



# Standards and Quality Report

## 2020 - 2021

2020 -2021

This report provides an annual statement of the progress we have made against our school improvement plan

**St Andrew's Primary School Id No: 6003729**



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## Introduction

The purpose of this Standards and Quality report is to set the work of the school in the context of the national agenda for continuous improvement. Through the school's own self-evaluation process and in line with advice and guidance from the local authority we review what we have achieved and set goals and targets for the future.

## Context of St Andrews School

St Andrews Primary School, built in 1995 and extended in 2003 is located in a rural position near Suckquoy Bay in Toab. Children from the parishes of Tankerness, Deerness, Holm and the village of St Mary's are transported to the school by local bus conveyors. We have a small number of pupils who walk to school from the recent housing scheme on the edge of Toab village.

During the Academic session of 2020 -2021, 161 pupils attended the school, and 55 pupils regularly attended the nursery. We had 7 classes, 2 of them were composited.

The senior leadership responsibilities are carried out by the Head Teacher Mr Mark Taylor, Principal Teacher Mrs Fiona Reid and the Nursery Manager Ms Helen Corbett.

All pupils access weekly lessons taught by specialist Art, Music and PE teachers. We have a strong team of music instructors who provide cello, violin, and woodwind tuition.

Our pupils are supported in their learning by a small, dedicated team of support staff led by Mrs Angela Hancock. During this session we have two part time Support for Learning assistants, additional COVID funding until March 2022 has enabled the school to employ a third SFLA. We have one janitor, two office staff members (job share) and two auxiliaries

## School staffing changes

A long standing and valued member of staff, Mrs Margaret Kirkness retired in June 2021. This vacancy was filled with a permanent member of staff Mrs Hannah Cromarty.

Our school roll has increased steadily over the last few years and we are finding a need for more space; classrooms, meeting rooms, capacity in the music room, and we are considering how we might address new needs in the nursery/pre-school. As an interim measure we continue to have a class in a Portacabin in the front playground. Extension work began in March of this year and our welcomed new PE Hall and new Nursery are due to be completed by July 2022 and internal refurbishment work is due to be completed by January 2023.

The community is very supportive of the school and there is an enthusiastic Parent Council which supports the school in many ways.

## COVID Disruption to Learning

During the last year Covid has continued to cause significant disruption to our school life. We have closely followed national guidance to keep staff, pupils and families safe. The whole staff team have worked incredibly hard to create learning within a virtual environment, supporting specific individuals within our own school. Pupils suffered a significant disruption to their learning from December until March/April due to schools being closed. We

successfully ran our Virtual School. During this time, the school was open to key workers' children and the school identified families who needed further support and on average 25 pupils attended school each day.

The staff team demonstrated a flexible and creative approach throughout this period of time. Parents have also been very encouraging and supportive of the work staff have undertaken to provide some continuity in learning

Until May singing was not permitted in music lessons. PE lessons have, in the main, been outside. Instrumental tuition was limited but restarted early March. Drama has not taken place this year.

## **Vision Statement**

**'An Excellent Education for all'**

**- Ready to learn, Respect for all, Safe and responsible -**

## **Positive Relationship Rationale**

St Andrews Primary School aims for all of its pupils to be well-motivated and self-aware learners, who can self-regulate their emotions and conduct themselves appropriately in a range of situations. We also aim to create an ethos and an environment in which our pupils feel safe and in which they can learn to interact respectfully in an age appropriate way with others. We want our pupils to develop into responsible citizens, playing an active part within the school as well as in local and wider communities. Underpinning this, we would like all adults to be positive role models. We believe that all members of our school community deserve to be treated with dignity and respect.

## **We are proud of our learning community and it is our aim to:**

- Create a comfortable and stimulating learning environment both inside and outside of school.
- Create a sense of security and belonging for all within our school and wider community.
- Enable all families and care givers to feel included and part of the setting.
- Uphold the rights of the child and ensure all children feel valued, respected and included
- Respect the uniqueness of each child and develop their independence and self-confidence as active learners.
- Develop the self-confidence and resilience our children need to manage change.
- Provide rich learning experiences through play and active learning to encourage and develop skills including literacy, numeracy and communication.
- Develop the children's awareness of diversity in the community and respect for each other's values, beliefs and customs.
- Create self- reflective learners

## **Our Curriculum Rationale**

**To establish a strong sustainable community for Orkney's future, our curriculum will provide opportunities for our pupils to:**

- Be literate and numerate;
- Be healthy, happy and emotionally resilient;
- Experience a broad range of learning opportunities across the curriculum;
- Experience success and achieve aspirations;
- Show respect and care for others;
- Take an active role in the life of the school and the wider community;
- Understand Orkney's unique location, culture and history to promote a sense of belonging;
- Have an understanding and awareness of the wider world;
- Develop a variety of skills to meet the demands of learning, life and work;
- Have the confidence, awareness and information needed to help them make positive future life choices.
- Be creative problem solvers able to succeed in an ever changing world.

