



Standards and Quality Report 2021 - 2022

Name of school

John Logie Baird Primary and ELC

Context of the school

John Logie Baird is a non-denominational Primary school and Early Learning Centre (ELC). We have a learning centre where children are supported who have additional support needs or require an alternative curriculum. Additionally we have developed a nurture classroom for those children requiring support emotionally and socially. We have a very inclusive approach where every child will be helped and supported to fully integrate wherever possible and to reach their potential. We are currently developing our learning centre provision. Our associated Secondary School is Hermitage Academy.

Presently we have 55% of our children who are from an armed forces family. Our catchment area consists of a mixture between private, council and military housing. We have a roll of 110 children in our primary and 40 children in our ELC. Our children can experience the joy of new children joining and the sadness of children leaving due to the nature of military postings so relationship building is very important.

We have finalised our vision and aims as follows:

Vision: Nurturing and Inspiring everyone to reach their full potential

Aims:

J is the journey to success

L is learning for life

B is the building of self-belief and achievement

P is for perseverance, never give up

S is for supporting a sustainable environment

Our school values are: Ambition, Respect, Manners, Responsibility and Effort.

At the start of every year our children work with their new teachers to remind them of our school values and create a visual representation for each classroom. Every second week virtual assemblies took place including awarding values certificates to children. Our standards and behaviour expectations such as 'Wonderful Walking', 'Standing Statues', 'Marvellous Manners', 'I have eaten my fresh veg' and 'I used my knife and fork' were widely used at lunchtimes. It is acknowledged that further work to raise awareness of our school aims requires to be undertaken and will be addressed through school assemblies.

We are a school who uses innovative technology to enhance learning, always with a forward thinking approach to refresh our curriculum regularly. We have received £19,956 of funding from the Pupil Equity Fund.

We welcome all to our school and always look forward to new children and families joining us.

COVID 19 restrictions until April 2022 limited our functioning fully and curtailed parental engagement somewhat. Events such as our Learning Launch, Voyage of Discovery and stage assemblies didn't take place. Parent Council fundraising and events for children such as discos were not able to be organised. The November Parents' evening and Child Planning meetings took place but were virtual events. Normally parental responses to questionnaires linked with our SIP would be gathered during the November parental evening however this didn't happen.

Review of SIP | Priority 1

Progress and Impact: Recovery and raising of numeracy attainment and achievement post school closures

ELC:

A significant effort from all ELC staff and Lead Practitioners was made to evaluate reasons behind why some of the previous cohort of children failed to reach appropriate levels of attainment in numeracy. The headteacher trained the Acting Lead Practitioner in data analysis and the importance of statistics in driving forward improvements in number processing attainment.

After extensive analysis of the numeracy trackers by the Leadership Team and ELC staff, planning was adapted to ensure children were exposed to regular and consistent experiences in number and number processing directly linked to the child's trackers. As a result the following statistics were drawn at the end of the year showing a significant improvement:

Number Process												
Developmental Milestones			Towards I Am Aware %		Achieved I Am Aware %		Towards I Understand	Achieved I Understand		Towards I use	Achieved I Use With Understanding	
	2020 /21	2021 /22	2020 /21	2021 /22	2020 /21	2021 /22	2021/22	2020 /21	2021 /22	2021 /22	2020 /21	2021 /22
Year 1		13.6	75		25	68	18					
Year 2			38	7.4				61.9	70.37	22		

School:

Developing the curriculum took longer than expected. This priority has been moved to next session.

Next Steps:

Our ELC has identified that number and number processing will continue to be monitored but further focus on Information Handling is required.

Our school will be focussing on raising attainment through Cognitively Guided Instruction training in mathematical thinking including problem solving and enquiry skills.

Review of SIP | Priority 2

Progress and Impact: Recovery and raising of Writing attainment and achievement.

Progress:

All teaching staff have used WTTT assessments across the year to inform planning, identify gaps and provide personal support in the form of individualised Targets and Learning Journeys. Termly attainment meetings and Forward Planning reviews with SMT have ensured that planning has responded to trends or target areas identified through such assessments. Children's progress is regularly reflected upon and tracked through Literacy trackers which are closely monitored by the Leadership Team and used to discuss with class teachers children's progress each Term, as part of Quality Assurance.

All teaching staff have developed their knowledge of The Moderation Cycle. Collaboratively, they have evaluated a range of Writing evidence and assessments to reflect on where children are within their Level / Learning Journey and to gain a shared understanding of achieving a Level. Together, we evaluated whether our planning was reflective of the Experiences and Outcomes required to be explored and whether children's Targets were informed through assessments. As a result, attainment in Writing has been raised across the whole school and each child is able to talk about their Learning Journey, using their Targets as a basis for discussion. As part of PEF funding, SMT continued to develop understanding and use of the Moderation Cycle by coaching Second Level teachers in how to use Accelerated Reading and WTTT assessments to inform planning and create individual targets. This has had a direct, positive impact on closing the attainment gap, in particular P6 and P7.

