



## Standards and Quality Report

**School/ELC Setting: Deshar Primary and Nursery**

**Head Teacher: Tavs Laurie**

**Date submitted: September 2022**



### Context of the school:

Deshar Primary serves the area of Boat of Garten which is situated in the Cairngorm National Park. Deshar is a two-teacher school which is part of a cluster arrangement with Abernethy Primary, within the Grantown ASG. The current roll of the school is 37 with 10, 3–4-year-olds who currently attend the nursery. The new nursery building opened in August 2020, allowing for increased capacity and an increase of hours to 1140. Following a successful unannounced Care Inspectorate visit, we will continue to provide differentiated play-based learning experiences within the Early Years. Our focus will be on a more collaborative approach across the Early Level class and nursery.

The Parent Council are involved in the school's plans for continuous improvement. They have provided funding to support digital learning across the school and have taken advice from Roots and Shoots on how to further develop the school grounds, with a construction company supporting these developments. The Company, Morgan Sindall has supported these developments, providing additional fencing, establishing a sheltered garden area with a greenhouse, shed for storage and the possibility of upgrading an existing shed to an outdoor classroom.

In partnership with Safer Routes to School, work has now been completed to improve safety and visibility at the school entrance during drop off and pick up times. The cycle path has also been upgraded, widened at the corner, and continued along the path behind the canteen.

Outdoor learning and Forest Schools have been a central feature of school life at Deshar in past years however, changes to staffing and the need for training have meant opportunities for play and learning outdoors have reduced. In recognition, the Parent Council committed funding last session for 'Little Sapling' sessions with Wild Things, promoting wellbeing through nature and outdoor experiences. Continued engagement with children, parents and partners is planned to refresh our curriculum rationale and pathways, considering, the school's unique setting and location.

In the past, staff worked effectively as a strong team across the two schools and in partnership with parents and other professionals to provide the best support for pupils. Opportunities have been limited due to Covid 19 restrictions. In session 2022/2023 a collegiate approach will be re-established in line with the agreed collegiate calendar. Staff know their children very well and are sensitive to the needs of individuals, ensuring equity for all

learners. Staff have worked hard to improve the school culture and ethos and have high expectations for children's behaviour. Analysis of SNSA results and Achievement of a level data still indicate attainment overall remains below the national average, with a dip in attainment in numeracy and maths across the school and the ASG. This will remain a focus for improvement next session with moderation of end of level judgements.

## **School Vision, Values and Aims:**

**Vision:** Exploring and learning together

**Values:** Explore, discover, respect, enjoy

**Aims:**

To be a happy, safe, secure and nurturing school.

To provide a broad, balanced, challenging and creative curriculum

To encourage collaborative learning and provide opportunities for discovery and exploration through active participation.

To continue to build relationships with parents and the wider community and to develop a culture that respects inclusion and equality.

To respect and celebrate differences, giving children ownership of their life-long learning and skills.

**At Deshar Nursery, we aim:**

To be a happy, safe, secure and nurturing nursery.

To promote a positive ethos of achievement by celebrating success.

To provide a broad and balanced curriculum promoting active and collaborative learning.

To create a partnership between nursery, school, parents and the wider community to enhance the quality of children's learning.

To encourage children to play an active role in the life and work of the nursery enabling each child to develop the skills to achieve their full potential.

To provide quality feedback to partners to inform next steps in the learner's journey.

To develop citizenship and awareness of the Global Goals through the promotion of wellbeing, equality respect for others and the environment.

To provide a fun and enjoyable learning experience for learners that makes use of the outdoor.

## **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, like previous sessions, has been extremely unusual, with periods of remote learning affecting our provision. 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 we did in previous sessions. We hope to be able to return to fuller consultation in session 22/23.

### **Engagement with pupils:**

Discussions with pupils showed a continuing interest in developing the school grounds but also an awareness of an increased need to respect and take more care of the grounds, play equipment and school resources in general. They recognised this was a collective responsibility and were keen to re-establish citizenship groups across the school.

Children recognised the importance of showing tolerance and respect for each other and for supporting and appreciating individual differences. They discussed the opportunity to apply for Rights Respecting Schools Award in the 22/23 session which would further promote school values.