### **What is the St Andrews Primary School Improvement Framework?**

Our Improvement Framework aims to improve attainment and outcomes for all children in St Andrews School and to build on good practice already evident in our school. It will ensure that the provision in our school is constantly improving and that the children in our care are equipped with the skills they need for life, learning and the world of work. It has been created following a detailed self-evaluation exercise using the quality indicators from 'How Good is Our School 4'. This process included input from staff members, pupils and parents.

### **What will it mean for pupils, staff members and parents?**

#### **Pupils will:**

- Have staff members who ensure they learn, progress and are provided with the support they need;
- Have the opportunity to give their views on their learning and their school;
- Have opportunity to participate actively in determining next steps in their learning.

#### **Staff members will:**

- Make judgements about children's progress using a range of methods;
- Design quality learning experiences influenced by judgements;
- Actively seek to develop and enhance skills and professional knowledge.

#### **Parents will:**

- Be given information about their child's progress throughout the year and how they can support them in their learning;
- Have the opportunity to give their views on their child's learning and their school.

### **SCHOOL LEADERSHIP**

- Engage with the Framework for Educational Leadership
- Continue to provide opportunities for staff members to be involved in leadership within the school;
- Determine clear definitions for leadership responsibilities for all;
- Ensure everyone in the wider school community is involved in the school improvement process.

### **SCHOOL IMPROVEMENT**

- Regular broad and cyclical self-evaluation using the quality indicators in 'How Good is Our School 4' and 'How Good is Our Early Learning and Childcare';
- Write annual School Improvement Plans linked to the National Improvement Framework and school seven year improvement overview;
- Report annually on attainment using summative and standardised assessment data;
- Regularly analyse attainment over time using standardised methods and moderated teacher judgement.

### **TEACHER/STAFF PROFESSIONALISM**

- Engage in professional learning activities provided locally, nationally and as determined by the individual's personal action plan and the service and school's improvement agenda;
- Keep records of professional learning on the GTCS Professional Update site;
- Set annual target/goals during Professional Review and Development meetings.

### **ASSESSMENT OF CHILDREN'S PROGRESS**

- Engage with standardised assessments
- Continue use of standardised assessments to monitor and track children's progress over time to identify next steps;
- Keep robust records of progress in pathways of learning which will be discussed regularly with children.

### **PARENTAL INVOLVEMENT**

- Engage parents in annual self-evaluation programme about the life and work of the school and the school improvement agenda;
- Ensure parents have opportunities to be involved in life and work of the school;
- Engage with work of Parent Council
- Support families as they learn together.

### **PERFORMANCE INFORMATION**

- Produce annual Standards and Quality Report to report on school improvements;
- Continue to use self-evaluation exercises to identify areas of strength and areas of development;
- Report performance information to parents, wider school community and Education Service Management team.

## Our identified priorities for session 2020 - 2021

### Priority 1

To Support the School community Health and Wellbeing by supporting pupils' transition back to school given current COVID guidance and ensuring our vulnerable children have the support which they need.

### Priority 2

Raise attainment in reading from P1- P3 for all pupils. CECYP pupils have clear interventions and one to one / small group support to close the attainment gap.

## Review of progress from August 2020 – July 2021

### Priority One

|  |   |
|--|---|
| <b>Priority One:</b><br>To Support the School community Health and Wellbeing by supporting pupils' transition back to school given current COVID guidance and ensuring our vulnerable children have the support which they need.   |   |
| <b>National Improvement Framework Driver: 3<br/>Parental Engagement</b>  | <b>How good is our school indicator:</b><br><b>3.1 Improving wellbeing, equality and inclusion</b><br><b>2.4 Personalised Support</b><br><b>2.6 Transitions</b> |
| <b>Data/evidence that informs this priority June 2020</b><br>Pupils have had 16 weeks away from school due to the Covid closures from March – July 2020. All pupils supported with weekly Seesaw virtual learning programmes during this period of time with engagement ranging from 50% of pupils engaging daily, to 35% weekly and 15% less than weekly. With this range of formal learning engagement we need to be able to support the children, the families, and the staff team for a return to school (initially planned only for August / but again in March 2021) ensuring a safe secure environment. |   |

**Expected outcome/ targets**

1. To have a planned transitional return to school.
2. Pupils will feel safe and able to attend school. Pupils baseline survey completed September 2021.
3. All staff to come to school feeling safe to do so.
4. Whole school, to be able to talk about emotions, and be able to identify strategies to support emotional regulation. Aug-Dec main school focus.
5. To support our vulnerable pupils and their parents.
6. To ensure that pupils with attendance of 90% and below are supported to return to school.

