



Falkirk Council
Children's Services

Standards and Quality Report
2019-2020





FALKIRK COUNCIL
CHILDREN'S SERVICES
Comely Park Primary School
Standards and Qualities Report
Session 2019-20



The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2019/20. Ordinarily, the SQR documents the outcomes and impact of improvement actions over the course of four terms of the academic session.

Due to the closure of educational establishments in March 2020, planned improvement work was revised in term 4 of the school session to take account of the closure. Improvement work was centred appropriately and successfully around: the provision of distance learning for children and young people; organisation and delivery of emergency childcare for keyworkers via Hubs; and, the provision of pastoral support for vulnerable children and families.

Importantly, staff at all levels continued in term 4 to undertake and participate in a range of professional learning and development to support both: the identified priorities of the improvement plan; and, digital learning and teaching during the term 4 closure.

The unprecedented intervention of the closure of schools and nurseries reduced the time available to progress improvement work as planned, therefore, the priorities identified in the improvement plan for session 2019-2020 remain relevant and will continue to be progressed in session 2020-2021.

Taking all of this in to account, this report provides a helpful summary for parents/carers and other stakeholders of successes and achievements across three terms of the academic session: August 2019 – March 2020.

DEMackay

DAVID MACKAY

Head of Education

Falkirk Council

Learning takes you places

At Comely Park Primary we believe learning is a life long journey which has the capacity to take you to many amazing places and achieve many wonderful things. We believe every young person should receive excellent learning and teaching in a safe, welcoming, nurturing, happy, inclusive environment. Young peoples' experiences here should stimulate their curiosity, feed their imagination and develop their aspirations so that they can live happy, fruitful lives and make positive contributions to the world around them.

In partnership with parents and community we work to prepare our young people for the challenges of the future and help them to develop the skills and behaviours that will see them flourish in the twenty first century.

In a rapidly changing world we are preparing our children with skills for life:



"We believe in ourselves."

Confidence

"We can share our ideas, everyone has a voice."

Communication



"We can use our imagination to solve problems."

Creativity

"We are kind and caring."

Compassion



"We are resilient."

Composure

"We can work well together."

Collaboration



"We are curious to discover"

Curiosity

We want our pupils to face the future with enthusiasm and when they leave us, look back with affection, pride and positivity.

Our values:



Information provided within this report represents the views of pupils, parents and staff as gathered through observations, self-evaluation, dialogue, consultations, workshops and information events.

Context of the School/ELC Setting

Comely Park Primary School is situated in the heart of Falkirk town centre. The school has existed on this site since 1878 and it is highly regarded by the local community. We receive a significant number of placing requests into the school each year. This session we have fourteen classes. Our teaching cohort comprises of full and part time staff supported by PE and music teachers from Falkirk High School. We have eight permanent staff and three temporary staff in our nursery, four support for learning assistants (SfLAs), a nurture support assistant and a janitor. Our school office is staffed by two part time clerical assistants. The senior leadership team (SLT) consists of the Headteacher, Depute Headteacher and two Principal Teachers.

We are in a built up area which allows us to enjoy close links with many of the businesses and facilities in our locality. We are frequent visitors to Callendar Park where we can access outdoor learning in a more natural environment. We benefit from effective partnership working with both our Parent Council and our Parent Teacher Association (PTA). The Parent Council, in partnership with Falkirk Football Foundation, have created Woodlands Community Sports (WCS) a social enterprise group which operates Woodlands Games Hall and sports pitch for the benefit of the whole community. As a result pupils have access to outstanding sports facilities and we look forward to the forthcoming upgrade of Woodlands Games Hall.

Our PTA continue to raise funds which are spent in school to the benefit of all pupils. In addition to this they provide a range of social events for pupils, parents and the wider community.

Session 2019-2020									
School Roll: 390					Nursery Roll: 70				
FME: 21 pupils									
Pupil Equity Funding £21,600									
SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD10
1%	3%	12%	1%	9%	1%	26%	0%	32%	15%

