



Standards and Quality Report

School: Beaully Nursery & Primary

Head Teacher: Tracey Fraser-Lee

Date submitted: 6th November 2020



Context of the school:

Beaully Primary currently has 114 pupils from P1-P7, and 37 children enrolled for our Nursery. Our school is quite unique and spread out over different buildings. It is set in the heart of the village of Beaully. Our pupils mainly live in the village itself with a few being transported from the countryside around us and a small number of placing requests. There is a mix of council and private housing in the village.

There are 5 composite classes in school – P1/2, P2/3, P3/4, P5/6 and P6/7. Our nursery offers a range of options - morning sessions, afternoon sessions or flexi hours. Our nursery can accommodate 20 children at one time and offers 16 funded hours per child per week. The nursery will be moving into the main school building at some point this session, after refurbishments have taken place. There is also a new build nursery planned for session 2021-22 which will allow for the full allocation of 1140 hours to be offered. It is planned that the new build nursery will also incorporate phase 1 of a new school.

We have a principal teacher who has management time and an additional support needs teacher who works in our school one day per week. Staffing is fairly settled and we have several PSAs who support our pupils in class. The school and nursery were inspected by Education Scotland in May 2019. Our associated secondary school is Charleston Academy, Inverness, which is approximately 12 miles away.

School Vision, Values and Aims:

We are in the process of updating our Vision, Values and Aims. The School and Nursery have the same V, V & A.

Our values were agreed during Lockdown when pupils, parents, staff and partners voted on these. Our four values are- Respect, Kindness, Teamwork and Fun.

These are our aims

*In Beaully everyone should feel...
valued, included, motivated, respected, confident, healthy, happy and listened to.*

Our Vision statement has not been confirmed yet.

Our previous Vision was

In Beaully Primary we strive to...

Be happy and the best we can be

Through teamwork and links with community

Strong relationships between pupils and staff

Help us respect each other and have a laugh

Support each other to become successful

In learning both in and around school

We plan on making our vision statement much shorter and more memorable.

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 19/20 has been extremely unusual, with the closure of schools taking effect from Monday 23 March and extending into the summer term. This is exactly the time when we would be engaging with our school 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, for this year only, we will be developing our documents with less consultation than is usually the case.

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

Our school's capacity for continuous improvement, like that of every school in the country, has been affected by the school closures caused by the Covid-19 situation. This has restricted our ability to

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

Our school's capacity for continuous improvement, like that of every school in the country, has been affected by the school closures 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 once the school re-opens will be to rebuild our capacity for improvement.

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 worked on improvement projects designed to help us to address the priorities listed above. Our School Improvement Plan for session 2019/20 contains details of what we planned to do. This included the way that we used resources such as the Pupil Equity Fund to close the deprivation-linked attainment gap. Our plans were well underway, and some were nearing completion, but the school closures in response to Covid-19 means that we have been unable to complete all of our projects, or to evaluate their effectiveness in terms of outcomes for our school community. In session 20/21, our main focus will be on three key areas, in response to the extended school closures:

- 1) Health and wellbeing
- 2) Recovery of learning, teaching and assessment
- 3) Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

We will carry forward incomplete aspects of our 2019/20 Improvement Plan into our 2020/21 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 school closure 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”.
- Teaching staff and EYPs involved in audits and HGIOS & HGIOELC SE activity to inform practice
- Professional dialogue related to SE is now an integral part of collegiate time in both school and nursery and findings are used to inform and improve future practice
- Parents and Pupils are involved in the Self Evaluation process
- Distributed leadership is encouraged across school and nursery and the majority of staff take responsibility for aspects of the curriculum
- Some opportunities for pupils' leadership within the school
- Outdoor learning now forms part of the curriculum at all stages
- Staff make some use of the local environment/area in their teaching

Question 2

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

- All staff involved in collegiate activity to support school improvement, in line with HC and SG
- PRDs completed by Teachers, PSAs and EYPs
- SE calendar – followed prior to Lockdown
- Parents carry out SE at Parent Council
- Pupil Council work from HGIOURS
- Citizenship Groups, after school clubs
- Pupil Council, Citizenship Groups, Eco work
- Outdoor areas being developed, links with community groups
- Garden Area, School grounds, Bike Ability, John Muir Award

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.

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).

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).

good

Q1 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

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

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- Pupils are generally motivated in their learning, understand the purpose and can reflect on it.
- There is a positive and respectful learning environment in school and pupils enjoy their learning experiences
- Achievements are celebrated regularly and pupils are encouraged to share successes from both in and out of school, including academic and other achievements
- Teachers plan appropriate experiences to match the needs of the pupils
- Pupils engaged in variety of class, group and individual learning experiences and learning intentions are shared
- Teacher feedback is used effectively to inform some next steps and questioning is used effectively to direct pupil learning and check understanding
- Variety of assessment – both formative and summative - information feeds into next steps and interventions if required for pupils alongside Teacher Judgement
- Benchmarks are included on curriculum pathways in place and staff using these to aid planning and assessment
- Pupils able to effectively assess own learning against agreed criteria
- Teachers plan across the curriculum for long and short term to ensure a range of experiences to suit learners.
- Pupils are involved in suggesting what they would like to learn in some IDL work
- Teachers identify where groups of pupils and individuals are at within a level for maths and literacy in planning

