



**Benarty Primary School, Additional Support Need Classes,
Benarty Nursery Classes and Dunmore Nursery**

**Standards and Quality Report 2021/22
Achieving Excellence and Equity**

Context				
Setting/School Roll	443/301			
FME	207 = 69%			
Attendance (%) 90.8	Authorised	3.6	Unauthorised	5.5
Exclusion (%)	0.08			
Attainment Scotland Fund Allocation	PEF £171,500			

The school values were introduced in August 2019 to compliment the vision statement of **'Our Children, Our School, Our Community, Our Future'**.

The values are included as part of our curriculum forward planning and are referred to throughout the school to support the learning journey of every pupil academically, socially and emotionally.

School values are discussed daily in class and across the school and our ELCs. Our values are depicted within an image of a tree, symbolic of personal growth. **ASPIRE = Ambition, Success, Perseverance, Inclusion, Respect, Empower**

Children from Primary 1 to 7 can link the school values to their success in school and can relate experiences of others to the relevant value.

The children are recognised for their achievement of demonstrating a value and these are shared across the whole school community. ASPIRE postcards are sent home on a weekly basis, to share their child's success and recognition of demonstrating our values.

School Gatherings that were held virtually and now face to face, always have a focus of a particular school value. During these opportunities, the children demonstrate a high level of understanding of all school values and can relate this to both current and fictional events, stories, and video clips.

As a school, our values are embedded in all aspects of school life and will continue to be our focus not only for the children but the whole school community as we move forward.

ELC Benarty roll – 30

ELC Dunmore roll – 3-5yrs = 72 under 3yrs = 40 Total = 112

Total ELC across campus = 142

**Improvement for Recovery Priority Work
Session 2021 – 2022**

1. Develop professional knowledge of Conceptual Numeracy, to improve learning/teaching and raise attainment of numeracy.
2. Create a shared understanding that assessment and feedback are integral to learning and teaching and that assessment approaches need to capture progress in learning wherever it takes place.
3. Develop a refreshed Curriculum Rationale.

NIF Priority

Closing the attainment gap between the most and least disadvantaged.

Improvement in attainment, particularly in literacy and numeracy

Performance information

Improvement in employability skills and sustained positive destinations for all

NIF Driver

School Improvement

Early Years & BGE

Assessment of children's progress

HGIOS 4 Quality Indicators

1.3 2.3 3.2 3.1

1.1 1.2 1.3 2.4

2.4 2.6 2.2 2.7

HGIOELC Quality Indicators

Main focus: 2.2 2.3 3.2

Additional: 2.4 2.5 1.1 1.5

Progress:

IP1 The impact of staff absence hindered the progress of this IP as those planned to lead were unable to have the protected time required to plan and lead this. As a team we did discuss this fully and created a plan. Practitioners decided on the following “at the beginning of each term we would work on benchmark/Es and Os for a particular area e.g. place value, addition and subtraction, calculations. The training would be delivered to the teaching team and then in their breakout group they could work collaboratively and plan a sequence of lessons which will show progression/moderations and assessment across the different stages. We felt this would be beneficial to CT as they have planned their learning in advance and would get much out of the activity”.

IP2 Almost all planned PL sessions took place, job share staff were unable to fully engage with this activity due to their non-working days. Practitioners who fully engaged participated in all activities, class based, professional dialogue and moderation activities. The sessions facilitated deep thinking and validation for the majority of practitioners. It also created discussion of what that consistent agreed approach would look like across the whole school. Noted in next steps.

IP3 Creation of a whole school Outdoor Learning Plan by two of the temporary PTs, shared with all of the teaching team. They said that the plan “can be utilised to support teachers around the implementation of Natural Connections and wider outdoor learning experiences. It's a double sized document which shows a progressive pathway through outdoor learning using the Natural Connections approach and which can be highlighted in the relevant colour as class teachers complete their termly planning. The document shows the planning sheet of both P1-3 and then P4-7 and includes sections for highlighting Es&Os, highlighting skills focuses, noting wider curricular links (IDL) and gives a brief section for evaluative comments. Natural Connections has further ways of collecting evidence, including pupil books, which sit alongside the programme and should allow for the collection of further assessment evidence”.

The ASC staff team have worked on a revised curriculum rationale.

Practitioners attended the online Education Scotland Refreshed Narrative, this follow up discussion linked to our next steps.

A streamlined version of our Curriculum Rationale is the first page of our planning documents to ensure practitioners are constantly making links to our context.

Impact:

IP1 Classroom observations and professional dialogue recognised the need for this priority to be implemented next session, not written in as a priority but it is necessary. All of last sessions practitioner now have a better understanding of conceptual numeracy and plan for more effective use of concrete materials. Through class evaluations and force field analysis meetings, each practitioner is demonstrating a greater understanding of conceptual numeracy, to support learners' next steps.

IP2 The learners of the practitioners who attended every session, benefitted from their teacher's planning being more focussed and experienced a consistent approach to evidence-gathering and assessment. Learners positively impacted by increased teacher confidence in making summative assessment judgements.

Less than half of the learners across P1-7 are confident in discussing the what, the why and the how of their learning as well as being able to identify their next steps. The continuation of this work will see a direct positive correlation for almost all learner's attainment.

IP3 ASC classes: The development of life skills this session has meant learners have had increased opportunities to access activities both within and outwith the classroom environment that have contributed towards target setting and achievements in Health and Wellbeing. The ASC staff team are now in their second year of working with the Learning Plans which have been well received by families.