Section 2

Review of progress for 2019 -20	
Priority 1: Promoting Inclusion and Wellbeing	
NIF Priority – Improvement in children and young people’s health wellbeing NIF Driver – School Improvement	FC Priority – ‘Getting It Right For Every Child’ and ‘Positive Relationships Within Falkirk’s Educational Establishments’
HGIOS?4/HGIOELC? Qis: 3.1 Improving wellbeing, equality and inclusion.	Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) Yes
Progress and impact (based on Outcomes for Learners how well are you doing? How do you know?)	
<u>Raising Attainment in Literacy through Health and Wellbeing</u> ✓ Members of our Senior Leadership Team attended ‘Respect Me’ training and then a further training session took place with all teaching staff. ✓ The Relationships and Sexual Health programme (RSHP) was introduced in school and new resources purchased to support this. ✓ It was our intention to promote: ‘Respect Me’; Sexual Health and Relationships; LGBT and Internet Safety at our Parent Curricular Evening, sadly this was cancelled due to the pandemic. ✓ Positive Behaviour guidance was shared with parents and pupils and this approach is now adopted across the school. ✓ Our reward system, which is linked to our Positive Behaviour Policy, enabled pupils across the school to benefit from the range of activities offered in the Hive. ✓ To evaluate pupil views about inclusion and attainment, all pupils completed a Wellbeing Wheel and P4 to P7 pupils also participated in Bounce Back evaluations. ✓ Nurture support was provided for individual pupils across the school. ✓ The Hive was used on a daily basis to support individuals and small groups. The Hive was fully used this session and Nurturing Principles are continuing to be embedded throughout the school. ✓ Parents and Staff completed a self-evaluation on QI 3.1 Wellbeing, Equality and Inclusion in February 2020. Both parents and staff rated us as ‘Very Good’. ✓ The improvement priority identified by parents for 2020-21 was helping everyone in the school to feel included. ✓ 93% of parents attended at least one parent appointment. ✓ Investment in nurture support resulted in a 46% reduction in interrupted learning experiences for individual children therefore improving class based engagement. ✓ Due to the school closure numerical data on the improvements measured by staff, pupils and parents in Positive Behaviour could not be collated.	

Ensuring Wellbeing , equality and inclusion – (English as an Additional Language - EAL)

- ✓ Pupils with multiple languages visited Library Support Services to review available resources. The pupils made wish lists of books, representative of every language spoken in school, to purchase for our library.
- ✓ Unfortunately the pandemic broke just as we were preparing to use other languages in school assemblies.
- ✓ As a school we continue to raise awareness of multicultural celebrations and events.
- ✓ Interpreters are provided for all parents who require this service.
- ✓ Individual parent appointments were allocated to parents to continue to promote parental engagement for all of our families.

Next Steps (what are you going to do now?)

- Information sharing opportunities for parents to promote Health and Wellbeing.
- Nurture principles 'the environment offers a safe space' and 'nurture is important is the development of wellbeing' to be embedded throughout the school.
- Embed measures to track pupil health and wellbeing.
- Pupils with multiple languages will see their first language represented in the school library.
- Our Patron of Reading Lynn Rickards was due to work with our children who have English as an additional language, it is anticipated this event can be rescheduled.

Review of progress for 2019 -20

Priority 2: Learning, Teaching and Assessment

NIF Priority – Improvement in attainment, particularly in literacy and numeracy. Improvement in children and young people's health and wellbeing NIF Driver- Assessment of children's progress School Improvement Parental Engagement	FC Priority – 'Play Is The Way' and outdoor learning
HGIOS?4/HGIOELC? Qis 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.7 Partnerships 3.2 Securing children's progress	Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) No

Progress and impact (based on Outcomes for Learners how well are you doing? How do you know?)

Raising Attainment in Literacy – Learning and Teaching

- ✓ Principal Teachers attended the 'Talk for Writing' Conference.
- ✓ All staff attended a day's training on this approach to teaching writing.

- ✓ During Collegiate Activity sessions staff explored the philosophy of the 'Talk for Writing' approach and shared good practice.
- ✓ Staff observed their colleagues teaching writing as part of our Quality Assurance programme.
- ✓ Money was allocated to providing resources to support pupils across all stages. The purpose was to expose children to high quality literature and expand vocabulary.
- ✓ Pie Corbett Writing Packs were provided to support staff in using the Talk for Writing process.
- ✓ Writing assessment criterion were created using Curriculum for Excellence Benchmarks, with particular reference to each genre.
- ✓ All staff engaged in action research to improve pedagogy in literacy.
- ✓ Pupils used the Leuven Scale to evaluate their engagement in writing lessons.
- ✓ Self-evaluation of 2.3 (Learning, Teaching and Assessment) rated current practice as 'Good' with elements of 'Very Good'.

