' confidence, resilience and aspirations have led to learners across the school using resilience tools to enable them to focus on learning tasks and manage challenging situations, tasks and activities. • Effective Staged Intervention process which ensures all learners receive the most appropriate support according to their needs and has taken account of the challenges of Covid restrictions to ensure continuity of support. • Robust monitoring and tracking of the effectiveness of interventions. 	
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> • We gather a range of data on our whole school tracking tool to effectively monitor progress and the impact of interventions strategically to inform future improvement work. • Learners' achievements in and out with school are celebrated and recognised by staff. • We have made a positive impact on removing barriers to learning and ensuring equity for all and this has continued during the challenges of remote learning this session. 	<ul style="list-style-type: none"> • Continue to provide challenge within all aspects of learning. • SMT to track particular groups of learners to identify trends across the school. • Continue to develop learner leadership skills across the school and support learners to achieve accreditation for a variety of aspects of the school's work (Reading Schools, Eco, Sports Award)
3.2 Securing Children's Progress (Nursery)	<ul style="list-style-type: none"> • Practitioners promote and nurture emotional wellbeing effectively to build children's self-confidence and meet children's social needs. • Almost all children are progressing well in language and literacy. • "Communication Champions" provide effective additional support to ensure progress. • In numeracy and mathematics most children are making good progress. • Through regular visits to the Country Park (Forest Adventures) children are developing strong teamwork and exploration skills. • Children are making good progress across all areas of the curriculum and are developing skills for life and 	<ul style="list-style-type: none"> • Continue to provide daily emotional check ins to develop learners emotional literacy. • All staff to take part in Teaching children to Listen training. • Gather and analyse a range of data to evaluate impact of interventions to ensure children are making good progress and provide targeted support as required.

	learning in an inclusive and nurturing environment.	
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Evaluation of school's capacity for continuous improvement:

A rigorous self- evaluation process is in place.

- This involves staff, pupils and parents being consulted and involved in dialogue regarding school improvement. This session this has been carried out virtually and electronically.
- School and nursery self-evaluation calendars are in place to ensure continual self-improvement which includes opportunities for moderation both within school and nursery and with colleagues from other settings.
- All staff in school participate in a self- evaluation process to support Professional Review and Development and improvement.
- Learners have been involved in regular discussions about learning through feedback, sharing learning sessions, profiles, pupil dialogue sessions and sharing on Twitter.

Key priorities for school and nursery improvement planning 2021 2022

- To ensure all staff have an enhanced and informed understanding of effective pedagogical approaches and practice to deliver high quality learning, teaching and assessment for all learners during session 2021 2022.
- To further develop approaches to literacy learning across Nursery- Primary 7 to ensure effective engagement and progress in learning by June 2022.
- To ensure our school community provides a safe base for all learners during session 2021 2022 enabling every member of our community to aspire, attend and achieve.
- To develop and improve the playground to provide learners with engaging opportunities and comfortable and safe surroundings in which to play and learn.
- To embed the Stirling Early Years Play and Learning Framework into nursery planning, learning, teaching, assessment and reporting practice by June 2022.