IDL planning and assessment documentation was developed, shared and adopted as a trial by a few practitioners. This has a real focus on personalisation and choice, which facilitates pupil voice.

Next Steps:

IP1 Implement last sessions plan.

IP2 Practitioner identified and noted the following as their next steps: Revisiting feedback and co-creating LI/SC. More protected time for moderation across and within stages to support teacher confidence in judgements they make about learners achieving a level/ how our learners compare to the national standard. Embedding the use of learning walls to have a significant impact on learning and assessment. Use of self-assessment in numeracy and maths to inform groupings. Collaborative teaching opportunities for numeracy and maths across the school. Children's questions informing the basis for a child-centred curriculum.

For next session all classes to have an assessment folder to file the following evidence. At the beginning and end of term 1, term 3 and term 4 (x3)

- SWST spelling/phonics x3
- Writing x3
- Reading assessment for IDL x3
- Summative assessments from *teejay*
- Diagnostic assessments from the maths boxes
- Proformas to complete to compare added value of spelling and reading ages
- Learners to all complete HWB indicators web x3
- Giving the children the choice of how they would like to demonstrate their learning. Create a proforma which links to CT planning which sits alongside to capture the children's ideas.

Increased time will be allocated within every class to ensure there is a focus on core curriculum.

Implementation of ASC Planning Toolkit.

IP3 Implementation of Outdoor Learning Plan across every class.

ASC may need further revision again in the new year to be reflective of the changes in restrictions and what the curriculum offer is for all children who access the support classes.

IDL plan to be utilised across all classes.

Attainment of Children**Mainstream School Data**

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	66%	57%	60%	71%
P4	63%	54%	69%	63%
P7	58%	58%	58%	61%

Mainstream School Data including ASC Learners from ASC classes

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	61%	53%	55%	66%
P4	54%	46%	59%	54%
P7	44%	44%	44%	46%

Evaluative statement of attainment over time

Our P7 data pertains to 41 learners, 25% of which are recognised as having significant additional support needs. Inclusive of 10 ASC learners and 14 of 37 mainstream P7s. The achieving and high achieving learners have continued in an upward attainment trend across their P7 year.

Professional confidence in the attainment of the P3 & P4 learners, the data shows an upward trend in literacy. This is directly linked to the introduce of Active Literacy and Daily Write, within School Improvement Plan drafted for August 2019. P3s attainment significantly better than their P2/3 counterparts. P3 practitioners followed SIP directive and introduced Active Literacy and Daily Write along with P4-7 practitioners.

Writing attainment across P4-7 is improving as learners are confident with our approach and all practitioners have built their skills, knowledge and confidence. Moderation activities have supported practitioner confidence, in turn raising attainment/achievement of a level and clarity of declarations. Predicted trend of year-on-year attainment increase.

Spring term, enrolment of 6 new families, all children have additional support needs and are lowering achieving.

We are mindful that our children who access our ASC classes have significant learning and development challenges and so although they are each making progress relevant to their own targets, they can also be significantly off track of attaining expected levels of attainment in line with CfE levels.

Moving forward, the planned conceptual numeracy activity will be carried out. This was interrupted and stalled by significant number of and lengthy COVID staff absences. Our data also shows that focus is required to facilitate practitioner understanding that assessing and recording must be discreet to each area of maths and numeracy. We will revisit Fife's Numeracy Pyramids as a basis for ensuring progression for every learner.

Acknowledging the impact of the pandemic, the challenges of school closures and despite high quality remote learning and engagement. Practitioner's confidence was affected when assessing and moderating to declare a level. This is evident within this sessions data. Collegiate discussions agreed that next session will be regular collegiate time to focus on assessment and moderation across our team and opportunities created across Cluster.

Evidence of significant wider achievements

P6 Peer Mediation Training, delivered by Scottish Mediation. 4 of our current P6 participated in this two-day training. Hosted by our School for our Cluster schools. The training enabled the 4 P6s to become Peer Mediators along with boosting their confidence and skilling them to support peers to resolve disagreements.

The children in Primary 7 were provided with outdoor learning opportunities to provide an experience for the children out with the classroom setting with intended outcomes, to enhance communication and teamwork and to provide adventurous activities in preparation for Secondary school. The sessions held at Lochore Meadows and Fordel Firs were a series of multi-activities through an External Provider. The experience has a positive impact on all the participants and has provided a series of life skills that will support them around transition to secondary and across learning.

Through an after-school football club, the children in Primary 5, 6 and 7 have been able to enhance their individual football skills and develop teamwork in a structured active environment. The children were also provided with opportunities to play competitive matches where they represented the school impeccably demonstrating many of our school values.

We offered an alternative Sports Day to welcome back our families following the lifting of covid restrictions. The children participated in a range of activities that fully embraced the basic move programme and provided all pupils the opportunity to showcase their talents. The children were able to set their own individual goals and targets through run, jump and throw track and field challenges. Some of the activities on show included hammer throwing, discus, sprinting, hurdles, long jump and target throwing. This was mixed in at some stages with traditional events such as egg and spoon and sack races. Participation was high and enthusiasm for the format was evident from the children and the families that attended (and participated).

As part of our Benarty Gatherings, wider achievements are captured and celebrated. This includes sporting and expressive arts success to recognising achievements such as being able to tie laces for the first time. Success is shared on a board and interactive screen within school. Children are proud to share experiences and confidence in sharing success in a whole school assembly is evident.