Raising Attainment in Literacy – Pupil Engagement

- ✓ All staff participated in quality assurance processes to ensure the delivery of high quality writing lessons.
- ✓ Working collaboratively, staff supported one another in ensuring writing lessons were vibrant and engaging for pupils.
- ✓ Staff and pupils engaged fully in our quality assurance processes which captured teacher and pupil voice. This allowed us to provide whole school feedback which supports school improvement.
- ✓ Pupils contributed in focus groups to review the teaching of writing.

Raising Attainment in Numeracy – Embedding A Sustainable Pedagogical Approach

- ✓ All staff participated in quality assurance processes to ensure the delivery of high quality numeracy lessons. Staff have explored: the Seven Part Model and are continuing to embed Higher Order Thinking Skills; Effective Questioning and components such as Number Talk.
- ✓ Peer support and professional reading was made available to all staff throughout the session.
- ✓ Team teaching sessions were planned to build teacher confidence and demonstrate the use of new strategies and resources.
- ✓ To ensure consistency of approach in teaching all staff plan in line with the Falkirk Numeracy Strategy.
- ✓ A range of new resources to support numeracy were provided across the school.

Raising Attainment in Literacy and Numeracy – Tracking and Assessment

- ✓ The Progression Attainment Quadrangle was used to support teacher judgement in numeracy to allow us to track both pupil attainment and progress.
- ✓ All pupils, nursery to P7, were assessed and their progress tracked using Falkirk Council Children's Services progression pathways and Curriculum for Excellence Benchmarks.
- ✓ Staff have begun to use holistic assessment approaches in numeracy, bundling

experiences and outcomes together within a context.

- ✓ We have established school based summative assessments to support teacher judgement in planning within progression pathways.

'Reading Into Writing' Project (School Library Improvement Fund)

- ✓ P6 teachers engaged with Neighbourhood colleagues and Mrs Manning (Principal Librarian, Children's Services) to collaboratively plan the 'Reading into Writing' project. This was very successful and included colleagues from various stages. Activities and adaptations were agreed and timetables drawn up.
- ✓ Both staff and parents were very enthusiastic about this project, and Comely Park was by far the most represented school at the launch event where children and parents were invited guests.
- ✓ The first author session was enthusiastically received by both P6 classes, with children extending their vocabulary and writing ambition throughout the session.
- ✓ The children were thrilled to receive their own copy of the book and this was used well at home both during the project and the subsequent lockdown where it was the focus for some of the P6 remote learning tasks.
- ✓ Lockdown unfortunately meant that the rest of the project had to be postponed.

First Minister's Reading Challenge (FMRC)

- ✓ School participation in the First Minister's Reading Challenge varied from class to class this year. Although the lockdown prevented us from submitting any entries, many children took part and enjoyed filling in their reading passports.
- ✓ A training session was held for staff on the FMRC, and provided information on resources available. All staff were keen to promote reading for pleasure.
- ✓ A great deal of time and planning was put into co-ordinating with Ross MacKenzie as an author in residence, however the pupil activities and involvement had to be cut short due to lockdown.
- ✓ No application was made for Live Literature funding due to lockdown.
- ✓ Throughout the year Scottish Book Trust Author's Live events were promoted with staff across the school, and this was also the case throughout lockdown. Via Twitter and Teams, writing competitions and author and illustrator online events were promoted.

Building the Ambition

- ✓ Staff reviewed previous self-evaluation findings, based on Building the Ambition, Session 2018-19. Staff agreed to undertake leadership roles within Session 2019-20 as well as developing the emotional resilience of youngsters, and as practitioners, improving upon the use of vocabulary to demonstrate depth of learning.
- ✓ Staff have become familiar with Realising the ambition: Being Me (March 2020). Staff have worked collaboratively to collate feedback and agree an action plan for implementation Session 2020-21.
- ✓ Timescale for implementing Leuven Scale was agreed and record sheets amended to

focus only on engagement. Implementation was postponed due to school closures and will resume in Session 2020-21.

- ✓ Staff have participated in many professional learning opportunities; attending sessions as a group to maximise potential of implementation and have engaged enthusiastically with SSSC CPD activities.
- ✓ Every staff member has attended good practice visits, partnership visits and network events. Partnership visits were particularly well received by children and parents.

