

# Standards and Quality Report

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2021/22



**Pennyland Primary School**

HIGHLAND COUNCIL | TROSTAN ROAD, THURSO, CAITHNESS, KW14 7NY

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

## Our School

Pennyland Primary is based in the small town of Thurso. Thurso is located in Caithness within the Scottish Highland and has a population of 7933 people. It is a medium-sized town which is mixed in terms of demographics and is a service centre for the surrounding area. There are a wide range of people, housing and activities available for residents with a mix of professional and non-professional jobs. A mix of part-time and self-employment are important for a large proportion of the residents.

Pennyland Primary is a large primary school which services the Pennyland and High Ormlie estates which lie to the West of Thurso. The catchment includes some rural areas to the west of Thurso extending as far as Forss and Westfield.

The school belongs to the Thurso Associated School Group and is one of the three large schools within the town. Pennyland Primary School and ELCC is a non-denominational educational setting for children from three years to eleven years. The present roll is 223 primary pupils with an additional 49 attending our ELC which caters for 1140 hour enrolments.

## Our School Vision, Values and Aims

As a staff we have identified that the Visions, Values and Aims are something we would like to revisit with all stakeholders to reflects our current situation and link to our Rights, Respecting Schools Bronze Award.

However, Pennyland Primary School is a welcoming, nurturing and fun place to learn. We work in partnership with parents and the wider community to ensure our pupils experience a broad, engaging, challenging and relevant curriculum that fosters an appreciation for life-long learning. Learners feel supported and encouraged to do their best; we are committed to school improvement in attainment, achievement and attendance.

## Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

*Conveyed, for example, in a list/quotes/'School in a Nutshell' focus group summary/survey results/pictures/photos/a pupil friendly summary from each class, stage or pupil group/pupil made SIP.*

- Toy shed – So people in the playground aren't bored and have something to do.
- Trim trail – helps us to be more active
- The dinosaurs (Toys) – we don't get bored if there are lots of toys
- Nursery Playground- Mud & dirt
- Shelter shed – keeps you warm and dry and you can climb on the walls, bumps on the floor
- Gym equipment is good – because you can get active
- Playground is big for games like tag for hide and seek.

- Polycrub – I like having to work hard to grow plants like Thyme and parsley. They are hard to grow in certain weather.
- Like the trees in the playground – fun with the lower branches
- I like the fact we have the rights of the child and the Pennyland promise as it puts it out there what we should be following. I think it has made a difference and more people are trying to follow it and others people are letting others join in games that they didn't usually play with.
- I like playing with my friends.
- The playground is good as we can play with people in other classes. X2
- Games on the Chromebooks like the maths games etc – I feel they are giving us a fun learning thing rather than writing on sheets.
- I like that there is a good variety of good equipment for gym and outside play equipment.
- The Pennyland Promise as if we didn't have it we wouldn't know what to do.
- Cloakrooms are good. – somewhere to keep jackets and bags
- Being nice to the cooks
- Fun 31
- Quiet corner/Den for everyone to use – bubble wrap, fidget toys – 5 minute timer
- Some teachers are really funny and make jokes and funny acts – makes school good fun. Makes you want to come to school more.
- Like the way some teachers have a fun task or worksheet not just maths sums.
- Like the bay area if you are hurt.

### **Pupil Voice: what changes would you like to see made?**

Our children and young people identified the following changes they would like to see and the difference these changes could make.

*Conveyed, for example, in a list/quotes/'School in a Nutshell' focus group summary/survey results/pictures/photos/a pupil friendly summary from each class, stage or pupil group/pupil made SIP.*

- Two people having tantrums and people getting overloaded
- People not respecting each other – Like some people being horrible to each other not respect people how they should be. Being unkind and not respecting each other.
- We need to improve on the Pennyland Property of looking after property – Toy shed – lots of people coming back with broken rackets, burst balls or not the returning the toys at all.
- Swearing – people swear too much.
- A lot of people not using their manners
- Some classes don't do house points or Dojo points
- Some classes have some new smart boards and some don't – P7 class board doesn't work
- Some classes don't have a quiet den and if you don't like ear defenders there is no-where to go.

