# Standards and Quality Report 2020-2021

| Name of school |
| --- |
| Iona Primary School |

| Context of the school |
| --- |

*Including some or all of the following:*
- *basic school details (roll, class composition etc.)*
- *school vision, value and aims;*
- *local contextual issues;*
- *factors affecting progress (e.g. staffing changes/issues).*

Iona Primary School is situated on the Isle of Iona. The island has approximately 170 residents that live here all year round. This number increases dramatically from Easter to October but this does not impact on school numbers. Within the 170 residents there are 20 children, nursery to P7, who attend the school.

Vision Values and Aims

In line with the United Nations Convention of the Rights of the Child we will protect and defend the rights of the children.

As a community we will protect and respect each child's individuality, right to play and education. We will work to ensure every child to have freedom from worry.

Our vision is to be a place of learning, without judgement where each child is enabled to reach for their potential.

We aim to help the children access a broad range of experiences, motivating individuals to learn how to learn.

We aim to develop resilient children who see themselves as valuable members of a global community while being actively involved members of the island community.

## Review of SIP | Priority 1

**Progress and Impact: Development of use of Digital Technologies**

Digital technologies and staff capability audited to evidence the gaps in skill and resources. This was particularly prevalent due to the pandemic. Staff accessed training in Google classroom and Microsoft Teams to enable daily distance learning and personal professional development. Laptops were updated to Chromebooks to allow equity for all. P5-7 pupils were all given a new IPad. We accessed outside funding to provide every family a 4G wireless hub so the children were not competing with current internet strength.

On return to school the staff and pupils have continued to use the technology to attend transition meetings, live theatre and high quality CPD. The geographical location of the school no longer prevents staff from working with other professionals to develop classroom experiences. This is evident in the support of our ASN pupils as support and strategy is accessed from professionals instantly.

Within consultation with the service users, we invested in Coding Lego from Early to 3rd level. The coding is within free play Early and First Level, and is timetabled for Second Level.

**Next Steps:**

HT will monitor CPD access and support improvement in learning and teaching.

Digital equipment will be strictly maintained, and involving and monitoring the service users, equipment will be added to, to stay at the forefront of digital technology.

## Review of SIP | Priority 2

**Progress and Impact: Health and Wellbeing Curriculum**

The school is now registered with Rights Respecting Schools but due to the Pandemic this work was not prioritised. Paths is embedded into the First Level. The HT is monitoring the impact of this before investing in the second level.

The RSHP resource was used with the Second Level, involving daily sessions over a 6 week period. The impact was that the children are more knowledgeable about their bodies, their rights, their impact on others, how to stay safe and what to expect within future developing relationships.

**Next Steps:**

The HT will continue to monitor the impact of PATHS.

Engagement with Rights Respecting Schools will start.

Engagement with the service users will continue to guide us to their needs.

## Review of SIP | Priority 3

**Progress and Impact: Introduce a Guided Approach to Pedagogical Enquiry**

Due to the Pandemic this priority will move to the next SIP.

**Next Steps:**

## Review of SIP | GME Priority

**Progress and Impact:**

**Next Steps:**

## Review of SIP | Developing in Faith Priority

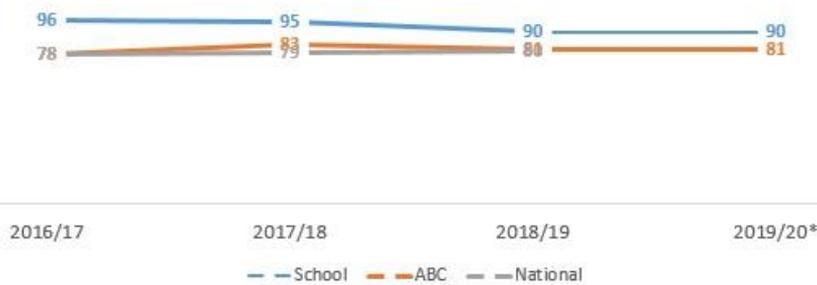**Progress and Impact:**

**Next Steps:**

## 1.1    Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2016/17, 2017/18, 2018/19, and 2019/20 (teacher judgement – confirmed levels – 4 year trend).

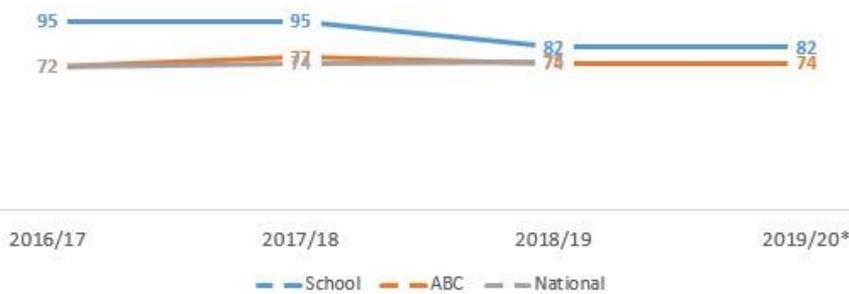*Example below- school-specific data will be provided in the summer term