A group of children from stages Primary 6 and Primary 7, represented the school at a recent dirt bike challenge at Lochore Meadows using mini mountain bikes. The children not only represented the school displaying our school values throughout but also demonstrated a high level of cycling skills and coordination and fitness to achieve a high level of recognition competing against schools across Fife.

We have a number of talented musicians in our school who are learning and developing very well in the playing of woodwind and chanter instruments. This was highlighted further by the children in Primary 6 and 7 being part of a music event at Lochgelly High School. This has allowed them to experience the playing of their instruments in a band setting.

10 of our Primary 7 children have been an absolute credit to the school and their families as they embarked on their first year of the First Chances programme in partnership with St Andrews University. The children throughout this school session have been undertaking a series of readings and completing some impressive blogs. This is all additional learning to their time in school. The group attended St Andrews and stayed on campus for an overnight where they were recognised at an award ceremony. They will now continue their impressive work as they move to Secondary School.

15 children across P4-7 took part in an Art Club run by a professional artist from the National Galleries of Scotland as part of their Your Art World engagement programme. Children explored the work of famous artists, selecting and discussing features to use in their own artwork. They were encouraged to express their own feelings in their work, selecting from a range of materials to produce 3D models and mixed media artworks. In post-workshop evaluations, children fed back that they had enjoyed having 'a quiet space to express themselves out of their

classroom setting' and were able to articulate the health and wellbeing benefits of taking part in the art workshops.

At the end of the workshops, the children went to the National Galleries of Scotland Modern Art One in Edinburgh where they were given a guided tour of the exhibition by the gallery artist, learn about the artists who were in the exhibition, discuss how the art made them feel and what features they noticed about the art, before taking part in another art workshop. Children were encouraged to produce art in the grounds of the gallery, creating 3D installations, as well as producing their own mixed media artworks which were inspired by the artwork on display in the gallery. The artist also explained the job roles of the people who worked at the gallery, linking the visit to the world of work. It was the first time more than half of the children had ever entered an art gallery.

The SSPCA visited P1, P1/2, P2, P3, P5 and P7 classes on 30th and 31st May to deliver a one hour workshop. This workshop introduced the children to caring for wildlife and learning about the contribution that charities make to society, to aid them in becoming responsible citizens. Children engaged in listening and talking exercises, deciding on answers as teams. They then were able to develop coding skills by programming animal robots to allow them to follow commands that showed that the animals were being cared for correctly. At the end of the workshop, SSPCA staff discussed their careers as animal welfare officers, giving children an insight into their job roles and career pathways.

Fifteen children in P1-P6 are members of the school Eco Garden. They attend a club every Tuesday evening after school to engage in gardening activities, including growing fruit, flowers and vegetables, creating wildlife habitats (e.g. building a pond) and learning about the conditions that plants require to thrive to enable them to consider how to live in a more environmentally responsible way. The children visited Dobbies garden centre on 13th May where they were met by the Plant Manager who gave them a guided tour of the store, pointing out plants that were useful for attracting wildlife to the garden and explaining what benefits they had for insects, birds and mammals. Children had a set budget and were therefore applying budgeting skills whilst shopping, using listening and talking skills throughout to decide how to spend their budget, learnt about growing conditions of different plants and were able to discuss career routes in to horticulture with the plant manager.

ASC Green class took part in 6 weeks of sailing with *Fife Sailability* based at Lochore Meadows during April, May and June which was funded by the Trefoil Society. During the sessions, they developed sailing specific skills linked to handling both a sail and motorboat, learnt how to work as a team to sail, how to stay safe on the water and developed in self-confidence. The class of nine includes one child who is a wheelchair user.

Our Active Schools Coordinator came into school in January to train 31 children from across P4-7 to become Junior Leaders and actively take part in buddying across the school. Children took part in a whole day session which allowed them to mediate disagreements in the playground, plan and organise playground activities and support younger children who may feel left out. Children were developing mediation and leadership skills, becoming confident and responsible learners, engaging in developing listening and talking and taking leadership roles across our school.

Ten P7 elected representatives formed a Pupil Leaders group which actively sought the opinions of children from across school throughout the year. Some of their major roles included surveying all children from P1-P7 about outdoor learning and the outdoor environment at the school, organising buddying rotas, developing a litter picking rota and having meetings with school staff to feedback the views of pupils. Children have developed practical organisational, note-taking and public speaking skills as well as becoming confident contributors to the life of the school.

The school signed up to Children across P3-P7 took part in workshops as part of Scottish Rugby School Week from 21st March. Children had the opportunity to learn a variety of small team rugby games that promoted team-working as well as rugby specific ball skills. Resources were provided and skills supported by Scottish Rugby.

Children in P3 had the opportunity to perform a selection of songs to The Companion Group, a community

audience of elderly people at Benarty Centre as part of their Christmas party in December. They learnt skills including performing for a non-school live audience for the first time.

Throughout this session children both in Dunmore and Benarty have had the opportunity to take part in yoga sessions.