Progress in Literacy has regularly been shared with parents and carers through Seesaw, which has had positive feedback from parents. Families are regularly updated with their child's Targets across Literacy, Numeracy and Health & Wellbeing. Whilst working towards these Targets, regular photo evidence of their child's progress and achievements have been shared on Seesaw, as well as notification of when Targets have been achieved. Parents have felt informed and up-to-date about their child's learning and progress.

New resources such as Literacy Boxes, Pie Corbett's Story Writing and Talk for Writing Handbooks have been well received by staff and children. Most classes have seen increased engagement and creativity within reading and writing as a result of these new resources. Staff would benefit from having further CPD opportunities around these resources next session to help enhance their practice and skills in teaching Writing as well as embedding new strategies within daily teaching and learning. All classes have been consulted about new titles for novel studies that they would like to complete, which as a result, has increased reading for enjoyment and motivation to write across most classes.

Teachers have developed their teaching and learning toolkit through the GAPE CPD sessions. The staff team self-evaluated their practice and agreed to take forward their development of plenaries.

Impact / Data Analysis:

The success criteria has been achieved for P2 and P6, where almost all P2 and P6 children are working within their expected Level in Writing by June 2022. P5 have had a challenging year, however, have received a large proportion of Learning Support and have made progress as a result. P5 suffered the loss of a teacher close to them and high staff absences impacted upon consistent teaching and learning. All children requiring additional support in Writing have improved, despite the percentage of children working at the expected Level. However, it is recognised that further work is required at this stage.

- 91% of P2 children have achieved Early Level and are working within First Level for Writing.
- 21% of P5 children are working within Second Level for Writing.
- 83 % of P6 children are working within Second Level for Writing.

Parental engagement has increased and positive feedback has been received from a survey of parents with regards to communication about their child's Learning Journey. Seesaw continues to be a successful platform which the vast majority of parents enjoy engaging with.

- 95% of parents surveyed were happy with the communication.
- Within this survey, parents also expressed that they would like to see Writing as an area for further development next year, in particular imaginative writing projects and skill development in Writing Tools.

Equity between boys' and girls' attainment in Writing has increased in P2, P3 and P6. Skilful consideration has been given to gender in the novel study and Literacy resources selected. Resources were managed as a lever to enhance Reading and Writing and promote equity in P6. These pupils had activities and genres matched to their interests which saw all learners engaging in Literacy tasks and therefore achieving well. A child with ASN who before would be reluctant to engage with Literacy began to show an interest in non-fiction and started to complete Literacy tasks independently and willingly. The attainment gap has, therefore, been narrowed in P6. Within P6 33% of girls have achieved 3 or more WTTT levels and 67% of boys have achieved 3 or more WTTT levels. Further work on equity is required, however, across all classes.

For the purposes of Quality Assurance, Early Level teachers reflected with SMT, evaluating their practice and success in meeting children's needs. As a result of self-evaluation, teachers identified next steps and adapted their pedagogy, such as drawing upon personal interests in planning to increase engagement, particularly with boys. Regular assessment and accurate use of data informed planning and personal targets so that the needs of all children were met. Activities were matched to children's developmental stage in learning and informed from Emerging Literacy screening tools. Phonological Awareness and Pre-Handwriting assessments quickly identified those slowing down or making less progress than expected. Regular assessments across the year identified gaps between individuals and allowed the impact of interventions to be measured. All support staff have been trained in Emerging Literacy, which has ensured a consistent approach in assessment and tracking techniques. There has been a marked improvement in attainment across P2 and P3.

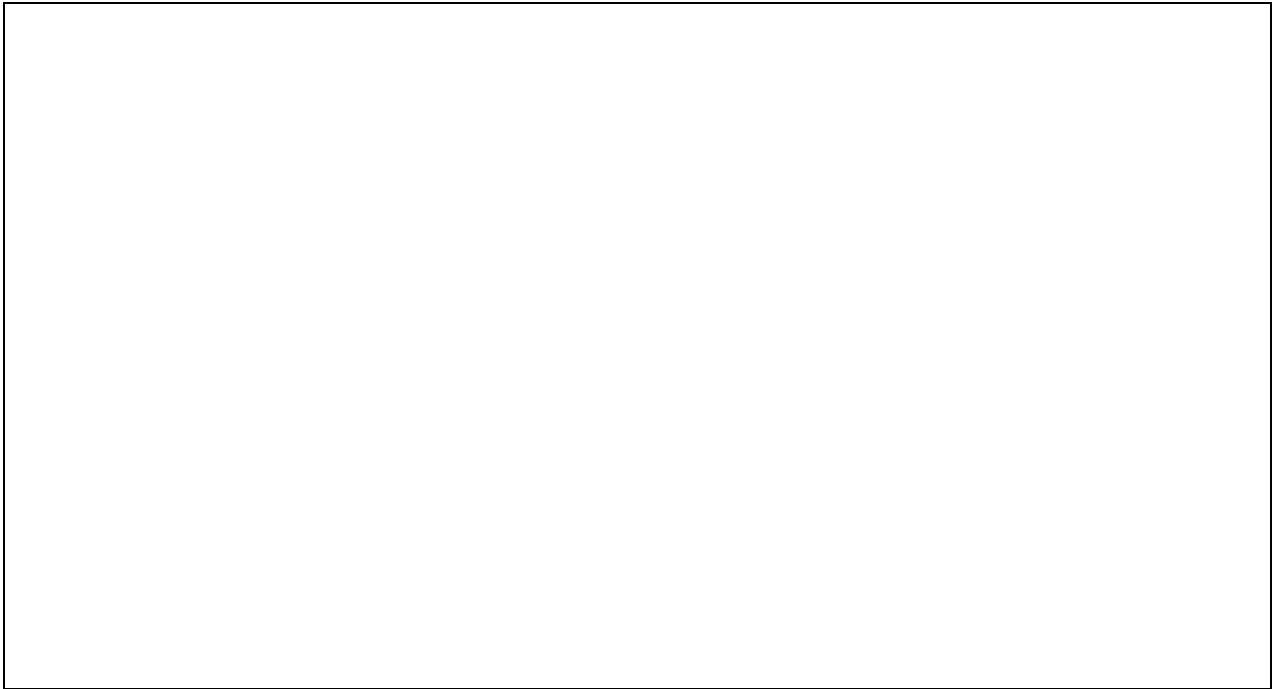
- P2 - 75% of boys achieved expected Level. 100% of girls achieved expected Level.
- P3 - 56% of boys achieved expected Level. 78% of girls achieved expected Level.
- P6 - 83% of boys achieved expected Level. 86% of girls achieved expected Level.