**Progress and Impact:**

1. Pupils participated in a Health and Wellbeing survey in August and again in March following the school closures. This identified where staff needed to target support. We had a small number of pupils from across the school that need extra support and communication with families. Staff have been working on building confidence over the year within their classes. Across the year group almost all pupils reported that they felt safe in school and had friends. In addition, most pupils were glad to back at school and experience the security of daily routines and friendships

Frequent newsletters and guidance shared on our parent communication tool (Seesaw) was well received and reassured parents with clear guidance and expectations during this time.

2. Clear procedures discussed and co-created with staff to ensure confidence in their working. Staff reported that they felt that safety precautions had been well managed by the school management team. All staff returned to school following the closures and individual staff discussions were provided to deal with any concerns. Staff found that handwashing has taken up significant periods of time this year, impacting on class teaching time.
3. At the start of term in August, all classes undertook daily check in, and through registration time offered pupils a chance to talk to staff.
4. Health and Wellbeing programme was also supported with our Jigsaw HWB resource.
5. Transition meetings have enabled families and the school to work together to provide support for vulnerable children. This has helped to reduce pupils' anxiety and stress levels.



**Next steps:**

1. School and class routines have been disrupted by Covid and we need to re-establish positive behaviour routines across whole school and re-establish class assemblies with Head Teacher to promote whole school community and communication.
2. To adopt the Glasgow Well-being and Motivational Profile (GWMP) survey tool and record results on the BGE Tracking Tool Kit. Survey for all pupils September 2021.
3. Introduce Emotion Works tool kit to all staff to support and promote pupils' emotional vocabulary and self-awareness.
4. The school will adopt the revised and updated edition of Jigsaw to lead our Health and Wellbeing programme.
5. Continue to tailor support for pupils, draw on the lessons learned from the transition meetings and build on this good practice. Embed use of chronologies, the new child's plan format and communication logs with all members of staff. Build in time into the working time agreement to support ASN planning and development amongst the whole school.

Priority Two

**Priority Two:** Raise attainment in reading from P1- P3 for all pupils. CECYP pupils have clear interventions and one to one / small group support to close the attainment gap.

**National Improvement Framework Driver:**

Performance Information

Assessment of children's progress.

**How good is our school indicator:**

3.2 Raising attainment and achievement

**Data/ evidence that informs this priority June 2020**

BGE school and authority attainment data, Term 4 tracking data, school SNSA, SOFA and formative assessment data, Parallel Spelling data. Disrupted literacy teacher instruction during March COVID lock down period. The above data identifies a word attack weakness in our average pupils and pupils that need support.

**Expected outcome/ targets**

1. **Reading:** To ensure that the attainment and achievement levels of P1-3 are maintained so that 84% (Authority Target) of all pupils attain or exceed expected levels.
2. Pupils at targeted stages will be able to access a synthetic approach to phonic development. Pupils to have a progression pathway of learning within synthetic phonics. Identified target groups of pupils to increase their reading and spelling ability.
3. Parallel Spelling assessment adopted from P1-3 to provide a base line.
4. Staff Professional Learning. Staff will be confident to provide a clear phonics progression across P1-3 and develop pupils' blending, segmenting and phonemic manipulation skills:
  - a P1 staff member to be trained. Completed in December.

- b January implementation. Consideration and planning with Early Years.
- c P2 staff training completed in December/January.
- d P3 (Staff Vacancy) & Probationer trained by March 2021.
- e P5 and Maternity leave trained by March 2021.
- f P6 & 7 staff trained by October 2021.
- g Support for Learning teacher training completed in Dec.
- h SFLA will be trained by December 2020.
- i £2500 of Phonics Books and £2000 of Phonic Launchers books Entire project to be funded from this year's PEF, Supply budget, and school fund.

**PEF Funding:**

£3200 Sounds Write training

£2500 purchase of 10 sets of Phonics Books and Dandelion Launchers and worksheet handbooks for teachers

£2000 purchase of Dandelion phonic readers. School Fund.

**Progress and Impact:**

The two periods of school closures have significantly impacted our targets for pupils. Our data tracking information tells us that the greatest impact has been felt by our current P2 & P3 pupils, these pupils have missed a significant period of time where the foundations of learning should have been laid, the progress in these classes (Two composite P3/4) is lower than expected.