### **Our Improvement Journey Headlines**

## Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

### Improvement Project 1:

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose:** *Health & Wellbeing - Raise awareness of health and wellbeing with staff and pupils and implement strategies to support*

#### **Progress and impact:**

During session 2021-22 we worked closely with area managers within Highland Council to review our Additional Support for Learning provisions. This resulted in us receiving additional ASL teacher time. This time was utilised to create a base within the school that our ASL pupils could access to complete their work or de-escalate away from the classroom environment if and when necessary. The room, known within the school as the Lighthouse Room is aimed for use by younger pupils within the school as well as pupils who are at an earlier stage in their development. Initially, this was a play-based environment but we quickly discovered that a number of children wanted to use this space to complete their learning tasks so desks and chairs were implemented with individual workstations so ensure the children felt a sense of belonging.

Being mindful of our older pupils who required a similar resource, we applied for funding from local charities and organisations for furniture to create an upper school base now known as the Green Room. We felt it was important that the space met the needs of the older children and was an age and stage appropriate environment to relax or de-escalate in if required. Throughout the year, we also received support from colleagues who are specialised in ASL to further better our practice and the quality of our environments. We now have many children who use the room on a regular basis and are comfortable participating in their learning and developing relationships with their peers and school staff within our bases. It has become an integral part of our school and features heavily in the daily timetables of the children who require its use.

*Now that the basics are in the Green Room our next steps are to seek the views of the older children who use the room for their suggestions and input to secure their sense of belonging in the room and to make it an environment that they want to spend time and learn in.*

The use of our base rooms allowed us to provide a learning environment which best suited some of our learners needs. This in turn allowed us to reduce their anxieties around the classroom environment and we were able to evidence the children engaging in learning and building positive relationships with support staff. The more relaxed environment reduced the number of Pupil Staff Incident Forms and reduced the pressure on teaching staff.

The provision still comes with its challenges, however, we continue to work with our Highland Council Colleagues to continue developing our practice.

Within session 2021/22 we worked to redevelop what was or School Behaviour Policy to now what we call our Positive Relationships Policy. As a school we self-evaluated our practice and identified, the existing policy was no longer in line with current thinking and pedagogy around relationships and behaviour. This session we engaged with self-evaluation over the course of the year, we completed a draft policy which outlines protocols and expectations of staff and children as well as produce a visual aids and lanyards to support staff when working with children. We developed our Pennyland Promise which is at the centre of our Positive Relationships Policy and worked hard to educate staff around behaviour being a communication and the staff having a better understanding of how those emotions present as behaviour. PSA staff attended trauma informed training.

As a school we continue to move towards reviewing, evaluating and embedding our Policy. As we move forward all staff will engage in Paul Dix Training which will help us to identify and change the use of our language when talking about children in the school and better our understanding of how and what to do to improve our practice. We will also introduce more positive approaches and language into school assemblies and develop a more structured approach in the playground which is our biggest pressure.

Within session 2021-22 Pennyland Primary gained its Bronze award for its work towards Rights Respecting Schools. This was the efforts of a small steering group of staff and pupils lead by the Principal Teacher. The working groups met regularly to implement the actions from the bronze action plan. The action plan helped introduce new features and practice to the school as well as ad hock events to promote RRSA. Some of the activities included our RRSA notice board, activities throughout the year to promote RRSA such as posters highlighting children's Rights, the introduction of our new school policies which incorporate rights into the policies, end of term treats for winning house teams, activities around World Book Day, staff training, purchasing of new PE equipment, the introduction of our Pennyland Positivity Tree and finally creating an action plan for the Silver Award. Next steps for the RRSA group is to work towards the Silver Award.