No exclusions took place in session 2021/22

## **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 remote learning and other 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. Much of our work in session 22/23 will be to continue to rebuild our capacity for improvement and to make sure that we recover fully from the disruption caused by Covid-19.**

## 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:**

In the past year we have mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic. 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, although at times that had to happen remotely. Continued periods of remote learning during session 21/22 in response to Covid-19 mean that these projects are still very much our highest priorities, and our work to evaluate their effectiveness in terms of outcomes for our school community will continue. In session 22/23, our focus will therefore continue to be on three key areas:

- 1) Differentiation within the Early Years (Health and wellbeing)
- 2) Leadership for All
- 3) Attainment in Numeracy (focusing on identifying new or widened gaps caused by the Covid-19 situation)

We may carry forward incomplete aspects of our 2020/21 Improvement Plan into our 2022/23 Improvement Plan if we have capacity to do so and next session, we will be able to state more clearly what difference we have made with our projects.

## 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?

Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning, it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Leadership of Change".

- Our vision **Exploring and Learning together reflects** our core values and underpins the ethos of the school.
- The vision of the school is ambitious and focuses on improvements in outcomes for all.
- Staff show commitment to shared educational values- learners at the centre. Focus on wellbeing with recovery curriculum.
- Senior leaders provide strong leadership- enabling staff to feel supported and clear on their expectations. Also promotes positive ethos throughout the school and wider community- parent council and community involvement opportunities are valued- interconnectedness of the school and community in improving outcomes for learners.
- Staff feel confident to initiate well-informed change.
- Staff know the pupils well and have a positive outlook, a shared vision and work together well as a team.

### Question 2

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

- The pupils, School Board and staff were all involved in drawing up the school aims. The school vision is reasonable and realistic allowing for the pandemic and recent restrictions and changes in the school and worldwide events.
- Supportive and helpful School Board have very good relationships with the HT, Management team and staff at the school.
- HT listens to staff in constructing InSeT day tasks - focus on what is a priority for the school; support in acquiring resources requested by class teachers.
- Constructive working relationship across both classes with constant communication and joint decision making; taking on new programmes of work (High 5, RSHP)
- Management Team are supportive, easy to approach, friendly, open, and realistic. There is a collective responsibility to improve where and when we can.
- All staff have high expectations, reflect on their practice regularly, are motivated and committed.
- Daily opportunities for professional dialogue with leadership team.
- Trust in staff professional judgement and support provided when necessary.
- Consistent promotion of school values throughout all classes.

### Question 3

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

- With the appointment of a new HT, review the school's vision, values and aims.
- Reflect on approaches to planning for continuous improvement- medium term plans as a working document- flexibility in adapting aspects based on learners ever-evolving needs. Recognising the need to spend longer/recover certain aspects because of COVID implications- recovery curriculum.
- Post-covid, return to more normal routines for staff collegiate activities.
- Ensure we maximise opportunities to support peer collaborative learning.
- Reintroduce assemblies for the whole school to allow parents and families in school.
- Reintroduce school events and clubs.

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 school closure). Deshar Primary	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 school closure) Deshar ELC	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?**

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning, it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning, teaching and assessment".
- Most pupils are motivated and engaged and are being encouraged to reflect on their learning.
- Teacher feedback and learning conversations inform next steps in learning.
- Assessment data informs targeted support and interventions.
- A collegiate approach to monitoring and tracking of attainment ensures the focus is on improvement.

### Question 2

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

- Positive interactions are observed between staff and pupils. Children are settled in class.
- Pupils can articulate next steps in learning.
- Assessments show most pupils are making progress from prior levels of attainment.
- Analysis of SNSA data supports teacher judgement.
- Pupil profiles are now established across the school.
- Monitoring of planning and tracking ensures on-going analysis of attainment and timely interventions.

### Question 3

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

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Quality of teaching will be monitored, and classroom visits/observations will be re-established by HT.
- Ensure a shared understanding of end of level judgements. Teachers and SMT to engage in professional dialogue and self-evaluation.

**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 school closure). Deshar Primary**

**satisfactory**

**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 school closure). Deshar ELC**

**satisfactory**

## Q1 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?**

- During COVID the entire school has worked exceptionally hard to ensure the wellbeing and safety of all children, parents, and staff. We have responded positively and promptly to changes, updates and actions.
- We are an inclusive school with a supportive and nurturing climate. Our children feel safe, valued, and respected.
- Staff have a shared understanding of wellbeing and children's rights and model behaviour that supports wellbeing.
- We adopt nurturing approaches focusing on respect and positive behaviour management strategies. We differentiate approaches in recognition of the varied range of needs.
- Staff work well with other agencies to ensure the needs of our children are met.
- Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing.
- We have established good lines of communication and home/school links despite barriers due to COVID. Opportunities for professional dialogue with teachers and management are prioritized and contributions are valued and respected. Opportunities for discussion and collaboration are encouraged across the cluster.
- Tracking and progression documentation, termly learning conversations, continued formative assessment through observation and dialogue as well as more formal evidencing are all in place.

