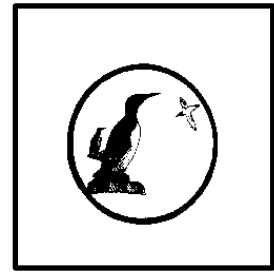




SCHOOL STANDARDS AND QUALITY REPORT for 2021/22



Standards and Quality Report

School/ELC Setting: Castletown Primary

Head Teacher: Rhona Moodie

Date submitted: September 2022



Context of the school:

Castletown lies on the north coast of Caithness, about five miles east of the town of Thurso on Dunnet Bay. It serves the village of Castletown and many rural areas around Castletown. The school currently has an Early Learning Centre for 3 and 4 year olds and 4 primary classes for P1 to P7. The ELC operates 5 days a week from 9am-3pm. At present there are 96 school pupils and 24 ELC children. The school is part of a cluster with Canisbay School which is located 12 miles along the coast.

Castletown School has a school hall with a stage, and rooms available for ICT, music, pupil support and meetings. It also has a separate gym building. It has a large area of tarmac and a large grass area for the children to use at playtimes and for sports activities. We have a very committed staff who work well together. Many staff members have been consistent and therefore this helps to know the children and families well.

The children, with the help of the local Countryside Ranger, had developed a Wildlife Area, which is situated at the bottom of the football pitch, containing a pond, trees and a flowerbed. We also have an outdoor learning base with benches, large shed and planting area. The children enjoy playing in the new sand pit located in this area. We also have 2 enclosed play areas for the ELC children.

We have to be mindful that Castletown is in an area which the Scottish Index for Multiple Deprivation finds that Income, Employment, Health and Housing have an impact locally.

School Vision, Values and Aims:

Vision – To be all we can be

Values – Kindness, compassion and respect
Honesty and fairness
Creativity and success
Motivated and confident

Responsibility and independence
Awareness
Active and happy
Working together

Aims –

1. Castletown Primary School aims to be a happy and dynamic learning environment in which pupils are encouraged to achieve their full potential. Every member of our school community should be treated equally and with respect.
2. Learning and caring are at the heart of school activities, both formal and informal. We aim to promote a positive attitude to learning, to encourage pupils to be proud of their school, to celebrate their own efforts and achievements and those of others, and to feel that all their contributions are valued.

3. Through effective learning and teaching we aim to raise attainment by providing a variety of challenging experiences that cater for all our pupils' needs and prepare them to take an active role in their lifelong learning.
4. We want our pupils to become active and caring citizens who respect the needs and feelings of members of their own community and understand the responsibility they have within the wider community. Our pupils are encouraged to be involved in the community and we welcome members of the community into school. We value the contributions they make and the example they set in providing positive role models.
5. We value the role parents play in encouraging pupils to become independent and enthusiastic learners. With open and honest dialogue we will work together to support our pupils and provide good quality resources to enhance their learning.
6. We aim to provide a professionally fulfilling environment for all staff, teaching or ancillary. All staff are encouraged to work together as an effective team within an atmosphere of mutual support. Opportunities for professional development are given a high priority.
7. We aim to work closely with other agencies in order to meet the needs of every child and, with them, help overcome obstacles to learning and successful development.

The ELC have different aims from the school.

Summary of Standards and Quality Report/School Improvement Plan engagement process:

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with, for example:

- Teachers, Early Learning and Childcare (ELC) staff and other school staff
- Parents of children in the school and Early Learning and Childcare setting
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Session 21/22 continued to be affected by the pandemic for most of the year. This has affected the way we would normally engage with our school/ELC community about our Standards and Quality Report and School Improvement Plan, and we have had to put most of that activity on hold for this session. As a result, we will be developing our documents with less consultation than is usually the case. We hope to be able to return to fuller consultation in session 22/23.

Our overall evaluation of the school's capacity for continuous improvement (including ELC setting:

Our capacity for continuous improvement, like that of every school/ELC setting in the country, has been affected by the periods of disruption caused by the Covid-19 situation. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made.

Review of School Improvement Work against the National Improvement Framework Priorities

What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:

Our School Improvement Plan for session 2021/22 contains details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching. This past year continued to be heavily affected by the pandemic due to classes isolating, spread of the virus in school and continual staffing issues.