Breakfast club ran each morning for session 2021/22. Initially, we had around 10 children attending but slowly over the year the numbers diminished and we are now down to 2. Breakfast club has been set up to facilitate the transition from home to school in turn helping to provide children who find the unstructured time in the playground before school a more settled quieter place to attend. It is an aim this year to review who is invited to breakfast club and boost our numbers again.

Living Streets and Safer Routes to School has features within our Health and Wellbeing agenda this session. A member of staff has been working closely with Ian Graham from HC Road Safety Team and members of the Living Streets Team. It launched with the Living Streets Mascot visiting the school and has since engaged all children to participate in the daily travel tracker where the children record how they travelled to school that day. At the end of a block a winning glass is announced and a prize given. The winning class is awarded the mascot in their room and each child awarded with a badge. The aim of the programme to promote healthier ways to travel to school eg cycling, walking and scooting and reduce the number of cars at the school gate. The project has now evolved and the school will now feature with only a few others in Scotland to trial traffic calming measures around the school within an allocated zone. This will commence in January 2023.

Primary classes P4/P4-5 & P5 took part in swimming lessons throughout term 4. This provided opportunities for children who had never been before an opportunity to attend and helped the children partake in their 2 hours of physical exercise each week.

**Next steps:**

Continue to develop our ASL and upper school base with input from children and parents.

Staff to undertake Paul Dix Training and further develop and enhance our practice around relationships and improving behaviour in our school.

Work towards our Silver Rights Respecting Schools Award.

Further support pupils and families with the breakfast club provision.

Participate in a Safer Routes to School Initiative lead by Highland Council and Living Streets.

Continue to provide swimming lessons for P4-6 in partnership with Thurso Leisure Centre and Highlife Highland

Organise activities and school trips for classes of children who are finding it a pressure to socialise and get on with peers in their class and within unstructured parts of the day.

## Improvement Project 2:

**Primary focus:** Curriculum and assessment

**Year of Project:** 2

**Purpose: Recovery of Learning, Teaching and Assessment/Raising Attainment –**

*Further develop forward planning formats whilst becoming more aware of the use of Benchmarks to plan learning, continue to develop the use of progressions to record learning, track individual pupil progress and explore how we will assess and moderate learning.*

### **Progress and impact:**

Within this session we have continued to develop the schools forward planning process and tracking of pupils learning. As we were still following the Covid recovery curriculum we streamlined our forward planning requirements in line with this and a revised forward planning folder contents descriptor was provided. The forward planning tool was introduced the previous session and is used to guide teachers and ensure continuity throughout the stages with regards to curriculum programmes and progressions. This has helped us to identify where individual or groups of children are within their learning resulting in learning being provided at the appropriate stage for the learner. Within Pennyland we have continued to use the HNP for planning and recording pupils' progress through their learning through maths and number as well as continuing to embed Highland Literacy Progression and Steps to Success for literacy. Again, this is being used as a progression to track pupils learning. In addition to this we have continued to embed the use of trackers for each class stage to record where children are placed within the curriculum. We have continued to complete this in November and again in May and used this information to cross-reference against SNSA and INCAS data. A brief analysis of this data is below. It is evident from discussions with teaching staff on an individual level or at staff meetings that their awareness of data and tracking the pupils learning through the progressions and on the electronic tracker that staff are seeing how this fits into Highland Council data and National data.

Each term the HT will hold planning meetings with teachers to discuss where their children are within the curriculum and discuss what learning is planned for the coming term. This is also an opportunity to check in with each teacher and discuss any individual children who have stood out to them for whatever reason. It is the aim to hold tracking meetings with each teacher in November and May rather than just the achievement of a level class teachers.

The end of year information to pass on documentation was also reviewed with each teacher given a checklist of what documents/information they need to provide to the next teacher at the handover meeting in June.