Additionality in staffing: Scottish Government Allocation

Teacher 0.6fte

The intended impact was to raise attainment with a focus on cohorts of learners facing the most challenges in reengaging with school-based learning. Curriculum focus on Health and Wellbeing, Literacy and Numeracy. Significant staff absences required 0.6fte teacher and SLT to be teaching classes across a number of weeks when staff COVID absences were spiked, to minimise disruption to all of our learners at that extremely challenging period of time. All children were taught by known and trusted adults, to ensure that learning was not disrupted, despite an exceptionally high level of absences across the teaching team. Many learners returned to school anxious and a rise in distressed behaviours was evident across all classes, known adults were knowledgeable of all of our learners and were best placed to manage this effectively. Families were less anxious knowing that despite class teacher absence their children were confident arrangements in place.

Scottish Attainment Challenge Funding Intervention:

1. Principal Teachers

Following a note of interest, we employed 3 Principal Teachers with the remit of Outdoor Learning, Pupil Participation and inclusion. The successful candidates worked closely with SLT to ensure the role had a positive impact on the children and the school moving forward.

2. Class Teachers

We employed Class teachers (1.92fte) to allow for Principal Teachers to have protected time to drive forward school improvement. This also allowed for targeted support for the P7 cohort with a range of additional support needs. The class teachers also allowed for experienced teachers to have time to further enhance modern languages in the school and support opportunities for high quality Expressive Arts experiences.

1fte Teacher @ MT02 - Rebecca Birrell

0.92fte Teacher @ MT03 - Naill McLean

3. Pupil Support Assistants

To compliment Scottish Government allocation, we employed an additional PSA to provide enhanced support for children across the school.

4. First Chances Programme –

The First chances programme is an opportunity for a group of children to experience university life that commences in Primary 7 and continues into Secondary School.

Progress:

1. Outdoor Learning

The Outdoor Learning remit was worked on jointly and included pupil participation opportunities. Initially the PTs introduced a Family Audit Form for Outdoor Learning. This provided early data that would support with driving forward outdoor learning experiences across the school.

The PTs actively formed existing partnerships with Active Schools and Lochore Meadows. Funding was also considered and became a successful route.

Additionally, documents were commenced to support curriculum planning as a priority to embed outdoor learning into daily practice with links to natural connection foundation. Initially, considering planning for outdoor learning within the school grounds. Alongside this the PTs started on an Outdoor Learning Policy?

Pupil Participation

Pupil Voice initiatives were further embedded to offer our children increased opportunities. Pupil Leaders were identified and worked closely with Outdoor Learning PT to support with Outdoor Learning across classes. The PT also supported Pupil Voice using HGIOS (pupil version) to enhance the environment and learning and teaching experiences. A school newspaper was also created.

Inclusion

The PT for inclusion had a vast range of experience from working with our ASC children in school. There was an audit around inclusion with reference to the Circle Document. The focus initially, was around classroom environment and ensuring children had a setting that is beneficial to meeting needs both universally but more importantly targeted support.

Pupil profiles were completed for individual children, and this allowed for staff to ensure additional arranged were in place. Positive Behaviour Scales were also implemented.

The PT for inclusion also ensured that all ASC children had opportunities to work in the mainstream setting.

School Gatherings allowed opportunities for PT to speak with the whole school and link in closely with our school value of inclusion.

2. Class Teachers – Both of the teachers employed had their own class to allow for 2 experienced teachers to undertake remits that would support children across the school. One of the teachers worked with children from Primary 1 to Primary 7 to present modern languages and 1 plus 2. This teacher also worked with some of our most targeted children in our Additional Support classes.

The other experienced teacher engaged closely with all mainstream stages around expressive arts to offer what is an important area of the curriculum that allows our children to express themselves and achieve across the curriculum. She also worked closely with the Primary 7 children to ensure engagement across the curriculum. The primary 7 cohort was a large class with more than half of the class identified with additional support needs. This plan allowed for additional support to be offered to the children and ensure all children were provided with opportunities to be successful.

3. PSA – The employment of an additional PSA provided additional support in the infant classes to impact around transition and ensure that all other classes in the school had a PSA to support at times throughout the school day. With the nurture hub facility established, the role also allowed PSA colleagues to accompany children to this environment to support around re engagement. The PSA also covered classes to allow PSA to work closely with ha class teacher during their NCCT to look at planning, behaviour support scales and scripting. This allowed for consistency in communication and allowed for learning support to be planned.

4. First Chances Programme – Following a note of interest to the Primary 7 children and looking at the criteria, 10 children were provided with the opportunity to participate on the First Chances Programme.

Impact:

1. Outdoor Learning - The results evidenced ways to improve outdoor learning at Benarty by: Extending and improving the organisation of our Outdoor Learning resources; Providing opportunities to share

good practice amongst teachers and Extending partnerships with individuals and organisations in the local community.

Class Teachers became more confident with outdoor learning being part of their curriculum and this impacted on all the children with an increased range of worthwhile learning experiences.

Pupil Participation – The majority of children became more confident in leading change and talking to classes at our whole school gatherings. The children were feeling more empowered and their voice had an impact on almost all children in the school who responded positively.

Inclusion - The ASC children joining peers in mainstream classes impacted positively on almost all the children in ASC and broke down any potential barriers.

2. Class Teachers – All children experienced a modern language and the resources, learning and teaching and planning will allow for a progression programme to be continued and have an impact as the children move through the stages. The children enjoyed learning Spanish and offered BGE.

The ASC children had increased support that allowed staff to work closely with mainstream colleague to integrate children with their peers and enhance the value of inclusion across the school.