Reading
*Please note 2019/20 data is based on the October 2020 Local Authority Progress and Achievement uplift.
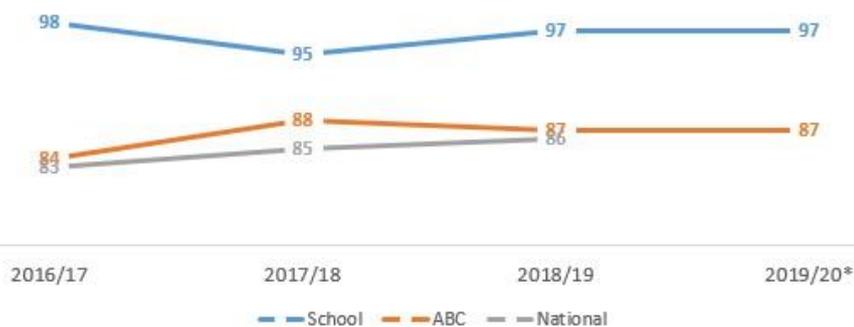
School: 96, 95, 90, 90
ABC: 78, 83, 80, 81
National: 78, 79, 80, 81

2016/17    2017/18    2018/19    2019/20*

— — School    — — ABC    — — National



Writing
*Please note 2019/20 data is based on the October 2020 Local Authority Progress and Achievement uplift.

School: 95, 95, 82, 82
ABC: 72, 74, 74, 74
National: 72, 74, 74, 74

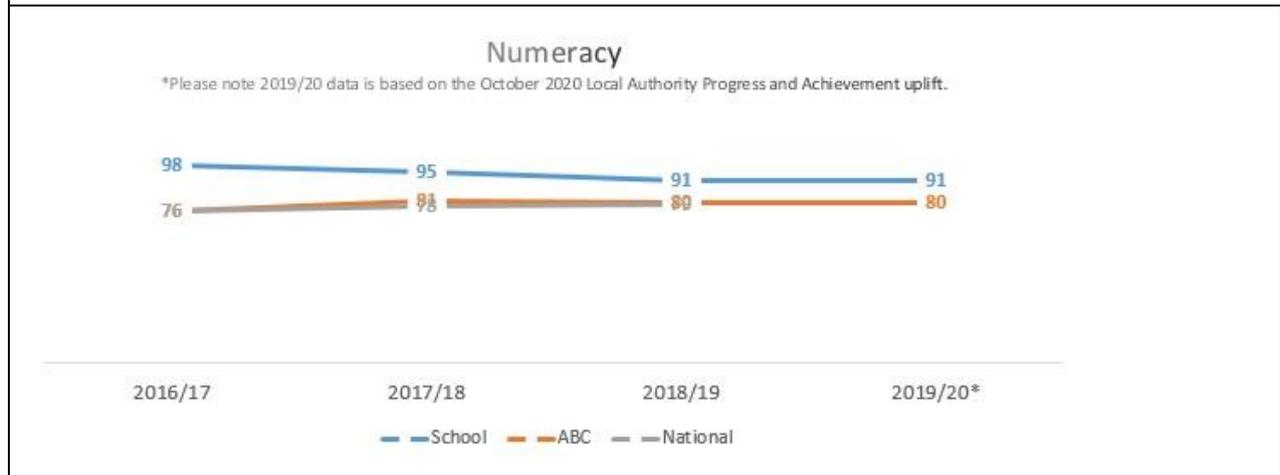2016/17    2017/18    2018/19    2019/20*

— — School    — — ABC    — — National



Listening & Talking
*Please note 2019/20 data is based on the October 2020 Local Authority Progress and Achievement uplift.

School: 98, 95, 97, 97
ABC: 84, 88, 87, 87
National: 83, 85, 86

2016/17    2017/18    2018/19    2019/20*

— — School    — — ABC    — — National

## 1.2    Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2016/17, 2017/18, 2018/19, and 2019/20 (teacher judgement – confirmed levels – 4 year trend).



Numeracy
*Please note 2019/20 data is based on the October 2020 Local Authority Progress and Achievement uplift.

| | 2016/17 | 2017/18 | 2018/19 | 2019/20* |
|---|---|---|---|---|
| School | 98 | 95 | 91 | 91 |
| ABC | 76 | 81 | 80 | 80 |
| National | | 78 | 80 | |

— —School    — —ABC    — —National

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.  Please note that the 2019/20 data is based on the October 2020 Local Authority Progress and Achievement uplift and cannot therefore be used to demonstrate school or authority improvement compared with previous years. Care is required when making any comparisons drawing on the 2020 data.

## Overall quality of our learners' wider achievements
## Highlights of session 2020-21

Music Tuition not interrupted during Pandemic

Parent Carers accessing PVG to run Football, Golf, Rugby and Forest Schools outside of school

P5-7 achieving Young Leaders Award and managing after school groups

Local Farms allowing children to volunteer to work with livestock during pandemic and after school

Tuition in rock climbing and abseiling building resilience and confidence

Children involved in a visit from the Princess Royal

Community expert teaching the Wild Flowers of Iona

National Trust Ranger teaching Geology of Iona

## 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.

The use of GLOW, Seesaw and Google meets have increased engagement with children and families. This has also allowed the school community to engage in national and international opportunities, linking up with pupils in Kolkata.