Our Pupil Equity Funding allowed us to recruit two members of staff within the PSA role. The focus for PEF was centred around literacy and numeracy which allowed the staff to work with individuals, groups or in class support to support and develop learning. This combined with the focus on planning and tracking provided us with significant results within literacy and numeracy;

### **Literacy**

Within session 2021/22 we targeted specific children with interventions such as phonological awareness, code cracker and spelling interventions such as Toe by Toe to develop the children skills for reading and spelling.

For the infant classes we also introduced Talk Boost as an intervention which has provided a significant increase in the number of pupils who have achieved early and first level in listening and talking. For early there was an increase in talking by 49.29% and listening by 37% and for first level it saw an increase in talking by 22.6% and 34.75% for listening.

Overall, we can see an increase of around double the percentage of children achieving the level at the required stages in comparison to our data for session 2020/21.

### **Numeracy**

The focus for Maths in session 2020/21 was on number and mental maths. Ours SNSA and INCAS results have evidenced, that we increased the number of pupils achieving the level. The most significant increase was in mental maths. Data identifies that high percentages of children are sitting within 2 years of their age of stage compared to much lower levels last session.

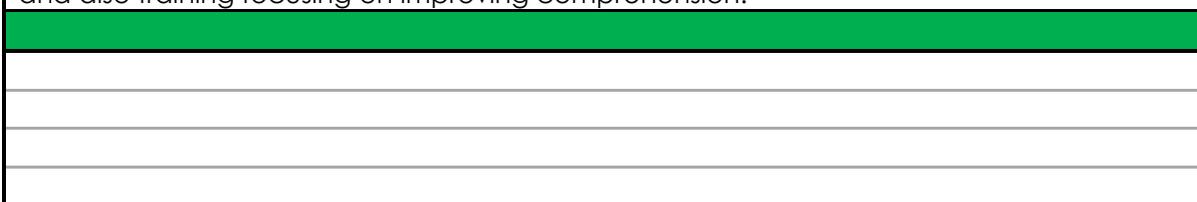
For example 36.1% of P3 last session were at the correct stage in for mental maths in comparison to 81.25% who are within the 2year bracket this session.

For session 2020-21 P5 pupils' mental maths score was 36.6% on track but the same class in session 2021-22 year in P6 are now sitting at 90% of the children on track for age and stage. Our data identified that reading comprehension requires intervention as does writing require improvement across the school. As a result, the teaching staff met to moderate writing using Writing Rubriks in June 2022.

The process helped us identify where our writing process required improvement and as a staff group we have identified what Benchmarks are deemed essential before moving on and what number of Benchmarks being evidenced helped support where the child sits within the curriculum eg up to 1/3 of benchmarks evidenced within first level would be F1. We will use this format for marking writing within the school year and provide more opportunities for staff to come together to moderate and improve teacher judgement as a school.

### **Next steps:**

In session 2022/23 we will focus our school improvements within curriculum developments to moderation of writing and increasing our data scores around reading comprehension. School staff will complete training led by Education Scotland with regards to moderation and also training focusing on improving comprehension.



## **Evaluation of Progress**

We believe we have made the following progress this session:

<b>Quality Indicator</b>	<b>School self-evaluation</b>
<b>Leadership of Change</b>	<b>1.3</b> Good
<b>Learning, teaching and assessment</b>	<b>2.3</b> Satisfactory
<b>Ensuring wellbeing, equality and inclusion</b>	<b>3.1</b> Good
<b>Raising attainment and achievement</b>	<b>3.2</b> Good

Our children and young people believe we have made the following progress this session:

**Theme 1** Choose an item.  
**Our relationships**

**Theme 2** Choose an item.  
**Our learning and teaching**

**Theme 3** Choose an item.  
**Our school and community**

**Theme 4** Choose an item.  
**Our health and wellbeing**

**Theme 5** Choose an item.  
**Our successes and achievements**

Our overall evaluation of our **school's** capacity for continuous improvement is:

**We are confident in our capacity for continuous improvement.**

### Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website **ADD LINK** or by contacting the school office.