Using the Expressive Arts pebbles planning documents, impactful learning opportunities were provided to all our children across all areas of expressive arts. The opportunity for children to participate in drama and music lessons with an experienced teacher that was on the Fife working party not only supported them in this area of the curriculum but also provided performance opportunities which in turn enhanced confidence for most children in presenting to an audience. This was also an experience that provided lifelong real learning.

All Primary 7 children had the opportunities to participate in learning opportunities both in the class and using the outdoor environment. With support from the teacher released to offer opportunities to ensure engagement, all children benefited greatly from the outdoor learning programme with most undertaken leadership opportunities that impacted on their own confidence and that of the peers they engaged with in other classes.

There were many occasions where the Class Teachers/PTs released from class were required to cover classes due to Covid absences or staff absent from work for a variety of reason. This did impact negatively at times on the identified targeted support.

3. PSA - The employment of an additional PSA ensured all classes had support to work closely with the children around implementing our school values and support with inclusion priority. The additional PSA also allowed other PSAs to be released to reengage children through our nurture provision and work more closely with class teacher to look at any targeted support and provide a consistent approach around proactive planning and scripting.

4. First Chances Programme

The first chances programme had a huge impact on the children involved. There was progress evident across their literacy work and the children developed increased confidence, particularly around presentation skills. With regards to transition, the children also worked closely with other P7 peers across cluster schools and this link will support as they move through the first chances programme in Secondary.

The children that attended First Chances when presenting the experience to their families that the programme offered, provided the following statements: It was a good opportunity for experiencing University life and make new friends; the work was challenging but enjoyable with fun activities and it supported around perseverance and allowed us to be successful.

Next Steps:

1. Outdoor Learning – Outdoor learning will be embedded across the curriculum at all stages using outdoor learning plan with natural connection foundation. This will be enhanced using our extensive outdoor grounds, loose park equipment and continued links with outdoor education at Lochore Meadow outdoor education.

Pupil Participation – Pupil voice groups will be enhanced further to ensure that all classes in the school are provided with an opportunity for almost all children to be involved in driving forward this initiative. The children will work with the circle document and HGIOS.

Inclusion – ASC children are timetabled to work with mainstream peers across the curriculum and attend whole school gatherings. Circle document to be rolled out across the school. Focused work on the promise.

2. Class Teacher – The 1 plus 2 resources and planning is in place to support all stages. Modern Languages will continue to be taught across the school. The hall is to be timetabled more often to promote expressive arts opportunities. Money will be used to enhance the sound system and classes will showcase learning and school shows will be presented.

Benarty Primary School, Additional Support Need Classes,

Benarty Nursery Classes and Dunmore Nursery

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022	Inspection Evaluation (within last 3 years)
1.3 Leadership of change	Good	Very Good	Very Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	
3.2 Raising attainment and achievement	Good	Good	Good	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022	Inspection Evaluation (within last 3 years)
1.3 Leadership of change	5	5	4	
2.3 Learning, teaching and assessment	5	4	4	
3.1 Ensuring wellbeing, equity and inclusion	5	5	4	
3.2 Securing children’s progress	5	4	4	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2019 – 2020	2020 - 2021	2021- 2022
Quality of care and support	5		
Quality of environment	-		
Quality of staffing	-		
Quality of leadership and management	5		

National Improvement Framework Priority: Closing the attainment gap between the most and least disadvantaged children and young people				
Focused Priority: Improve every child's attendance and raise attainment and engagement by daily school/ELC attendance				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.1 1.3 2.1 2.4 2.5 3.1 3.2			Main focus: 3.1 2.5 2.7 1.3 Additional: 1.1 2.2 2.4 2.6	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>By June 2023 universally supported learners across P1-7 will have attendance of 92% or above from last session's 90.8%.</p> <p>By June 2023 an identified number of P1-7 children & families with below average attendance will have benefited from intensive support to increase individual attendance from starting percentage</p> <p>ELC families importance of attendance routines at ELC</p>	<p>Robust collection of data and analysis of attendance trends. Initial supportive call to family, next steps engage through identified supportive steps.</p> <p>Recruitment of 0.5fte Attendance Support Worker to build positive relationships with X number of identified families and support them in partnership with School to improve attendance.</p> <p>Refresh of attendance letter. Raise awareness of attendance at every new start induction, ELC parental events, school events, parent consultations, review meetings, included in all communication out to our families.</p> <p>Reference PEF plan.</p>	<p>Gordon Anderson DHT will collate, monitor and analyse all attendance data. Office colleagues will feed information into that data. Every class teacher must register their class twice daily. By 9:10am and 1:30pm Class teachers email SLT after third day of non-attendance. Initial call home from class teacher. All staff responsibility to encourage children to discuss reasons for absences.</p>	<p>Class Teachers will identify and collate potential barriers to attendance. Recording through Run Charts. Parent and children's views on attendance barriers sought. Attendance records will identify trends and improvements. Attendance % for all learners be monitored weekly.</p>	<p>Inservice input 16/8/22</p> <p>Cluster meeting 14/9/22 to agree common cluster approaches.</p>