In session 22/23, our main focus will move on to moderation, with a focus on writing and also developing our health and wellbeing curriculum, as well as continuing with a focus on assessment and using the data to improve outcomes for individual learners.

Q1 1.3

Leadership of change

Themes (HGIOS?4)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Themes (HGIOELC?)

- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Staff have a clear vision on change and agree methods to do this therefore having the greatest impact on children, e.g. Zones of Regulation, Talk for Writing, Profiling, Digital Learning.
- All staff are committed to training and personal development related to school improvement.
- Improvement decisions are made from data analysis
- Teachers are involved in planning and using PEF PSA time to create the biggest impact for their learners
- Teachers are willing to take on leadership roles to effect change, e.g. Emotional Literacy, Digital Leaders, Numeracy Leader, Moderation Leaders
- Staff were committed to the recovery curriculum over the previous 2 years in order to allow children to have time to make up lost learning. Assessment was also a large part of this.
- Moderation of standards took place with other schools in our ASG
- ELC staff have taken forward all new methods of profiling and planning to ensure they meet the new requirements and expectations and will continue to embed this practice.
- ELC staff continue to adapt the curriculum to meet new longer hours, expectations of curriculum delivery and work closely with the teacher and Childcare Manager in order to do this
- ELC - staff have taken on specific areas of responsibility to effect change, e.g. outdoor learning, Shanarri developments

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Staff engagement and training changing to impact on learners
- Enthusiasm for projects such as Talk for Writing, Digital Learning, etc. and the results shown in discussions and class work
- Involvement in setting PEF targets
- Progress in children's targets who have had specific input
- Structure and availability of curriculum available to children to ELC
- Positive results shown through profiles and surveys
- Children in general were showing they were able to make up lost learning and agreed assessment procedures meant children were identified for extra support and this was given by PEF teacher and additional staffing for Scottish Government funding.
- Moderation of standards with other schools allows us to ensure we are correctly judging our children's attainment
- ELC - Improvements in provision of literacy and numeracy activities in outdoor area; Shanarri process made more evident to parents with examples provided

Question 3

What could we do now? What actions would move us forward?

Before the pandemic we had:

- We had maintained dialogue on profiling in order to ensure a sustainable impact
- We had improved children's awareness of actions taking place in school by their involvement in profiling and also in regularly referencing and engaging with the Vision and Values.

We will continue to work towards getting back to the above position

We also plan to

- Continue to agree a plan for assessment at the start of the year and show on an overview sheet that this is being done – school and ELC
- Engage with the Highland Council and Education Scotland training programme for moderation next session

Our current evaluation of this QI using the <i>How good is our school?</i> (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). SCHOOL	good
Our current evaluation of this QI using the <i>How good is our early learning and childcare?</i> six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). ELC setting	good

QI 2.3

Learning, teaching and assessment

Themes (HGIOS?4)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Themes (HGIOELC?)

- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning, tracking and monitoring

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Pupil Equity Funding has been allocated appropriately, in order to target specific issues in literacy and numeracy for individual children and small groups
- A shared document for PEF is available to all teachers which details assessment to be used and the targets for attainment. Results of assessments are also kept on this document.
- Continued engagement with benchmarks for assessment and 'achievement of a level' improving assessment approaches for learners and providing clear structures
- Tracking and data improvements are embedded to gather information over time by pupils and hold regular conversations about progress
- The recent changes in spelling and writing practices are shared with children so they understand why they will have an impact in their work.
- 70% of P1-7 children are achieving acceptable standards in spelling and the other 30% are identified for additional support to improve attainment
- Talk4Writing showing an impact for many children, especially in the younger stages
- A plan for assessment is agreed with all teachers at the start of the year and discussed throughout the year
- Data is gathered centrally throughout the year meaning that data is analysed regularly and can be acted upon
- Pupils speak about teaching and learning positively in learning questionnaires
- Spelling assessments are used to evaluate progress and put interventions in where necessary
- ELC - Staff continue to use Words Up approaches – all staff have accessed training.
- ELC - Free flow play is available at all times
- ELC - Quality Observation training for all staff and these new procedures were then put into place and continue.
- ELC - Children continue to contribute what they would like to learn through discussions and floor books.
- ELC - Staff audit of using Words-Up led by EYESO
- ELC - Continuing to have the focused child approach