Writing moderation sessions sparked professional discussion about shared, consistent standards and staff now have a better understanding of what would be considered to be challenge or progression in Writing Tools. Staff demonstrated a working knowledge of Benchmarks and the Moderation Cycle.

- Staff collaboratively refreshed the WTTT assessment criterion marking scale to adapt it better to our shared understanding of standards and expectations and children's progress.
- This updated marking guide has been added to the new Literacy Progression Framework for staff to use and take forward next session.

Next Steps:

- As part of the Moderation Cycle, develop the following:
 - 1) Develop skill, knowledge and understanding of data analysis and tracking (Leadership Team)
 - 2) Use assessment data to inform planning
 - 3) Body of evidence
- Equity in Writing for gender.



Review of SIP | Priority 3

Progress and Impact:

Curriculum Rationale:

Staff worked collaboratively in groups across all Levels to consider the unique qualities and goals personal to our school ethos and community. Ideas from the whole school community (Parent Council, Pupil Council and staff) were collated together to form the basis of our curriculum rationale. Further work is required to finalise this statement in areas such as opportunities for personal achievement and key features/uniqueness of the school. The purpose, vision, values and aims have already been revealed to parents and pupils, which has formed the basis of our expectations and goals across the school.

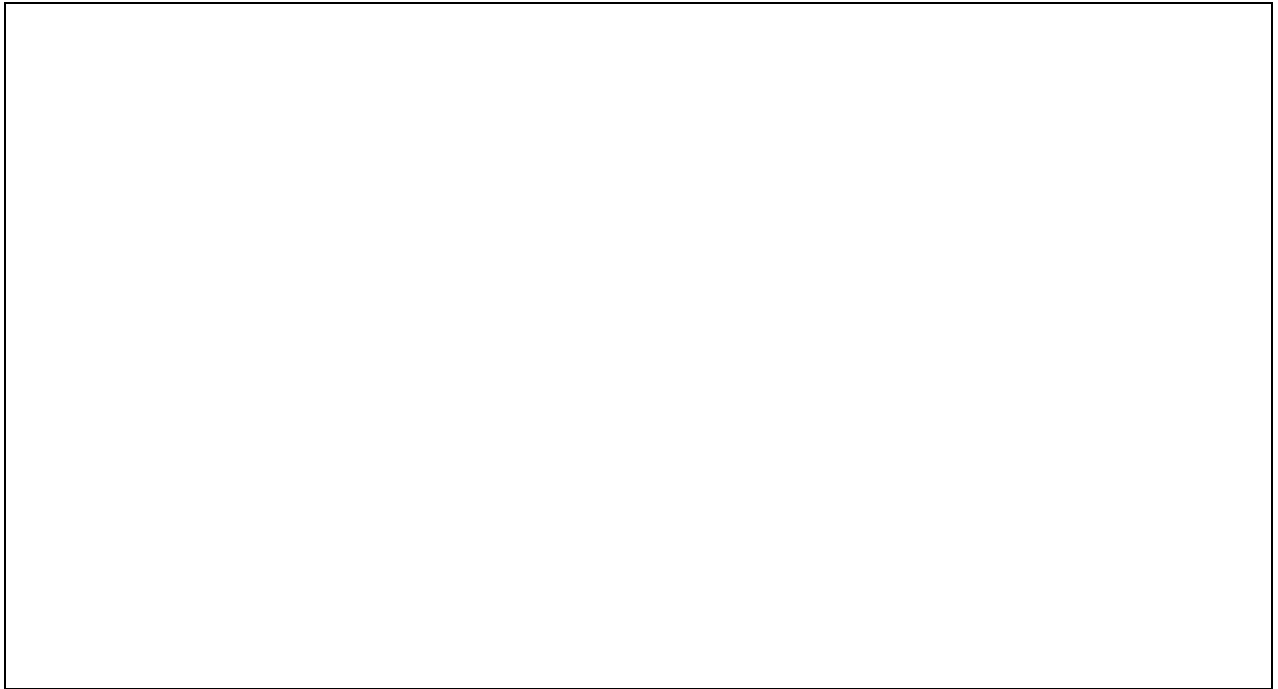
All staff have been involved in bundling Experiences and Outcomes together into groups that would natural complement each other to provide depth, relevance and breadth. As a direct result three distinct groupings evolved as main themes that of:

- Health and Wellbeing
- Social Studies and
- STEM

Science and RME are remaining as discrete subjects.