Session 2022 -2023 Improvement Plan

Session 2022 -2023 Improvement Plan

National Improvement Framework Priority: Improvement in children and young people’s health and wellbeing				
Focused Priority: Meeting learners needs to ensure each child can fulfil their potential				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.1 1.2 1.3 1.4 1.5 2.2 2.3 2.4 2.6 2.7 3.1 3.2 3.3			Main focus: 2.2 2.3 3.2 Additional: 2.4 2.5 1.1 1.5	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Formal Classroom observation, peer observations and force field analysis discussions focus on each theme within QI 2.3, to ensure high quality teaching and learning for every child Practitioners identify an area of practice that they wish to develop further with support from peer observation.	Refresh all staff on the themes of Q.I. 2.3. This forms the basis of classroom visits and aspects of self-evaluation that will be observed, discussed and tracked throughout this academic session.	Lynn Dyas to coordinate Throughout session. Present inputs to team on QI 2.3 Each practitioner will self-evaluate against Q.I 2.3 matrix, at set times across the session	Direct observations and views of the learners. Discussion of views of peer practitioner. Peer observation/professional dialogue to improve identified aspect of learning, teaching and assessment L,T&A to further impact on every child’s learning.	Linked to our agreed WTA Three formal visits will be planned, including Local Authority Extended Learning Premiership in September 2022 Peer observation of an agreed aspect of learning, teaching and assessment L,T&A.
Introduce CIRCLE toolkit as a Shared framework that all teachers can utilise to evaluate individual children, identify key issues, create appropriate targets	All teaching staff understanding the toolkit, integrating into planning for individual children	All teaching team	Individual planning and successful outcomes for identified individual children	Share Toolkit beginning, individual copies created for each member of teaching team October 2022

<p>to minimise barriers to learning for identified children.</p> <p>Assessment and moderation planned activity. All teaching staff will engage in assessment and moderation planned activity which will ensure that children make good progress in learning that is based on robust assessment evidence.</p> <p>All teaching team to have a shared understanding of progression, pace & challenge and achievement of a level. Continue the use of force field analysis as a means of facilitating impactful discussion of next steps in curriculum planning for all children. Planned regular sessions with class teachers and SLT for robust professional dialogue – evaluations, assessment and tracking of every learner within each class. To ensure we are</p>	<p>Practitioner feedback last session to action the following: Assessment Files for every child. Assessment calendar across the school. incorporating school based and national assessment. Regular in school and cluster wide moderation discussions, with planning and teaching given equal consideration in this cycle</p> <p>Force Field analysis at regular tracking of attainment for each learner.</p>	<p>Alison Pratt to create calendar and coordinate professional activity throughout session. ASC learners to be assessed as appropriate and practitioners' involvement in regular assessment and tracking discussions</p> <p>Gordon Anderson to plan regular professional dialogue meetings with CT/SLT P3-7</p> <p>Sharon Curran to plan regular professional dialogue meetings with CT/SLT P1 &2</p> <p>Alison Pratt to plan regular professional dialogue meetings with CT/SLT - ASC</p>	<p>Assessment data trends and professional view of practitioners. Direct observations of learners. Assessment in December 2022 and SNSA for P4 and P7 pupils in May 2023. Ongoing assessment throughout session utilising in-school numeracy assessments, including holistic assessments on termly basis.</p> <p>Attainment data analysis Quality of dialogue and understanding to directly impact on every child's attainment</p>	<p>Professional discussion within collegiate activity and implementation from Nov 2022</p> <p>November Inservice Cluster focus, Assessment and Moderation</p> <p>Termly</p>
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<p>meeting the needs of every learner.</p> <p>Further embed nurturing approaches across the school to the benefit of all of the children by further developing staff skill and knowledge.</p> <p>To renew confidence and engagement in the life of the school. Planned regular after school activities staffed by volunteering teachers and SLT. To facilitate activity to engage the majority of our learners and families. Family\SLT focus on a class each week.</p> <p>Raise staff knowledge The Promise and relevant planning for identified care experienced individuals to be tracked and evaluated.</p>	<p>HNIOS action plan. Relocating our Nurture Hub to another room withing the school. Sharing the new rationale for the way in which the Hub will operate to have maximum success for the identified individuals</p> <p>Teachers give of their own time to facilitate an after-school activity. Staff tea and snack afterwards. Hospitality for the families and each class giving an input each week. Follow up if no return from identified cohorts of children</p> <p>Inform staff and ensure that the intentions within The Promise are being delivered to the benefit of every learner. Through collegiate activity for staff and input at our weekly school gatherings.</p> <p>Create a designated area in school as peer mediator's base.</p>	<p>Gordon Anderson and Louise Eccles</p> <p>Coordinated by Gordon Anderson Alison Pratt to follow up</p> <p>Alison Pratt</p> <p>Fiona Chalmers and Lynn Dyas</p>	<p>Leuven's scale data Identified learners' engagement in their learning will increase (age and stage dependent) Identified learners' engagement in their learning will increase (age and stage dependent), From initial audits of HNIOS, share analysis of audits and action plans.</p> <p>Learners, families and staff view. Attendance data.</p> <p>Identified children being fully supported by informed staff.</p> <p>Children supported by peers and an increased feeling of empowerment amongst</p>	<p>Facility open use understood by staff team, by end of Term1</p>
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Peer Mediators to support peers to resolve disagreements	Inform rest of school of this approach and the way in which the mediators will work		children, as they are able to support each other through peer mediation	
Locality Kinship Group to relocate to a space in our school	Link with our Kinship families that are not currently group members. Support to attend group	Associated Social Work colleague with Kinship remit and Lynn Dyas		
SLT remits	Revise and delegate roles and responsibilities across the team to ensure best outcomes for all of the learners. Reference PEF plans.	Lynn Dyas	Regular discussion about fulfilling remit and identifying areas of challenge and support Staff, children and parents recognising the role and responsibility of individual SLT	