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Increased self-esteem in children seeing their own progress.
- Discussions show that most children are aware of how to reach targets and are supported to do so.
- Zones of Regulation resource continues to be used as an ongoing tool in lessons and discussions.
- Children can explain their methods for learning
- The assessment plan ensures that we know where our children are in their learning and then we act on this information for the individual's needs.
- Having the data updated centrally throughout the year has meant that when data is analysed during the year, changes can be made to extra support of teaching and learning based on the results. This took place this year for individuals but also for a specific group identified for extra support

- Talk4Writing – teachers have shown story writing by children who previously were reluctant writers or didn't write a lot of content. The improvement for some children was huge as they had built confidence from this method of teaching.
- Pupils took part in teaching and learning conversations with the Collaborative Lead Officer. They spoke positively about many aspects of school and we also have our own questionnaire results below.
- **Results of Learning Questionnaire for P1-3 June 22 (31 children)**

Question	Total	Yes	%
1 In maths do you know what you can do well?	31	27	87%
2 In writing do you know what you can do well?	31	24	77%
3 With the support of your teacher do you feel that you are better in maths this year?	31	30	97%
4 With the support of your teacher do you feel that you are better in reading this year?	31	26	84%
5 With the support of your teacher do you feel that you are better in writing this year?	31	28	90%
6 Has Talked for Writing helped you? Explain	31	28	90%

- **RESULTS OF LEARNING QUESTIONNAIRE for P4-7 June 22 (60 children)**

1	Are there times when you get to choose what you want to learn?	60	57	95%	3
2	In a topic do you sometimes get to choose what areas you would like to learn about?	60	42	70%	18
3	Were you interested in most of the topics that have been covered in class this year?	60	58	97%	2
4	In maths do you know what you can do well?	60	57	95%	3
	Do you know what you need to improve?	60	56	93%	4
5	In writing do you know what you can do well?	60	58	97%	2
	Do you know what you need to improve?	60	54	90%	6
6	With the support of your teacher do you feel that you are better in maths this year?	60	60	100%	0
7	With the support of your teacher do you feel that you are better in reading this year?	60	56	93%	4
8	With the support of your teacher do you feel that you are better in writing this year?	60	58	97%	2
9	Do you like using your Learning Profile?	60	53	88%	7
10	Do you understand why we have Learning Profiles?	60	51	85%	9
11	Do you share your Learning Profiles with your families?	60	44	73%	16
Over the past few years we have developed the Talk for Writing approach in school to teach writing and writing skills.					
12	Has this way of working, helped you improve your writing?	60	55	92%	5
13	Has this way of working, helped you to think of more ideas for writing?	60	50	83%	10

- Identified support in spelling has shown improvements for some children
- ELC - Words Up approaches have a direct impact on talking and listening for children
- ELC - Children engaged in the full range of play
- ELC – good quality of observations
- ELC – responsive learning and planning
- ELC - Words Up audit – EYESO lead focus on fundamentals – getting to child's level
- ELC - Through a focused child approach all staff aware of individuals' needs

Question 3

What could we do now? What actions would move us forward?

Before the pandemic we had:

- Improved family engagement through profiling therefore increasing motivation in children to share profiles and to work on targets
- Thurso ASG sharing standards and moderation in place ensuring that we are working to a similar standard across different schools
- Learners are given opportunities to share achievements and learning

We continue to work towards getting back to the above position

We will also

- Continue to build on the teaching within the Talk4Writing pedagogy as there is a lot of content available and teachers now keen to also move into the non-fiction side of teaching.
- Continue to work on improving the Talk4Writing planning across the school to ensure continuity and progression.
- Framework for Health and Wellbeing to be developed across the school and ELC
- Consider different approaches for children who continue to have a large attainment gap in spelling despite intervention
- Ensure more children feel they have some ownership of aspects of topics that they would like to learn
- Try to improve family engagement with their children when profiles are shared.
- ELC – continue to audit use of Words Up and work on further areas.
- ELC – Continue to bring aspects of Talk4Writing to the children in ELC