High Quality Interactions and Observations

- ✓ Planning in the Moment was introduced to staff in Session 2019-20.
- ✓ Planning in the Moment offered instantaneous reflections and allowed staff to adapt learning experiences for children, as appropriate.
- ✓ The Planning in the Moment approach supported the principles of Building the Ambition; enabling staff to capture and act upon, child voice (communication), curiosity, inquiry and creativity.
- ✓ Daily huddles, subject to review and refinement throughout the session, allowed staff to monitor and track the wellbeing of individuals.
- ✓ Feedback to staff following quality assurance identified good practice and action points for development.
- ✓ Quality Assurance over fifteen occasions demonstrated a range between 37-77% of observations which contained child's voice.
- ✓ Self-evaluation of 2.3 (Learning, Teaching and Assessment), including the use of challenge questions, led staff to award themselves a score of 4 'Good'.
- ✓ Falkirk Council Thematic Review scored practice within the nursery as a 5 'Very Good'.
- ✓ Self-evaluation of 3.1 (Ensuring wellbeing, equality and inclusion), including the use of challenge questions, led staff to award themselves a score of 5 'Very Good'.

Recording and Reporting

- ✓ Analysis of quality assurance findings demonstrates (on average) reference to the four steps; Context 96%, Skills 92%, Depth of Learning 79% and Child's Voice 57%.
- ✓ Capturing Child's Voice falls just below our target of 60% for Session 2019-20.
- ✓ Progression of core skills in Literacy, Numeracy and HWB introduced and implemented.
- ✓ Implementation of core observations based on skills progression within Early Level Progression Pathways (Literacy, Numeracy and HWB).
- ✓ Daily communication with parents and formal opportunities for progress updates at six monthly reviews.
- ✓ 100% uptake on six monthly reviews via face to face meetings, telephone conversations or email.
- ✓ Written reports shared with parents at the end of each session for every child.
- ✓ Reports are written to a very high standard; evidencing progress in learning in consultation with key curriculum documents.
- ✓ Events calendar is shared with parents at the beginning of the session or during induction meetings.
- ✓ Nursery staff were invited, following Thematic Review, to host a network event on behalf of Falkirk Council showcasing good practice, in particular capturing child

engagement with recording and reporting procedures.

Tracking Attainment

- ✓ Progression of core skills in Literacy, Numeracy and HWB introduced and implemented.
- ✓ Implementation of core observations based on skills progression within Early Level Progression Pathways (Literacy, Numeracy and HWB).
- ✓ In a random sample of 20 pre-school aged children, core Literacy skills featured (on average) in between 40 and 100% of observations, core Numeracy between 25 and 95% and core HWB between 75 and 95%.
- ✓ Analysis of core skills evidenced within learning observations demonstrates staff are referencing skills progression from Early Level Progression Pathways.
- ✓ Three Early Years Tracking meetings scheduled per session, in line with school protocol.
- ✓ Staff use progression of core skills and core observations to monitor, report and track attainment.
- ✓ In a random sample of 20 children, group/ collective observations varied between 0 and 40% of observations, with an overall average of 26%. Marginally higher than our target of 25%.
- ✓ Self-evaluation of 3.2 (Securing Children's Progress), including the use of challenge questions, led staff to award themselves a score of 5 'Very Good'.
- ✓ Falkirk Council Thematic Review scored practice within the nursery as a 5 'Very Good'.

Next Steps (what are you going to do now?)

- Our review of QI 2.3 will be continued into session 2020-21.
- We will commence with tracking of pupil engagement in writing using the Leuven Scale for PEF pupils.
- Opportunities for staff to moderate evidence of achievement in writing and numeracy will be ongoing.
- Explore the possibility of 'Reading into Writing' resuming.
- To encourage participation in FMRC this year.
- To encourage ongoing collection of evidence for class or stage reading journeys with a view to entering submissions at the end of the year.
- To revisit the reading and writing project with our Patron of Reading Lynne Rickards.
- The 'Talk for Writing' approach will be embedded in school practice.
- 'Tea, Toast and Hamilton Trust' breakfast meetings will support staff in embedding a sustainable pedagogical approach to teaching numeracy.
- Holistic assessments in numeracy will be developed further.
- Strengthen the correlation between Teacher Judgement in literacy and numeracy and tracking progress.