Session 2022 -2023 Improvement Plan

National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy.	
Focused Priority: Focus on Professional Learning across the team to raise attainment	
HGIOS4 Quality Indicators	HGIOELC Quality Indicators
1.1 1.2 1.3 1.4 2.2 2.3 3.1 3.2	Main focus: 1.2 3.2 Additional: 1.4 2.2 2.3 2.4

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Create more formal opportunities for staff groups to meet and discuss all aspects of strategic and operational work.</p> <p>Through planned and regular professional learning, this will impact on every child through increased teacher knowledge and skills.</p> <p>All staff to be knowledgeable and keep abreast of current educational thinking.</p> <p>A consistent approach to teaching, learning and assessment.</p> <p>A whole staff team who demonstrates the values of our school.</p>	<p>Form following groups which will be initially facilitated by SLT Early Phase Teacher Group Teacher Group ASC Teacher Group PSA group</p> <p>Professional reading groups, individuals select a text relevant to our context, our children and our SIP. Establish a professional learning group within WTA</p> <p>Create a designated larger area now available as PL base</p> <p>Staff self-evaluation against professional standards</p>	<p>Lynn Dyas plan and facilitate Early Phase and Teacher Group</p> <p>Alison Pratt plan and facilitate ASC group. Then lead by different ASC staff</p> <p>Lynn Dyas plan and initially facilitate, then led by different staff member</p> <p>Lynn Dyas plan opportunities throughout the session to engage in professional standards</p> <p>Sharon Curran - ELC</p> <p>Lynn Dyas then sustained by teacher as leaders of learning</p> <p>Sharon Curran – ELCs Alison Pratt – ASC Gordon Anderson - PSA</p>	<p>Professional dialogue views and opinions shared. Direct observations of professional actions across the school.</p> <p>Individual self-evaluation, which will inform professional views and actions.</p>	<p>Every second week when children are at P3-7 Gathering TBC</p> <p>ASC teachers' group will be planned within WTA. Planned for four-week cycle. Mainstream teacher group dates Planned within WTA. Nov – March – First Monday of the month = 5 sessions</p> <p>PSA colleagues will “bank” time to enable attendance after school on planned basis.</p>

Ongoing Evaluation				

Session 2022 -2023 Nursery Improvement Plan

National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy				
Focused Priority: Ensuring progress through high quality learning experiences				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
2.3 3.2 3.1 3.3			Main focus: 2.2 2.3 3.2 Additional: 2.4 2.5 1.1 1.5	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
Pupil attainment will increase in numeracy.	Input on conceptual numeracy Professional learning on conceptual numeracy	Sharon Curran (DHT)/Grace Milligan (NT) Lindsay Farmer/Natalie Budd – share	Analysis of tracking data and PLJ tracking at start and end of session. Observation in play	Nov In-service Visits through term 2 Monthly meetings from Nov

	<p>Conceptual numeracy approaches used throughout the nursery</p> <p>Looking outward – visit other settings with quality learning opportunities in conceptual numeracy</p> <p>Creation of numeracy sacks using Ed Scot Guidance Documents with links to books, media, songs and activities.</p>	<p>conceptual numeracy theory and ideas for implementation in nursery</p> <p>Sharon Curran – provide opportunities for professional reading and visits to other setting for staff.</p> <p>Monthly meetings with focus on numeracy and extending opportunities for learners.</p> <p>Grace Milligan (NT) and EYOs</p>	<p>Through pupil discussion and language of numeracy used by learners</p> <p>Creation of numeracy sacks and sacks in use.</p>	<p>Feb in-service</p>
<p>Enhance outdoor learning provision and outdoor learning opportunities</p>	<p>Audit current resources</p> <p>Look outward – visits to other settings</p> <p>Re-vamp nursery outdoor area</p> <p>Termly planned activities for children to access wider outdoor opportunities such as woods, local walks and trips.</p> <p>Introduce Play on Pedals</p>	<p>Lindsay Masterman (EYLO)/Grace Milligan (NT)</p> <p>Provide opportunities for professional reading and visits to other setting for staff.</p> <p>Audit current provision with involvement of all EYO's</p> <p>Link with Area PT around best practise.</p> <p>Involvement of Sharon xxx (Benarty)</p> <p>Creation of termly calendar</p>	<p>Baseline assessment on pupil views of outdoor experiences and repeated in term 4.</p> <p>Increase in literacy and numeracy opportunities</p> <p>Children's ability to articulate features of local area, methods of taking journeys and how to stay safe.</p> <p>Funding secured and being used to enhanced outdoor learning.</p>	<p>August 22</p> <p>Term 1</p> <p>Ongoing</p> <p>Termly</p> <p>Term 2</p> <p>Ongoing</p>