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). SCHOOL

Good

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). ELC setting

Good

QI 3.1

Ensuring wellbeing, equality and inclusion

Themes (HGIOS?4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Themes (HGIOELC)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- We continue to evaluate Positive Relationships in school twice a year and respond to the results and when required, there is also some follow up for individuals
- Results of the above questionnaires are positive
- We have continued to improve our school grounds and children make use of these improvements regularly
- We work hard to ensure the specific needs of children are met quickly and efficiently to ensure inclusion
- Extra support in place – adjustments made in curriculum, staffing etc. when necessary and when possible. We assess risks and issues and where required, action any issues quickly consulting with families and other agencies if required
- Each class have a system in place where children can share their feelings so the class teacher can see if they have something they wish to share/discuss/have someone to listen to
- Staff are aware of the importance that children are aware of their rights and promote discussion around the wellbeing indicators.
- Children with ASN are discussed regularly and supported appropriately with the resources and ideas we have available
- Other agency support is requested for children for whom it may be beneficial
- EYPs have regular and direct communication with families in ELC in person and through Google classroom/email
- We have an inclusive setting
- All staff understand their roles and responsibilities in supporting learner's health and wellbeing.
- Children know they can utilise the office for assistance and regularly do this.
- Diversity and equality books, including those with a focus on Developing the Young Workforce, were purchased to ensure we have positive role models in the books for children and discard any resources that are no longer relevant/appropriate
- Staff regular undertake relevant training or undertake research for the needs of their pupils
- Using the Safer Schools App as a tool to communicate with children, families and staff about current online safety and to guide them to appropriate tools
- Vision and Values displayed in an eye-catching manner in school and also shared with families through the newsletter
- Child Protection training is provided annually with the HT
- Staff are aware of compulsory training required, e.g. PREVENT and Run, Hide, Tell
- ELC - Resilient Kids continues to be used in ELC

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Results of pupil questionnaires and through follow up discussions

Positive Relationships Questionnaire

P1-3 children (31)

CASTLETOWN

Jun-22

Question	Total	Yes	%	No
1 Do you feel safe in school?	30	26	87%	4
2 Do you know what to do if you do not feel safe in school?	30	26	87%	4
3 If you feel upset or unhappy, do you have a member of staff in school that you would be happy to talk to?	30	28	93%	2
4 If you would like to, are you able to share your feelings in class every day?	28	20	71%	8

Positive Relationships Questionnaire – All P4-7

CASTLETOWN

Jun-22

Question	Total	Yes	%	No
1 Do you feel safe in school?	60	60	100%	0
2 Do you know what to do if you do not feel safe in school?	60	58	97%	2
3 Is there bullying in Castletown School at the moment?	59	2	3%	57
4 Have you been bullied in this school year ?	60	2	3%	58
If you answered yes to question 6 please answer the next 2 questions.				
Did you tell someone?	2	1	50%	1
Did the bullying stop?	2	2	100%	0
5 Have you taken part in bullying in this school year ?	60	4	7%	56
6 If you reported that a friend was being bullied, do you feel that this would be sorted out by the school and its staff?	60	58	97%	2
7 In class, do you have a way of communicating to the teacher how you feel every day?	60	58	97%	2

- Children make good use of the school improvements and are always part of the planning
- Individual progress shown
- Children are open to share their concerns, resulting in an impact on the issue
- Positive comments from parents throughout the year and through end of term reports
- Staff seek advice, share information, follow expected procedures for intimate care, Child Protection, Administration of Medication, accident reporting, risk assessments, fire safety, COVID regulations, etc.
- Many changes are implemented to ensure that inclusion is in place
- Child protection training schedules are kept up to date
- Training is accessed by staff and this then results in appropriate strategies tried and implemented for pupils who need them, e.g. diabetes, autism, global developmental delay, processing difficulties
- The Safer Schools app and codes have been shared regularly so that everyone can have access
- Children are more aware of our vision and values due to the display in school and increasing reference to them in class
- Health and Wellbeing is included in our profiling through our Vision and Values sheet which also helps children to engage with the Vision and Values
- By attending Child Protection training, staff are reminded to pass on information. They regularly do this and show they know how to follow the correct procedures.
- By ensuring that other mandatory training is followed, staff are aware of additional safeguarding measures.
- ELC - Staff have engaged with new care plans through meetings, Highland ELC blog and Care Inspectorate videos

Question 3

What could we do now? What actions would move us forward?