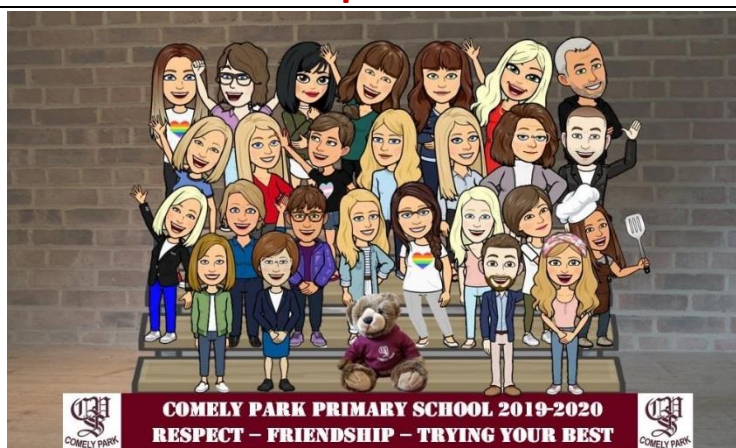
Nursery

- Staff will embed Realising the Ambition: Being Me.

- Identification of focus group of children and implementation of Leuven Scale within identified period of time.
- Continue to participate in partnership activities where children attend more than one setting.
- Continue to review and develop the planning process, ensuring practice supports transition to 1140 i.e. longer sessions.
- Staff to continue to engage with Daily huddles.
- Staff will engage in opportunities to moderate observations, providing peer feedback.
- Moderate observations to ascertain staff consensus of what constitutes child's voice.
- Provide further opportunities for children to be involved with planning; capturing child voice and evidencing impact on learning experiences.
- Provide regular opportunities for parents to share possible learning experiences for their child.
- Focus of observation monitoring in Session 2020-21 will be strengthening Depth of Learning (90%) and capturing Child's Voice (75%).
- Continue to promote benefits of Online Learning Journeys, in particular, communicating achievements and opportunities for support and enhancement, both in nursery and at home.
- Observations to evidence progression of core skills, including next steps and achievements.
- Review and raise awareness of lowest scoring core skills for Literacy and Numeracy with staff.
- Participation with Falkirk Council's Assessment Framework Implementation Plan.

Review of progress for 2019 -20

Our response to the Covid-19 pandemic – March 2020



Blended Learning

As a result of schools closing from 24.03.20 we had to very quickly organise a form of blended learning which pupils and families could access from home. For the first two weeks leading up to the Easter holiday this work was accessed via SWAY. Staff then quickly undertook the necessary training to ensure this could move to a more sustainable format.

Use of Microsoft Teams

The use of MS Teams and Notebook via Glow enabled daily communication with Teachers, pupils and their peers through different class and staff Teams and separate channels within. Weekly learning grids and an associated range of Assignments were set every Friday and pupils submitted their work in a format of their choice e.g. photo, video, Office 365 such as Notebook, etc. A number of teachers supported weekly activities through a Flipped Learning approach, sharing videos to support remote learning such as Virtual Classrooms in P1, 4, and 7, or via 'Live' meets. Teachers then provided individual feedback on pupil progress. Apps such as Kahoot, Forms and Insights were used to assess pupil progress.

Teachers have used Staff Teams and Notebook to meet, plan and work collaboratively on a weekly basis. Professional learning opportunities and links were added to the Staff Teams throughout lockdown.

A Sway Remote Learning pack was shared with families entering Phase 1 of Lockdown. This contained information, guidance and links to online resources in addition to class grids for remote learning for the remainder of the Spring term.

A collection of apps and websites, including Study Ladder, Nessy, Linguascope, Sumdog, Borrow Box and Youtube, were utilised across all classes to support remote learning. Sample timetables and Great Ideas for banishing boredom during lockdown were shared with families; ranging from board game Olympics to 'Round the World Night' this promoted learning new skills and family fun while our school is closed.

Text and video tutorial guides were created and shared to support our families in accessing and making the most of Glow, Teams and Notebook for remote learning.

Staff CPD

As a school our approach to digital learning in response to the pandemic was recognised and shared with other schools via Falkirk Council blogs.

The Cluster Hub

Many of our staff volunteered to work at Falkirk Cluster Hub school (Bantaskin Primary School) to provide child care for our keyworkers children and education for our more vulnerable pupils. Staff commitment to this was outstanding. Our staff team quickly adapted to the new surroundings and new challenges. Opportunities were taken by teachers to make regular telephone contact with our vulnerable pupils to check their wellbeing. Food and other resources were sourced and delivered to some of our pupils by staff in order to ensure their wellbeing and access to Blended Learning.

The team work, comradery and sharing with other teachers was a real positive. The relationships developed with vulnerable children from other schools was a highlight and a reminder of the positive impact educators can have on children. Staff felt privileged to be in a position to support children who needed routine, structure and someone to talk to. One staff member reported, "To see how happy and resilient the children were gave me strength and peace of mind in these anxious times. To see that despite everything,

children were happy, engaged and learning. I felt useful and valued helping out at the Hub.”