### Question 2

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

- Learning conversations allow opportunities for children to explore and make decisions affecting their learning.
- Positive pupil feedback. Pupil resilience, confidence, and emotional wellbeing.
- New HWB planners have been adopted to ensure progression.
- High 5 training, *Child Protection*, and *Trauma Informed Practice* has been delivered and is now implemented across the school.
- Nurture and playroom developed to provide a play-based learning approach beginning to be implemented in P1-3 class.
- Play and nurture room provides a space for enhanced transition for N5 to P1.
- A.S.N - pupils are well supported, feel safe, secure, and confident within setting, open communication between carers and school to ensure GIRFEC followed.
- Positive and supportive relationships evident with parents, carers, and the wider school community.
- Pupils are supported to achieve their potential.
- Respect and fairness is promoted.
- Effective strategies and approaches are improving outcomes for children.

### Question 3

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

- With the appointment of a new HT, Child protection training should be reviewed and updated.
- Continue to support inclusion of individuals with ASN in class.
- Conduct a questionnaire to include pupil voice and parents to review the impact of COVID 19 restrictions on children's lives and learning.
- Reintroduce Pupil Council and pupil voice groups to ensure children's views are being heard.
- Plan for HWB celebration days as a whole school.



- Review RME planner to ensure celebration of diversity, world religions, faith, respect, and tolerance.
- Review RSHP Programme to ensure appropriate coverage across multi composite classes.
- Review levels of attainment across the stages during November and May with focus on improved attainment for individuals facing barriers to learning, including poverty.

**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 school closure). Deshar Primary**

**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 school closure) Deshar ELC**

**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?**

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning, it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Raising attainment and achievement/ensuring children's progress".
- Teachers are using a range of evidence, formal assessment data, benchmarks and learning conversations to judge how well children are progressing and are becoming confident in their achievement of level judgments.
- Most children are making progress from prior levels of attainment in Literacy and Numeracy.
- We are an inclusive school. We work in partnership with parents to overcome barriers to learning.
- We have a zero exclusion rate and attendance figures are good.

### Question 2

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

- SNSA data for P1, P4 and P7 provides evidence of some progress in literacy and numeracy.
- SPP data shows children are making progress from prior levels of attainment in literacy and numeracy.
- Termly planning meetings and moderation in numeracy and writing ensure more confident teacher judgments of levels.
- Reduced and elaborated timetables are agreed where appropriate to support individuals.

### Question 3

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

- This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2020/21 Improvement Plan if we have capacity to do so.
- Secure additional PSA hours with PEF. (8 already allocated to P Fleming + additional 7 hours to be appointed)
- Review current use of PSA allocation to provide support in numeracy to targeted groups of pupils.

**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 school closure). Deshar Primary.**

satisfactory

**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 school closure) Deshar ELC**

satisfactory

# KEY THEME

## from QI 2.2

### Curriculum

#### 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?**

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning, it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning pathways".
- Pathways in Literacy and Math provide progression and support moderation against benchmarks.
- Inter-disciplinary learning is planned to provide meaningful cross-curricular contexts.
- Our curriculum is underpinned by a holistic whole school nurturing approach with an emphasis on improving children's health and wellbeing.
- Outdoor learning experiences are embedded in the life of the school.

#### Question 2

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

- There is a clear focus on developing skills of literacy, numeracy, health and wellbeing and digital literacy across the curriculum.
- Staff observe growth in confidence and social skills in pupils when playing outdoors.
- Pupil voice and feedback inform planning and learning.
- Strong partnership with Parent Council supports on-going development of the school grounds.

#### Question 3

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

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2020/21 Improvement Plan if we have capacity to do so.
- Develop school grounds to provide opportunities for creative and active outdoor play with a focus on sustainability.
- Engage in moderation with PT Math GGS to ensure consistency across all levels.

# KEY THEME

## from QI 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?**

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning, it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Partnerships – parental engagement".
- We promote positive partnerships in the life of the school.
- Our partnerships are based on a shared vision, values and aims.
- We work together to plan, deliver, monitor and evaluate joint work.
- Partnerships with parents supported pupils' learning in lockdown.

#### Question 2

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

- Close partnerships provide wider opportunities for children to attend football training, shinty and bikeability.
- Partnership with RSPB Ranger and Wild Things enhances outdoor learning opportunities for children.
- The partnership between the Parent and Pupil Council supports the development of the school grounds.
- Parental support with remote learning ensured progress for most children.

#### Question 3

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

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2020/21 Improvement Plan if we have capacity to do so.
- Parents and partners to continue to take lead role with garden development.
- Continue to seek parental views to inform school improvements and developments.