- Review our school aims and vision, ensuring we are also incorporating SHANARRI/Children's Rights
- Changes to the HWB curriculum to ensure we are in line with current guidance and using most up to date resources
- Obtain more information on services available for families to access in times of need
- Look into the impact of the Safer Schools App for our children, families and staff
- Refer to the Vision and Values though school together times and continue to refer to it through family newsletters
- Engage with the Local Authority and the community to address the barriers to being able to implement the whole school approach to mental health and wellbeing

- Reintroduce monitoring of attendance and communicate with families
- Improve the First Aid reporting system within the school so that as HT I am always made aware of incidents, greater than a small graze or cut. This is already in place for ELC and works very well
- Review the processes for all medical conditions – communication and storage of medication, training required.
- Carry out a Lockdown Drill and make part of regular drills
- ELC – Priority to progress and set up new Care plans and ensure all relevant paperwork completed timeously
- ELC - ensure all EYPs have up to date First Aid training

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). SCHOOL

good

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good

QI 3.2

Raising attainment and achievement/ Ensuring children's progress

Themes (HGIOS?4)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Themes (HGIOELC?)

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Tracking conversations and records of tracking showing information and progression by pupil over time are in place
- Continued engagement with the benchmarks in literacy/numeracy ensuring more focused assessment for achievement of a level
- Monitoring of groups in classes and discussion between staff and HT regarding learner's progress
- Data discussed as part of progression and attainment discussions
- Emerging Literacy approaches/POLAAR assessments used to assess and improve attainment in the early years
- Continued use of new methods of teaching and learning which give us better assessment data in spelling and writing
- Continued focus for children being involved in recognising where they are in their learning and what their next steps are going to be in different areas.
- Our achievement of a level data for P1, 4 and 7 is positive against national data
- ELC - Continued work in profiles ensuring that children are part of recognising their learning, setting and reviewing targets with Early Years Practitioners
- ELC - Continuing to create opportunities for children to access literacy and numeracy outdoors.
- Agreed and planned use of Numeracy Diagnostic Assessments
- ELC – continued development of vocabulary through Tiers of vocabulary from SLT
- QI 2.3 also relevant

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Tracking records impacting on support children receive or adjustments to curriculum, further investigations with other agencies
- Children's knowledge about their learning
- Assessment evidence and children's engagement with assessment and deciding next steps
- Data and progression records
- Comparison of achievement of a level data against national figures
- Combined P1, P4 and P7 reading % in 20/21 session was between 70-80% (Scotland comparison 75%)
- Combined P1, P4 and P7 writing % in 20/21 session was between 70-80% (Scotland comparison 70%)
- Combined P1, P4 and P7 numeracy % in 20/21 session was between 80-90% (Scotland comparison 75%)
- Combined P1, P4 and P7 listening and talking % in 20/21 session was between 70-80% (Scotland comparison 85%)

- Results from Numeracy Diagnostic Assessments have provided useful information which is then acted upon through further assessment, consideration for intervention, etc.
- Profiling and Learning Conversations fully embedded in practice
- Children had an active role with their profiles
- QI 2.3 also relevant
- ELC - staff comfortable with putting words into tiers and encouraging children to use – see floor books and wall displays

Question 3

What could we do now? What actions would move us forward?

- Continued improvement of Parental Engagement through profiling – the pandemic has possibly affected our previous progress in this area
- PEF developments – improving attainment in literacy and numeracy for individuals by purchasing additional teacher time to provide dedicated curriculum time to individuals and small groups due to achievement of a level data for different stages
- Engage families more in the PEF work being completed with individuals
- Also see QI 2.3
- ELC - continue to use and develop Tiers of vocabulary from SLT

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). SCHOOL

good

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning). ELC setting

good

KEY THEME from QI 2.2 Curriculum

Theme 3 (HGIOS?4)

- Learning pathways

Theme 3 (HGIOELC?)