Additional Covid funding enabled extra support hours from SFLT and SFLA to help target pupils to engage in learning and to raise their attainment levels. We now have a clear Phonics progression pathway for learning from P1-3. For pupils with learning gaps this will have to be adjusted. Through a series of assessments staff noticed that pupils in P1 – P3 have made progress in their reading and spelling ages since March. We are confident that our Sounds Write programme is a key contributing factor. However, this programme has only been fully running from January with pupils in P1, P2 and P3 since March. Further data will need to be collected to identify the full impact of the programme during 2021 – 2022.

We noticed that pupils with significant family support have at times done better than expected. Pupils who were entitled to attend the school have benefited from this time. We have not closed the equity attainment gap for some of our learners, who continue to do less well. Engaging parents who feel less confident to support literacy and numeracy is a continuing challenge.

P1 have done well to regain lost learning. P1 have benefited from Daily Sounds Write lessons and CT, SFLT and SFLA being trained in the Sounds Write approach to support them with phonics. Online lessons provided an opportunity for families to keep the learning going during lockdown.

We have concerns with P2-3 due to the impact of lost foundational learning. We have provided targeted intervention to these groups of pupils in the form of additional Sounds Write reading instruction using additional SFLA hrs funded by the Covid-19 recovery fund, we will continue to provide additional support to this group next session.

There is clear evidence that the Sounds Write approach is beginning to have a positive impact on our P1 – P2 pupils reading progress. All pupils are developing the essential encoding and decoding skills of blending, segmenting and phoneme manipulation. This is down to increased teacher confidence in

the P1 and P2 stages. There is also a clear impact on the writing skills of spelling and basic sentence grammar with the Sounds Write approach. The expectation is an increase in writing attainment across the school as staff training and implementation of the programme continues into next year.

Writing attainment this year across the school is below the local authority targets (except for P1) and with the introduction of the Sounds Write programme and training established we now need to audit our writing approaches across the school to establish next steps and consider a whole school approach from P1 to P7.

**Next steps: Please note that the year groups described will be the year groups which pupils will move into next session. Thus, P2 is the current P1 cohort (June 2021)**

1. To continue to embed the Sounds Write Programme P1-3 and establish from P4-7 in order to continue to see Reading levels increase. 90% of P1 pupils attain Early Level, 80% of P4 pupils attain First Level and 82% of P7 pupils attain Second Level. We will do this by increasing pace and challenge in P1, P2 and P3 with Sounds Write interventions and class teaching. COVID support will be targeted at P4 next session. P4 class teacher will be trained in Sounds Write Interventions. Additional decodeable reading materials will be purchased to supplement the scheme.
2. Continue to develop Sounds Write approach across the school. A spelling programme of differentiated word lists, including polysyllabic words and dictation passages will follow the Sounds Write teaching approaches.
3. To ensure pupils at risk of not attaining the levels will be identified early and support timetabled to ensure the attainment gap is reduced.
4. Our target for next year will be to raise attainment levels in writing across the school in each year group to ensure that at least 75% of pupils will achieve the level expected for their stage. This means that the following increases will be needed. By June 2022 Raise CfE writing attainment levels P1-P7 to:
  - P1-3 81%
  - P4 75%
  - P5 83%
  - P6 76%
  - P7 75%
5. Audit our writing approaches across the school to establish next steps.
6. Establish a whole school approach from P1 to P7. We will do this by creating a robust writing framework focusing on high quality sentences and paragraph construction, and through the embedding of the Sounds Write Phonics programme and Talk for Writing.

### What is our capacity for continuous improvement?

National Improvement quality indicators.

Following a variety of self-evaluation activities which involved staff and the wider school community we have judged ourselves as follows:

| <b>Quality Indicator</b>                     | <b>School Self-evaluation</b> | <b>Inspection evaluation</b> |
|--|-------------------------------|------------------------------|
| 1.3 Leadership for change                    | 3                             | n/a                          |
| 2.3 Learning Teaching and Assessment         | 3                             | n/a                          |
| 3.1 Ensuring wellbeing, equity and inclusion | 4                             | n/a                          |
| 3.2 Raising attainment and achievement       | 3                             | n/a                          |

### Development Priorities for session 2021 – 2022

- Health & Wellbeing COVID Recovery journey - To ensure all pupils health and wellbeing is measured / tracked and pupils develop vocabulary and skills to regulate their emotions and behaviours.
- Raise attainment in reading from P1-P7 for all pupils. CECYP pupils have clear interventions and one to one / small grp support to close the attainment gap.
- Raise attainment in writing from P1-P7 for all pupils. CECYP pupils have clear interventions and one to one / small grp support to close the attainment gap.