It was a pleasure to see how children in the hub mixed and friendships blossomed. Staff felt able, in a small way, to do their bit to support key workers and allow them to work.

Parker's Positive Poems

During lockdown Our Patron of Reading, Lynne Rickards, became involved with Parker's Positive Poetry school wide project, hosting our children's Poetry on her blog. There was a phenomenal response to this, and Library Services shared over one hundred of our poems on BorrowBox.



Reflecting on Lockdown

Teachers' Proudest achievements:

- ✓ ICT skills, virtual planning and an ability to provide online learning experiences.
- ✓ Enhanced staff relationships and remote planning with stage partner.
- ✓ Impact educators have on children
- ✓ Keeping in touch with parents and children, being reassuring and helpful.
- ✓ Providing good feedback which parents reported as really helpful.
- ✓ Chatting to children and keeping involved in their lives.
- ✓ Feeling competent to give advice to other adults on how to access Teams/Notebook.
- ✓ I have connected with a professional learning community of other educators within local authority who, just like myself, are constantly seeking to push the boundaries of what a classroom looks and feels like. As a result, I have impacted the learning and growth of my colleagues through coaching and support.
- ✓ I have learned that communication is key... team work with colleagues is vital. A problem shared is a problem halved.
- ✓ That we were able to provide a range of well planned, meaningful activities that has help support our pupils during this unique time.
- ✓ Coming to terms with the loss of control I have had over the learning. I have come to realise I cannot be in control of what my children are/are not learning when they are at home, I can provide the learning that I want them to do but I can only encourage them to do it, unlike in school where I have the opportunity to work with the children to support them to complete work.
- ✓ Not throwing the laptop out of the window on several occasions when I really wanted to!!!
- ✓ I feel a certain amount of pride that I have overcome the initial fears I had of online learning.
- ✓ Creating an online video channel to entertain my pupils – it was relatively successful.
- ✓ Undertaking different Open University courses that have broadened my knowledge on different subjects and that I can tap into within the classroom.

- ✓ The whole school positive poetry project which focused on writing for wellbeing has to be a highlight. Our school mascot created a real sense of community, with children from P1 to P7 engaging and responding with imagination and enthusiasm. Our Patron of Reading has never had traffic like it on her blog. An amazing bonus was the project becoming the first Falkirk pupil authored BorrowBox book – a great achievement!
- ✓ Putting together the Virtual Leaver's Assembly.
- ✓ Surviving! I am most proud that when things became unbearably challenging I did not give up. I stayed focused and used my normal organised approach to work through what was required.

Skills teachers developed:

- ✓ Online tutorials.
- ✓ Virtual classrooms.
- ✓ Ipad skills.
- ✓ This has increased my knowledge when dealing with new technological challenges.
- ✓ Using Teams, adding videos – trying to make tasks as motivating as possible with a blend of investigative tasks and written tasks.
- ✓ Through responsive and ongoing CPD I have incorporated Microsoft technologies in innovative ways during this school closure to help cultivate a strong 21st Century remote teaching and learning environment in response to Covid-19.
- ✓ I was so nice for pupils to see that we were learning how to use technology together, I think this shared experience fostered empathy on both sides.

What we learned about our pupils:

- ✓ The resilience and overwhelming positivity of learners and families, coupled with their commitment and enthusiasm to learn.
- ✓ Most have shown great creativity and application.
- ✓ Relationships are key.
- ✓ Supportive parents are vital in ensuring a positive outcome.
- ✓ Most of the children have amazing support at home, I have been amazed at the volume of activities being completed and the high standard of work.
- ✓ How important the social side of school is to pupils (and teachers).
- ✓ Some children have really benefitted from 1 to 1 support from parents.
- ✓ I was very concerned about children who did not engage on Teams. It was so difficult to know how they were coping and what they were learning at home.
- ✓ Blended Learning confirmed how dedicated some of our pupils are and how supportive parents can be. Some pupils don't get the support they desperately need and I am hugely concerned that some may have had no support at all.
- ✓ Being given the opportunity to see the children in their own environments with their families has been lovely.

- ✓ The majority of my pupils go above and beyond when asked to complete a task, I have been blown away by the effort my pupils have shown through various different activities.
- ✓ Our children love learning and they really appreciate their relationship with their teacher.
- ✓ The pupils in my class are not early risers!