The impact of this work means we now have a concise curriculum unique to our school and offers progression for all areas. Year one is complete consisting of themes around enterprise, performance, Scotland and world of work.

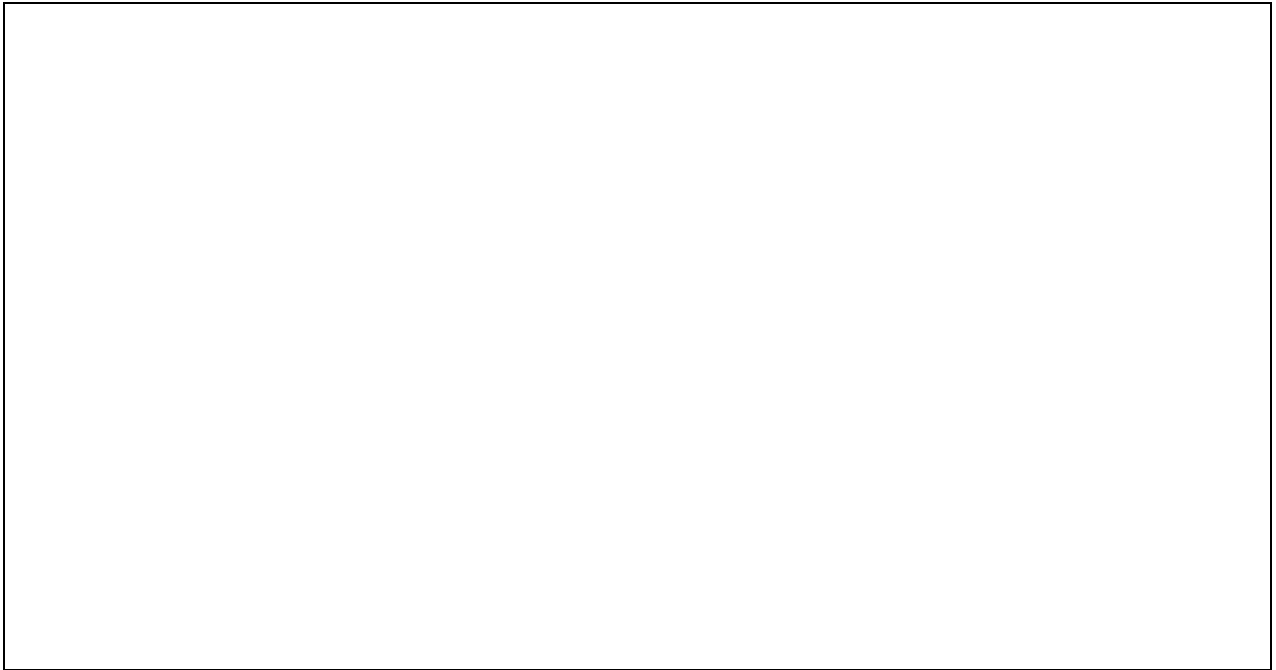
Next Steps: Organise curriculum into a 3 year plan. Develop an RME discrete planner. Integrate writing into the 3 year plan.



Review of SIP | GME Priority

Progress and Impact:

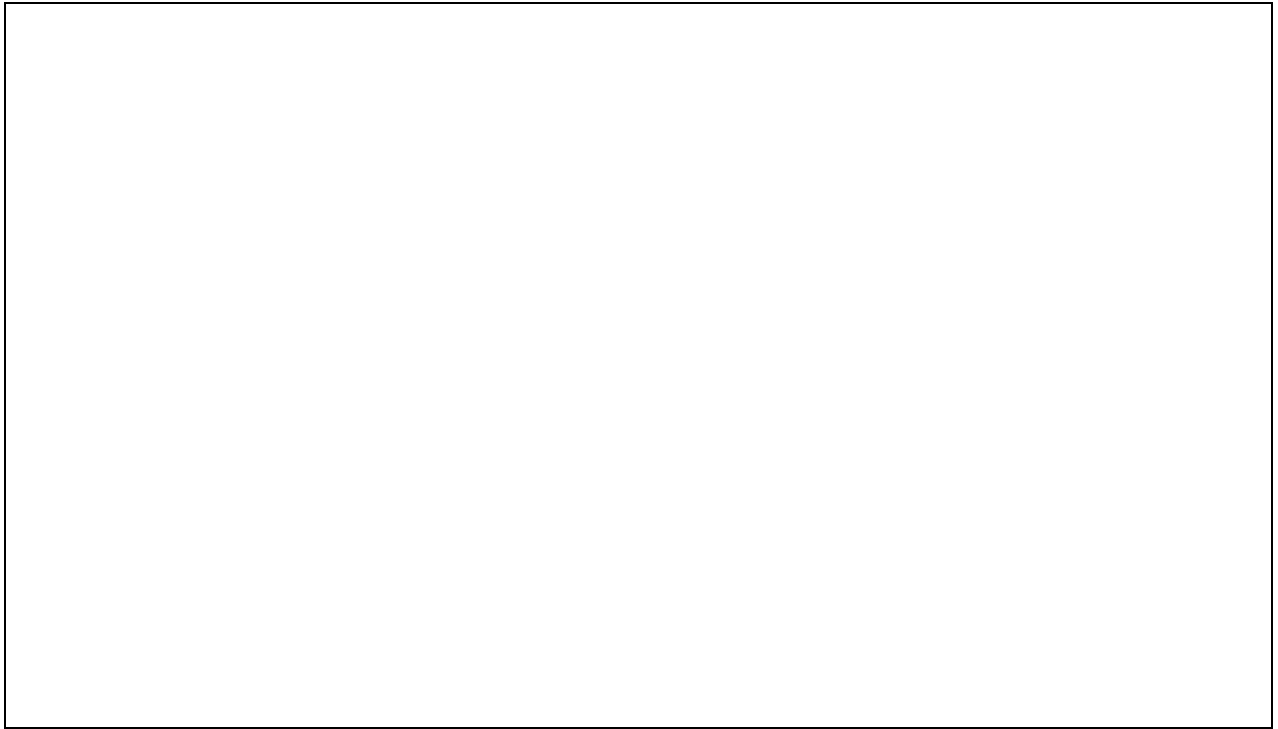
Next Steps:



Review of SIP | Developing in Faith Priority

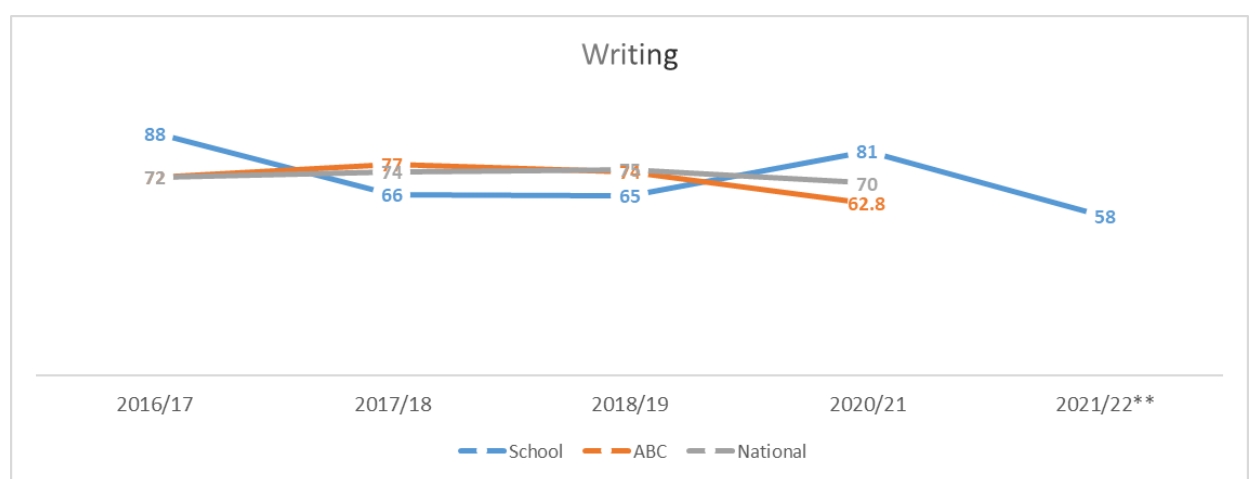
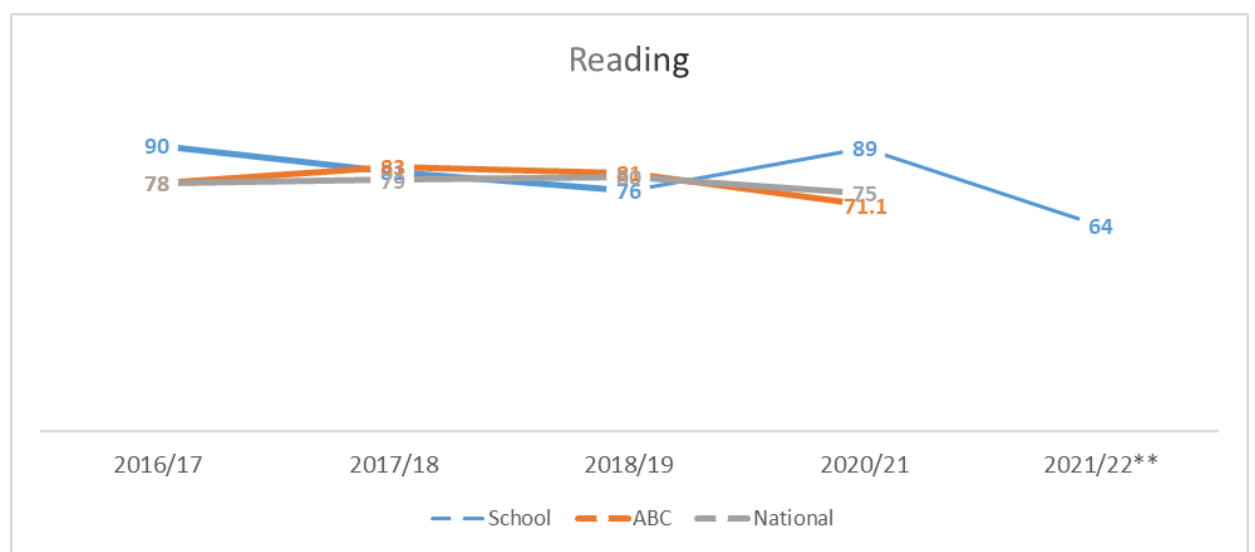
Progress and Impact:

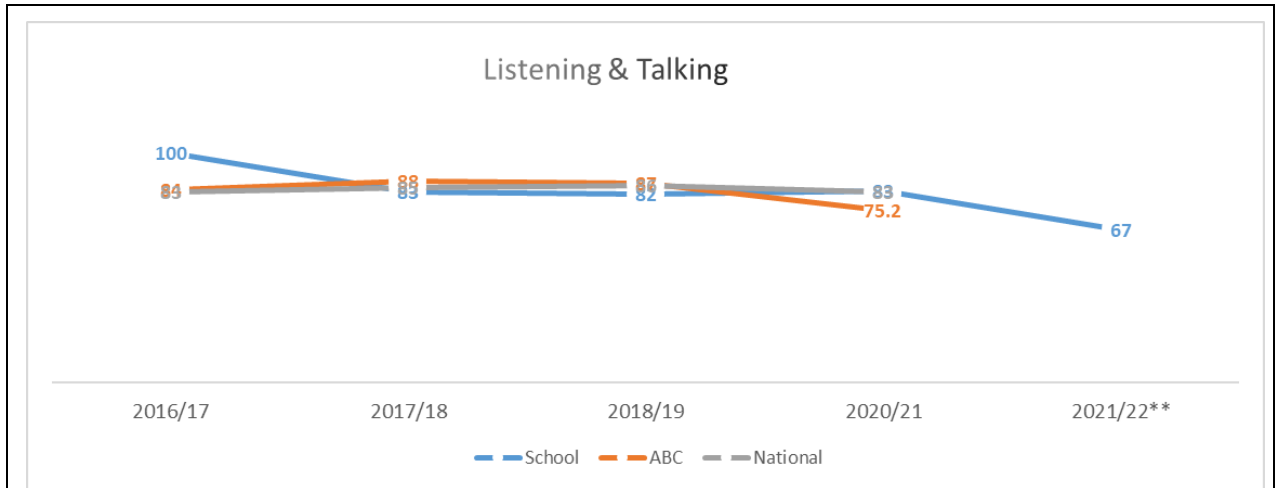
Next Steps:



1.1 Attainment Data

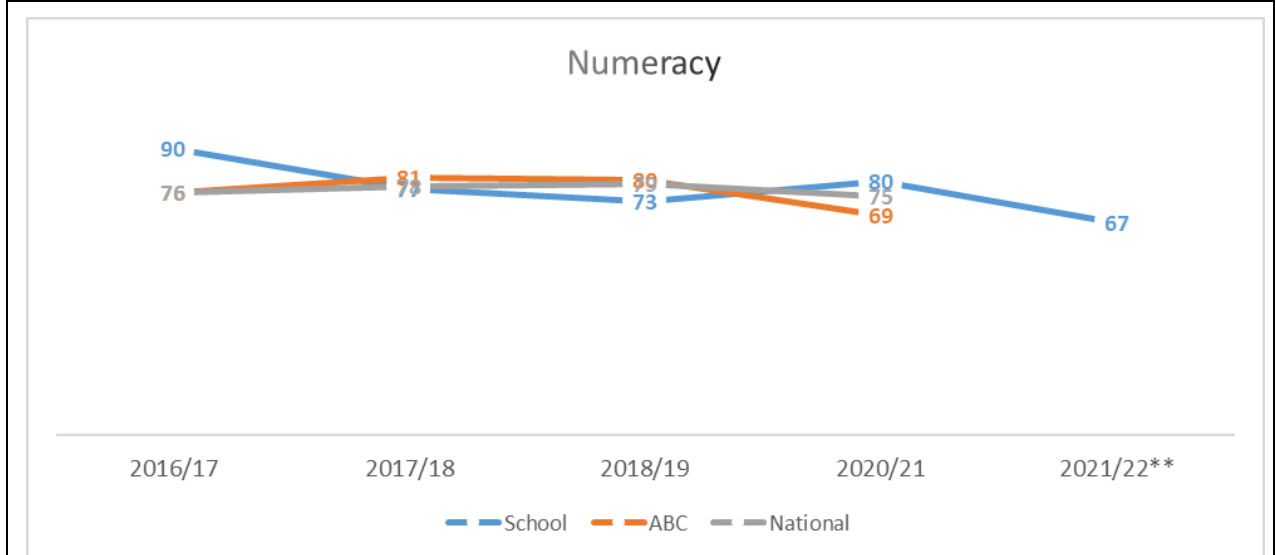
Attainment of Literacy Curriculum for Excellence levels 2016/17, 2017/18, 2018/19, 2020/21 and 2021/22. (teacher judgement – confirmed levels – 5 year trend).