Question 2

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

- Children engaged in learning
- Children able to talk about learning and relevance to real life
- Children involved in setting own targets in nursery and school
- Differentiation evident in lessons
- All pupils from P1-P7 involved in Citizenship Groups – prior to lockdown
- Opportunities to share success established in school life – Best Beauty Bairsns, Achievement Tree, Lexia Certificates, school/class blogs, Pupil Profiles, Cup of Kindness, Assemblies, Cup of Tea with Mrs Fraser-Lee
- Trackers for academic and personal achievement in place from P1-P7
- Staff identify class and individual needs of pupils and discuss termly with HT
- Staff plan and deliver agreed curriculum pathways- evident in planning folders- show where children are at within a level and against benchmarks
- Children with identified needs being addressed and support put in place
- Use of digital technology in lessons
- Evidence of thoughts on learning from pupils, staff and parents in profiles
- Developmental overviews for all nursery children show where children are at in learning
- Pupil profiles for all children from Nursery to P7

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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

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- Children feel safe and cared for at nursery and school
- Positive relationships across nursery and school
- Nursery and school are inclusive and strive to provide a positive experience for all by working with partner agencies in line with Highland Practice Model
- Behaviour issues are dealt with consistently across school and more restoratively now
- Inclusive environment where respect is key
- In process of putting Equalities and Diversity Policy into practice
- Outdoor learning now part of curriculum at all levels and is linked to various curricular areas
- Much of the nursery sessions are spent outdoors
- School staff work hard to ensure children's needs are met and they are supported in their learning so everyone can access the curriculum
- CP meetings take place regularly and staff work well with other agencies
- PEF used to support emotional wellbeing of targeted children and provide experiences for building skills and relationships between staff and pupils

Question 2

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

- Ethos of school and nursery
- Revisited values during lockdown – pupils, staff, parents and partners all voted – top 4 – respect, kindness, teamwork, fun
- Positive relationships highlighted during Ed Scot Inspection May 2019
- Pupils aware of SHANARRI indicators
- Positive relationships with partner agencies, e.g. Social Work, Ed Psych, SaLT, PMHW, Childsmile, HV, School Nurse
- Staff all trained in Child Protection
- All nursery staff completed relevant training, e.g. First Aid, Food Hygiene
- Pupils involved in creating Positive behaviour policy
- P6 pupils Active Play leaders in playground
- Equality and Diversity training carried out for all staff
- Use of outdoors in learning for all children
- All staff provide differentiated curriculums to address children's needs
- Elaborated curriculum for individuals to gain key life skills – pupils supported in and out of the classroom
- Professional dialogue on going between HT and class teachers (and all staff) but termly formal meetings too
- Children's views included in CPs
- Form 1s in place for some, CPs and ASN records regularly updated
- Input from SaLT, Ed Psych, HV & PMHW
- Staff aware of needs in classes and also of children at risk of not achieving due to social and emotional factors- interventions and support in place

- PEF used to employ PSA in nurturing role to build relationships with targeted pupils- provide one to one support, run art club, Foodie Fridays

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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

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- Reading – majority of pupils achieving appropriate CfE levels according to teacher judgement
- Writing – majority of pupils achieving appropriate CfE levels according to teacher judgement
- Listening and Talking – most pupils achieving appropriate CfE levels according to teacher judgement
- Maths - majority of pupils achieving appropriate CfE levels according to teacher judgement
- Staff engaging with benchmarks to assess where children are at in their learning
- Emerging literacy and Words up strategies implemented to support language development in Nursery and early stages of primary
- Range of activities to support literacy and numeracy available in nursery each day
- Academic and personal achievement trackers in place to track pupil progress over time
- Termly planning and progress meetings between class teachers and HT
- Evidence of pupil progress in literacy, numeracy & HWB over time in Pupil Profiles- from N-P7
- Smooth transition between classes/settings and staff are knowledgeable about pupils
- Pupils with ASN provided with support so they can achieve at own level and at key transition points
- Attendance figures generally very good but some issues being addressed by HT
- Pupils actively encouraged to share achievements within and out with school
- Pupils talk about their learning and express views and opinions freely
- Exclusion rates low – continuity and stability for pupils and staff

Question 2

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

- Teacher judgement of CfE levels state that majority of pupils are at appropriate CfE levels throughout school
- Previous SNSA and InCas data
- Professional dialogue between teachers and support staff about pupils' work
- Reading books and record organised in levels now, e.g. First*, First**
- Toe by Toe (reading) and Vernon (spelling) standardised assessments used at start of school session with P3-7 to provide baseline information
- Planning frameworks used for planning are broken down within levels, e.g. First*, First**, and include benchmarks
- Cold writing tasks are used to assess writing 3 times per year – moderated in school
- Assessment model used to support staff when gathering assessment information and making judgement on pupils' levels
- Words up and Emerging Literacy strategies and tools used in nursery and early primary stages
- Trackers updated regularly so any needs or gaps identified and responded to
- Pupils grouped according to levels for literacy and numeracy – regular focused discussion about this between teachers and HT

- Developmental overviews and Pupil profiles used to track progress in nursery
- Nursery to P1 transition well-structured and embedded in practice (pre Covid)
- Ongoing dialogue between staff ensures teachers are kept up to date with pupils and their learning
- Transition to Charleston in place – involves primaries, DHT & ASN staff from Charleston
- Child Plans are up to date and enhanced transition is often in place if need be
- Links to some local businesses in place – some through various school events
- Citizenship groups are established in school and pupils throughout school involved in these
- Class assemblies (pre Covid) allow opportunity for pupils to share learning with parents/carers/community
- HT makes contact with parents of children with attendance/lateness issues
- Low exclusion rate

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