- Learning and development pathways

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Planned PEF work being done with additional teacher enables personalised and individual support for children. This embeds learning and ensures progression in specific areas of difficulty.
- Appropriate assessment is planned before, during and after intervention to ensure progress.
- Individualised and specific programmes of work put in place for individuals as recommended by specialists, if this can be conducted with PSA support in place or by the teacher or EYP in ELC
- Staff show continued willingness to adopt change and find ways to develop the curriculum, most recently this has been in Digital Technology, Talk for Writing and Wraparound Spelling
- Regular tracking conversations are held between HT and teachers
- Transition expectations are shared so accurate information on coverage of the curriculum is provided.
- Planning is based on coverage of Es and Os
- Key Assessment Tasks are used regularly throughout the year to assess learning in depth and application.
- ELC - staff use 'In the Moment Planning' approaches to capture children's interest
- ELC – children engage well

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Assessment evidence has been well maintained and also allows children to see their ongoing progress.
- Child's Plan evaluation of targets showing progress
- Children show increasing progression in using Chromebooks, software, Talk4Writing and Wraparound approaches
- As a result of tracking we have put interventions in place for children, sometimes also starting children on a form 1 and consulting with parents due to difficulties in this area
- Children's learning progresses from previous learning
- Key Assessment Tasks - Children are able to explain their learning and share this with parents through their profiles.

- ELC - floorbooks, wall displays and profiles show that children are engaging well

Question 3

What could we do now? What actions would move us forward?

- Learning Pathway to be developed in Health and Wellbeing
- Continue to develop new ways to utilise the outdoors for learning opportunities in school and ELC.
- High Quality Assessment Tasks will be planned in advance with stage partners
- ELC – collaborate with EYESO (Early Years Education Support Officer) to cover curriculum gaps.
- ELC – ensure literacy and numeracy progressions continue to be used in ELC to support and challenge learning through child led play

KEY THEME from Q1 2.7 Partnerships

Theme 3 (HGIOS?4)

- Impact on learners (focus on parental engagement)

Theme 3 (HGIOELC?)

- Impact on children and families (focus on parental engagement)

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Partnership working with other agencies is evident, e.g. SLT in ELC, SCOPE, School nurses
- Families are able to get in touch at any time
- Regular communication with families through newsletters
- Teachers continue to use Google Classroom/email as a direct tool for communication with children and families
- We often accept visitors to speak with the children or to work with the children, e.g. this has mainly been online due to the pandemic but we have been able to return to in person visits. An overview of the year was shared at the end of year together time and also with families by newsletter.
- We are often involved in community projects, e.g. Jubilee this year and the Community of Kindness Project.
- We have volunteers who get trained and deliver our Bikeability Course and we also make use of the STEM opportunities through the Newton Room. In normal circumstances we take part in community events such as the Science Festival and Safe Highlanders
- Parent Council meetings
- Profiles are sent home throughout the year and engagement with families is requested
- Children are active participants in their profiles
- Report returns from families showed evidence that we knew children well and there were many families who felt positive about school
- ELC use online profiles to engage with parents
- ELC – consultation and meetings with SLT
- ELC – local author visit/Resilient Kids/Dental Hygiene

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Partnership working is evident through Child's Plans and other ongoing work
- Families regularly get in touch about a variety of topics so these can be addressed
- Children give feedback after online and actual events to say what they have learn or how they found the experience
- Bikeability training is undertaken, all children usually participate and then having an impact on their road cycling skills
- Parent Council actions can often have a direct impact on the children in school through resourcing, activities or decision-making.
- Positive feedback from children after visits or visitors
- Some report return comments showed that we knew children well, parents knew what they could help with at home and families were positive about school
- Positive quotes from families are shared on our staff wall and through profiles
- Some families were showing that they were working on targets at home due to information in the profiles
- Children can discuss what is in their profiles and share their targets
- ELC - Regular communication is evident between ELC and families
- ELC - Children are supported with the advice from SLT due to the collaboration
- ELC – Children benefit in many ways from different visitors to the setting

Question 3

What could we do now? What actions would move us forward?

- Offer parents ideas of what type of communication we want back through profiling as some parents have previously expressed that they are unsure about what is wanted. This has also been affected by the pandemic as profiles had stopped temporarily
- Find ways to engage the few parents who have not previously engaged with the profiling process
- Continue to try and encourage parents to make use of the Home Connect feature in Accelerated Reading as this can itself increase attainment
- Increase involvement with the community and try to make sustainable links
- Parent Council to be involved in more curricular discussions, starting with review of aims and vision – a survey was shared with families but there was no engagement
- ELC – Management teacher to engage with parents to look at how they can add to children's online profiles – this to be done through email and offered as a meeting/workshop.