1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2016/17, 2017/18, 2018/19, 2020/21 and 2021/22. (teacher judgement – confirmed levels – 5 year trend).



Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

Overall quality of our learners' wider achievements Highlights of session 2021 - 2022

Our children successfully took part in the JASS awards with P7 organising a Race for Life event attended by our families too, which saw 90% of the children achieve their bronze award.

Sponsored walk for Ukrainian refugees was also organised by P5 at their request. Our families were invited to join us for this event.

We have successfully gained our School Health and Activity Bronze Award.

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

P7 children were empowered to organise events such as Race for Life, Sports day and the Leaver's Ceremony.

P5 felt so strongly about the war in Ukraine that they were empowered to organise a sponsored walk for the whole community.

The above events helped to support re-engaging with our community particularly all of our families.

Our families were asked their opinion on a variety of areas. They felt Seesaw was very effective and felt Writing was an area we needed to continue to improve.

Our Pupil Council were consulted on upgrading of technologies in classes. New digital screens are to be ordered and installed.

Our Pupil Council were consulted on the forthcoming 3 year holiday proposal and on the Executive Headteacher proposal.

Our dental health team commented on how well behaved our children were when they were working with them.

Our teaching staff reflected on the impact of our Guided Approach to Pedagogical Enquiry with all scores higher than previously showing increased confidence. Lessons visited by the Leadership Team clearly defined plenaries with children engaging well with the process.

Comment on progress made with the following aspects of empowerment:

- curriculum;
- improvement activities;

- parental and community engagement; and pupil participation.

https://education.gov.scot/improvement/learning-resources/an-empowered-system/?dm_i=LQE,6RTY0,WAUPY4,R37A1,1

Learning Centre:

Children have initially benefitted from a dramatic change in curriculum focus in comparison to classroom or previous school settings. Children attending the Learning Centre typically have strongly defined likes and dislikes in terms of what area of learning may be presented so the complete removal of the expectations, pressures and uncertainties of unpopular lessons have yielded good immediate results. Emphasis was placed instead upon short tasks, differentiated to be well within individual abilities and in an easy to understand format accounting for neurodiversity. Routines are generally quite fixed and most children will explain that they like the predictability.

All successes, no matter how small, are praised and shared, including with parents at the end of the day or via daily emails. This has generally resulted in an increase in motivation within individuals. Some children have enjoyed having work displayed, and some children have enjoyed receiving certificates in assemblies.

These sessions were interspersed with opportunities to play board and card games, small group PE sessions and some online gaming time. As well as providing a relaxing interval and a kinaesthetic or self-regulatory opportunity, these slots have allowed the children to develop interpersonal skills, always modelled by staff. The outside area is still being developed in terms of what it can offer individual children although they all enjoy having snack or art on the bench in the sunshine.

Over time, the learners' confidence within this format along with developing abilities to more readily explain barriers to task completion have allowed more diverse and more challenging work to be taken on.

To motivate our children who attend the Learning Centre, opportunities are given to develop writing based upon individual interests and strengths.

Staff are now more experienced in being able to challenge some behaviours and to recognise others as indicators of the need for task modification or abandonment in a non-judgemental manner. The ability of adults to 'team teach' a task is beneficial in providing a different dynamic.

Some children have found the quiet environment to be beneficial, often declining whole class PE on the basis that it is too noisy, however regular movement breaks and opportunities to access the Learning Centre outdoor area encourages development of PE skills.

The P7 children have benefitted from close links with the class teacher in terms of sustaining motivation for learning through access to transition tasks.

All classes regularly complete a SHANARRI wheel and discuss results with their children. In P3/2 most pupils increased their self-assessment scores to 9-10 in all areas.

P6 has shown an increase in the scores for both respected and included, respected had been scored quite low at the beginning of the year.

Comment on progress made with Pupil Equity Funding, taking account of the five key areas below:

- attendance;
- attainment;
- exclusion;
- engagement;
- participation.

Literacy Progression Framework:

PEF funding has allowed additional time for PT to begin developing new, progressive pathway planners across Early to Third Levels in Reading, Spelling/Phonics, Extended Writing, Handwriting and Talking & Listening. As a result, staff feel more confident with planning, using hyper-links to resources (Highland Literacy, Emerging Literacy, Northern Alliance, ect.) and understanding clear progression within each Level.

Next steps - complete Tools for Writing planners for Early and Second Level and CPD training on how to use these new progressive pathways as effectively as possible.