What pupils engaged with most:

- ✓ Virtual classroom - learners enjoyed hearing the teacher's voice and seeing a video to guide activities
- ✓ Streaming videos on Youtube
- ✓ Twitter and Teams
- ✓ Whole school challenges (eg. Wellbeing Windmills and Parker's Positive Poetry)
- ✓ Julia Donaldson book studies
- ✓ Mr Colvin's Daily Daft
- ✓ Virtual Sports Day
- ✓ Creating our own Lockdown Video
- ✓ Video messages from the teacher
- ✓ The highest returns were worksheet based and required little adult input – this may reflect the working situation at home
- ✓ Pupils were great at posting photographs of different activities.
- ✓ Practical activity based learning.
- ✓ IT Scratch tasks.
- ✓ STEM, baking, music, maths and IDL (topic work)
- ✓ Digital Dalguise.

What pupils engaged with least:

- ✓ Pupils engaged with curricular activities with various degrees of enthusiasm depending on their age and stage. IDL was popular at some stages and less so at others
- ✓ Writing activities (across the school writing activities were the least popular) – with the exception of Parker's Positive Poetry.

Comments from pupils:

- ✓ "My Mummy and Daddy aren't as good or as nice teachers as you."
- ✓ My favourite comment was the 'Good Morning' message I received each day from a child in my class.
- ✓ "Have a good day and I miss school, but not as much as MacDonalds!"
- ✓ "My Dad and I really liked the Black Sabbath song for the music task!"
- ✓ "This is great fun, I'm loving this." (Scratch tasks)
- ✓ "The school looks awesome." (Wellbeing Windmills)

- ✓ "Look at my water slide, it's epic!" (STEM task)
- ✓ "Dad and me have been listening to lots of music, it was fun but he likes lots of weird stuff!" (Desert Island disc task)
- ✓ I have been practising chance and probability with my Dad choosing Celebrations, I think the chance of him eating them all is quite likely!
- ✓ I have really enjoyed the activities I have done through lockdown and I have found so many new paths, caves and cycle trails.

Comments from parents:

- ✓ "The Virtual Classroom has been a game changer for us."
- ✓ "Thank you to you and your colleagues for your continuing hard work and efforts. Bet you this kind of thing wasn't covered during teacher training."
- ✓ "Thanks to Miss Ramsay and Mrs McDavid for the superb videos."
- ✓ "I've just discovered there is a recorded voice which speaks the teacher's feedback, my child is delighted."
- ✓ "Thank you for all your hard work in preparing fav activities and learning for my son."
- ✓ "Our daughter is really enjoying the tasks, we had lots of fun with the Grid References and Food web... Thanks for the lovely remarks too, you obviously don't see it but it really does encourage her and it's brilliant to see her smile/laugh when she reads what you have put. Hope you're having fun too."
- ✓ "I was chatting to neighbours last night and they were saying thanks to the school for suggesting windmills on the fence. That they are all loving looking out and seeing them. It is making them happy and smile, it has really cheered them up!"
- ✓ In response to the Virtual Leaver's Assembly, "Tears here too, it really is so emotional! Thank you for doing this for the P7s."
- ✓ "Teachers are not walking around wearing capes, but they should be!"

Comments from staff:

- ✓ One of the parents is also a teacher, we were able to share tasks and ideas. It was nice to support each other.
- ✓ Parents 'congratulating' us and appreciating the job that we do so much more now that they have been home schooling one or two children in comparison to 25-30! Lots of these comments have made me laugh and proud of the job that we do.
- ✓ Lots of children said they missed being in school with their friends and teachers.
- ✓ The most positive experience about volunteering in the Hub was the shared commitment and values of our school and nursery staff, they were tremendous and have provided an opportunity to strengthen our identity and relationships as a team.
- ✓ I have had to come to terms with not getting instant or any feedback from some of the children, this is not the way I like to work. Feedback both from myself to the

pupils and theirs to me is important in the planning and delivery of lessons.

- ✓ The video responses I received were always my favourites as it gave me a chance to see the pupils having fun and engaging in the activities which made it all worthwhile.

What advice would you give yourself if we were to go into lockdown again?