Maintaining engagement during the pandemic reduced the risk of disengagement from education, with daily contact with most pupils. Some parents requested additional support to engage their children and we were able to do this meeting online one to one.

We engaged remotely with the community, selling apples from our orchard with apple crumble instructions. These packs were delivered at a distance.

Again we engaged with the community by delivering Christmas cake and a Christmas card to every household. Children and staff dressed up and played Christmas music while delivering.

We used a private YouTube account to continue our engagement with our Christmas Production. We presented a one act play by Sarah Cowan, The Dog Sitters. These community engagements have maintained the position of the school in the community and have allowed continued contact with the wider community.

Community members were invited to join us on our Mile a day walks to teach us about wild flowers, places of pilgrimage, geology and history. This impacted on the children's knowledge of their island home along with engagement with different members of their own community.

## 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

The ethos and culture of our school has the empowerment of learners at its core. The General Democratic Meeting, creates a culture of collaboration and collegiality with learners, parents, staff and professional partners. Every learner is encouraged to contribute to school systems and every child is empowered to develop their curriculum, their learning environment and their experiences. The learners are able to give effective feedback to their peers and to the staff and suggest ways in which they can improve.

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

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

NA

| Quality Indicator | How are we doing? | How do we know?  (Evidence) | School Self-Evaluation (1-6) |
|---|---|---|---|
| **1.1**<br><br>Self-Evaluation for Self-improvement | All staff have used professional development opportunities to continuously review personal practice and to improve practive for learners. The learners are central to school self evaluuation and recognise that we respond to their voice and use their evaluation to encourage positive chance.<br><br>All parent Carers actively engage through Seesaw and the Parent Council.<br><br>Timetabled engagements with the wider community and the parent carers have been disrupted by the Lock Down, but these still happened via Googlemeet and phone calls.<br><br>Timetabled collection of standardised assessment data has been disrupted by Lock Down but has been collected at the end of the session. This data has shown a drop in attainment within writing across the school. This data will feed into the School Improvement Plan 2021-2022. | Notes from Staff meetings<br><br>Records of professional development<br><br>Illustrated Minutes from General Democratic Meeting<br><br>Records on Seesaw<br><br>Minutes from Parent Council meetings | 3 |
| **1.3**<br><br>Leadership of Change | Most staff have consistently high expectations of all leaners.<br><br>The Vision Values and Aims statement of a living document, regularly revisited by staff, parents and pupils to ensure we share in the understanding and | Planning and assessment records<br><br>Vision and Values statements and consultation documents<br><br>Records of staff meetings | 3 |

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|---|---|---|---|
| | to keep the statement ambitious and focussed on improvements in outcomes for all.<br><br>The staff work together to agree on improvements and are committed to chance to improve learning and teaching.<br><br>All staff attend staff meetings to openly discuss pedagogical practice and improvement. There is no hierarchy within these discssions and opportunities for professional development are equal. | Records of personal professional development | |
| 2.3<br><br>Learning, teaching and assessment | The ethos of the school reflects a commitment by all staff, parents and children to children's rights and positive relationships. Our children are all engaged in their learning and are mostly motivated by the activities in school. Most learners experiences are appropriately challenging and matched to their learning needs.<br><br>We use our professional dialogue and continuous assessment to monitor, track and plan effectively for each individual. | Feedback evidence from learners and families<br><br>Records of staff meetings<br><br>Tracking and monitoring documentation | 3 |
| 3.1<br><br>Ensuring wellbeing, equality and inclusion | Our school community has a shared understanding of wellbeing and in the dignity of each child as an individual. We know we can demonstrate that each child feels safe, healthy, that they are achieving, nurtured, active respected, responsible and included. | Use of PATHS<br><br>Records of staff meetings<br><br>Records of meetings with families and other professional partners | 3 |

| | | | |
|---|---|---|---|
| | All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider island context.<br><br>We ensure that all children are involved in discussions which may effect their learning and their lives.<br><br>All learners are included and engaged in the life of the school.<br><br>All staff are treated equally and are fully involved and valued in discussions around improvement and change. | Records from the General Democratic Meeting | |
| 3.2<br><br>Raising attainment and achievement | Learners make good progress from their levels of attainment in Literacy and Numeracy. The Lock Down has had an impact on the attainment data. Attainmant for reading has raised beyond our expectation while writing is below our expectation. One vulnerable child with ASN attanded during Lock Down and achieved higher than expected. Numeracy attainment was as expected.<br><br>We continue to track each learner individually and use this data within staff meetings and planning. | Use of dialogic leaching and assessments being guided by the benchmarks<br><br>Summative Assessment materials and National Assessments for Literacy and Numeracy | 3 |