PEF funding has assisted providing a befriender for a low SIMD child who benefitted from after school additional reading/nurture. Significant confidence in reading and their own abilities was evident within the school as evidenced in progress trackers and reading assessments compared with previous years. Attendance improved from 89% to almost 92%. Through teacher observations we know that behaviour and focus in the classroom improved as a direct result.

A total of 14 children from several stages across the school have accessed Nurture in session 21/22. Some of these pupils are pupils who have accessed Nurture before and some of these pupils have been new to Nurture this year.

Nurture

Staff feedback on the impact of Nurture suggests that a few pupils have benefitted through having increased self confidence, a stronger sense of resilience, improved self regulation strategies and a growing sense of success in their achievements.

Some staff feedback has suggested that whilst although Nurture may have had a positive impact for the children while in the Nurture classroom, these children have been unable to transfer these skills to their wider lives - in the general classroom or in the playground. Most of these children have a diagnosis of ADHD or Autism along with Nurture needs. Also one group who yet have to show that Nurture is having a positive impact is a group who only began their Nurture journey in February 22.

Parental feedback has been very positive with several parents stating that they feel Nurture has a very positive impact for their child - that they feel their child really enjoys Nurture, that it is something they look forward to, that it has a positive impact on how they view their school day. In particular for some of the older children it is significant that parents comment on how they have seen their child's confidence grow and they feel this is directly attributable to the Nurture input.

Pupils themselves when asked about their Nurture experience say they enjoy the nurture sessions very much, that they feel Nurture helps them with any anger issues they may have, that they feel successful at Nurture, that they feel proud of their achievements in Nurture. They say Nurture has helped them talk about their feelings. They can also talk about the personal targets they have set and talk about what progress they feel they are making towards these.

Every pupil attending Nurture has a Boxall profile and apart from a P5 group all pupils have seen some progress in their Boxall Profile scores.

We have significantly reduced exclusions to zero this session. For two of our ASN children, distressed periods were significantly reduced from October onwards as a direct impact from our Learning Centre. A further reduction in distressed behaviour was evidenced from April onwards.

ELC

Prior to the Realising the Ambition training staff felt that communication and relationships with parents and families were important to take forward into the academic year 2022/2023. Due to COVID 19 relationships and communication deteriorated due to parents not being able to come into the setting/drop off and pick up times were limited and not private. Phone calls made due to high levels of HWB in families. The importance of children's social and emotional

wellbeing was a priority especially after COVID 19. Staff felt that through observations and planning in order to nurture children's emotional and social wellbeing a careful balance of child initiated and adult initiated play, especially in the afternoons should be implemented. Responsive curricular planning will allow the voice of children and parents to be heard in order to meet their needs which in turn will blend nicely with focussing on relationships which have positive impacts on their emotional and social needs.

Plans to offer occasions for parents to visit our ELC during sessions are to be formed and implemented from the start of the new session. The school will reinstate its series of opportunities for parents to visit the school including Parent Information Sessions, Learning Launch and Voyage of Discovery.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6)
<p>1.1 Self-Evaluation for Self-improvement</p>	<ul style="list-style-type: none"> ● We have made significant improvement in reducing distressed behaviour ● We have improved attainment for some of our youngest and oldest children (P3 and P6) ● GAPE implementation on plenaries improved teaching strategies ● Regular quality assurance activities informs identified improvements ● All children have learning targets 	<ul style="list-style-type: none"> ● Reduction in PERS100 for individual children ● Improvement in Literacy skills - XBRA and WTTT results ● GAPE self evaluation showed an increase in confidence regarding the use of plenaries ● ELC data analysis proves significant impact ● Children’s Learning Journeys 	<p>3</p>
<p>1.3 Leadership of Change</p>	<ul style="list-style-type: none"> ● We have taken significant steps forward with refreshing our curriculum ● We have planned Quality Assurance activities ● Our DHT worked with teaching staff to refresh teaching and learning strategies for writing 	<ul style="list-style-type: none"> ● Our new curriculum is set for year 1 ● Our Quality Assurance activities provide time for professional dialogue which has improved teaching and learning skills through GAPE ● Writing skills in P6 improved evidenced in assessment data 	<p>4</p>

<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> ● Lesson quality has improved ● Improvements seen in teaching and learning of writing in older classes 	<ul style="list-style-type: none"> ● GAPE observations and quality assurance visits ● XBRA and WTTT results 	<p>4</p>
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> ● We have taken steps to tackle gender inequality in writing ● We have been more inclusive 	<ul style="list-style-type: none"> ● XBRA results and writing analysis ● No exclusions have occurred this year ● A reduction in distressed behaviours was evidenced ● Increased engagement from several of our ASN children 	<p>4</p>
<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> ● Improvements seen in writing in P6 ● Improvements in engagement and behaviour seen particularly in P3/2 in Literacy ● Improvements in numeracy processing evidenced in ELC 	<ul style="list-style-type: none"> ● Analysis of XBRA and WTTT ● Quality assurance visits and reduction in PERS100 ● Numeracy trackers show improvements 	<p>4</p>