- ✓ Seek guidance and help from other staff.
- ✓ Familiarise yourself with all the online tutorials available.
- ✓ Don't be afraid to try new things, perseverance is key.
- ✓ You are stronger than you think you are.
- ✓ If it doesn't work one way, think creatively, adapt and try again.
- ✓ Be kind to yourself and others. Teamwork and understanding are key.
- ✓ Find more ways to speak to the pupils directly.
- ✓ Ask for help if you need it, support from colleagues has been one of the most valuable things throughout the whole experience.
- ✓ Take time to reflect on the positives and everything you have achieved! It is too easy to focus on the things you haven't managed to do and give yourself a hard time about it!
- ✓ Ensure your internet access and Wifi are up to date and working well. Have ink in your printer!
- ✓ Learn to separate work and down time both mentally and physically...I want my dining table back!
- ✓ See the situation from all points.
- ✓ Don't stress about trying new technology, it gets better and easier with practice.
- ✓ Keep in contact with children who are not engaging online.
- ✓ It's impossible to do everything, never mind everything at once. Take it one day at a time.
- ✓ Delegate! Our school has talented staff members who are ready to rise to the challenges faced.
- ✓ Believe in yourself!
- ✓ Not to work late into the night.
- ✓ Ensure you look after your own health and wellbeing.
- ✓ Learn to turn off the devices – this took me a few weeks to get my head around, that I wasn't on call for the pupils 24/7.
- ✓ Marking pages and pages of sums at an angle on a screen is difficult – cut down on the quantity sometimes!
- ✓ Pictures or videos explain things so much better than an A4 page of instructions.
- ✓ Find some way to ensure children don't post their work sideways or upside down!
- ✓ Buy a laptop as some apps work better on a desktop rather than an ipad.
- ✓ Don't worry about what everyone else is doing.
- ✓ Take the opportunity to learn something you wouldn't have had time for before.

- ✓ Set your working hours and stick to them.
- ✓ Take a moment to breathe, reflect, plan then respond.
- ✓ Stay true to your own values. You cannot control how others will respond.

Section 3

Key priorities for School Improvement Planning 2020 -2021

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Literacy – *Embed a consistent and progressive approach to the learning, teaching and assessment of writing.*

- Identify the gaps in learning as a result of the pandemic.
- Improve attainment in writing by embedding consistency in our pedagogical approach.
- Strengthen the links between planning, tracking and assessment.
- Strengthen the links between reading and writing.
- Participation in the Assessment Framework Implementation Plan (Nursery).

Numeracy – *Embed a consistent and progressive approach to learning, teaching and assessment of Numeracy and Maths.*

- Identify the gaps in learning as a result of the pandemic.
- Continue to support teacher confidence in using new planning and assessment tools.
- Embed consistency of practice across the school.
- Strengthen the links between planning, tracking and assessment.

Promoting wellbeing, equality and inclusion – *Through our Recovery Curriculum respond to the evolving needs of pupils, staff and parents to the pandemic.*

- Ensure that our nurturing ethos and positive behaviour strategies support pupils in the return to full time schooling.
- Share regular information with parents to support the health and safety of pupils, staff and families.
- Increase the variety of methods of communication with parents in order to sustain positive partnerships.
- Continue to develop progress made with digital learning.
- Updated guidance for families and staff in the event of the reintroduction of Blended Learning.
- Track pupil wellbeing using SHANARRI wellbeing web and Bounce Back assessments.

Realising The Ambition: Being Me - *self evaluate current practice and environment using national practice guidance.*

- The development of; wellbeing; movement and co-ordination; confidence; creativity and curiosity through effective interactions, high quality experiences and safe and happy spaces.

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement.

Self evaluation of Quality Indicator 3.1 (*Improving Wellbeing, Equality and Inclusion*) rated practice as 'Very Good' to 'Excellent'. The strength of this good practice will ensure the wellbeing of pupils and staff during the pandemic.

As a result of the interruptions to the academic year (Covid-19) the self evaluation and review processes normally undertaken at the end of the session were disrupted. In response to the closure and it's impact, we will continue to drive forward improvements in literacy and numeracy within Quality Indicator 2.3 (*Learning, Teaching and Assessment*).

Our collegiate working time agreement has been planned and approved in response to the ongoing pandemic with particular changes made in to: pastoral needs; communication to parents; reporting and staff meetings.

Self-Evaluation of the Core HGIOS?4/HGIOELC? QIs

QI	School/Setting SE	HMIE (if inspected in current academic session)	Care Inspectorate gradings (if inspected in current academic session)
1.3	4	-	-
2.3	4	-	-
3.1	5	-	-
3.2	4	-	-

Additional QI**You may wish to include an evaluation of a QI you have been focussing on**

QI	School/Setting SE	
2.1 Safeguarding and Child Protection	5	