	Apply for funding to enhance outdoor learning	Alana Smith/Laura Haston (EYO's) Grace Milligan		
Learning environment will be inviting and all areas well utilised.	<p>Re-organise layout of room respective to changing needs of setting</p> <p>Enhance lunch/snack provision to ensure a welcoming, relaxed and nurturing environment.</p> <p>Creation/development of an emotional literacy area</p>	<p>D – Tammy Blake/Kirsty Barrie with all EYO's B – all EYO's</p> <p>Each member of staff responsible for enhancing provision with that area.</p>	<p>Observation</p> <p>Pupil voice</p> <p>Increased language by pupils with regards to emotional literacy.</p>	<p>August 22</p> <p>Areas enhanced and developed throughout sessions</p>
Learners will be exposed to a wider variety of world celebrations and STEM activities through intentional promotion, provocations and extending child-led interest	<p>Creation of new Intentional Promotion calendar</p> <p>Audit STEM resources and enhance current provision.</p> <p>Provocations created linking to child interest and E's and O's with links to books, media, songs and experiments/activities</p>	<p>Sharon Curran/NT/EYLO/SEYO</p> <p>All EYO's engaged in promoting STEM through intentional promotion calendar</p> <p>Sharon Curran – provide opportunities for professional reading and visits to other setting for staff.</p>		<p>August 22</p>

	Looking outward – visit other settings with quality learning opportunities in STEM.			
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National Improvement Framework Priority:				
Closing the attainment gap between the most and least disadvantaged children and young people				
Focused Priority: Increase engagement with families and pupil attendance				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
2.5 2.6 3.1			Main focus: 3.1 2.5 2.7 1.3 Additional: 1.1 2.2 2.4 2.6	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
Pupil attendance will increase.	Monitor pupil attendance through clear protocols. Termly attendance analysed with links made with families to provide support to increase attendance.	Sharon Curran All EYO's link with families to support and raise attendance.	Tracking of attendance on weekly/termly basis.	Termly from August
Parents/carers feel involved in their child's learning and experiences at nursery.	Re-start home visits for Under 3's (and others as required.) Parent Questionnaire	Tammy Blake/Kirsty Barrie (D) Grace Milligan/Lindsay Masterman(B)	Feedback from parents – questionnaire and through involvement in sessions offered	Home visits ongoing Aug 22

	Calendar of events to involve parents in nursery including parent chats, shared start/finish, cuppa chats, etc.			
Families from the wider community are supported to access activities for younger children.	Introduce opportunities such as: Baby Massage, toddler stay and play, Bookbug and PEEP sessions	Tammy Blake/Kirsty Barrie (D) Grace Milligan/Lindsay Masterman(B)	Attendance and feedback during sessions.	October 22 - ongoing

National Improvement Framework Priority:				
Focused Priority: Practitioner enquiry, professional development activities and dialogue supports continuous improvement				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
		Main focus: 1.2 3.2 Additional: 1.4 2.2 2.3 2.4		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
Staff will feel supported and have increased professional knowledge	Clear calendar with professional learning activities focussing on conceptual numeracy, STEM, outdoor learning and emotional literacy	Sharon Curran Grace Milligan Lindsay Masterman	Staff knowledge will increase therefore offering greater learning experiences for children Feedback to PLJ and quality	Clear termly calendar

	<p>Use of National Induction Resource</p> <p>Health and Wellbeing sessions for staff</p> <p>Focussed sessions on PLJ's, Next steps in learning and quality interactions</p> <p>Focused input on supporting learners with ASN</p>	<p>Self, peer and SLT evaluations</p> <p>Sharon Curran – ASIST and Educational Psychologist</p>	<p>interaction monitoring</p>	<p>Feb Inset</p>
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Attainment Fund Rationale	Increase attendance across the school	Amount of Fund	£8,635 (PSO) £11,836 (PSA)
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Attendance has become a cause for concern for a significant number of children throughout the previous academic year.

Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u> To increase attendance across the school for a targeted group of children to above 85% by June 2023</p> <p><u>Intervention 2</u> To increase the average attendance to above 90% across the school community</p> <p><u>Intervention 3</u> To support around lateness and reduce the number of lateness by 10%</p>	<ol style="list-style-type: none"> 1. PSAs will be employed to facilitate a walking bus around the community of Benarty 2. Nurture hub to be staffed in the morning by PSA staff to encourage a positive start to the school day for some of our more vulnerable and distressed children. 3. Regular communication with newly appointed Pupil Support Officer. 4. Pupil Support Officer to engage with families and provide/establish a clear link between home and school 5. Use of Pareto/Run charts to track improvements and highlight next steps. 6. Attendance meetings organised to support families accordingly. 	<ol style="list-style-type: none"> 1.Pupil Support Assistant will identify and collate potential barriers to attendance at Nurture Hub. 2.Use of Seemis attendance summary to identify progress daily/termly and weekly. 3.Parents and pupils views on attendance barriers sought. 4. Data captured through daily/weekly and termly run charts. This will be collected around attendance, number of children accessing walking bus 	

Attainment Fund Rationale Support some of our distressed children by offering a supported and safe nurture setting.

Amount of Fund £1,121 (PT) £28,811 (Wellbeing Teacher) £11,836 (PSA2)

We have identified a group of pupils who are displaying increased distressed and dysregulated behaviours. This is having a negative impact on them and their peers attainment and achievement especially in reading, writing and numeracy.

Expected Impact	Interventions Planned	Measure of Success	Impact on learners
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		<i>(Triangulation of Evidence/QI Methodology)</i>	Ongoing evaluation Dec/June
<p><u>Intervention 1</u> By June 2023, all identified pupils for nurture intervention will have improved wellbeing, their barriers to learning will have been reduced.</p> <p><u>Intervention 2</u> There will be a reduction in disruptions in the mainstream class settings.</p>	<ol style="list-style-type: none"> 1. Daily nurture sessions for identified pupils 2. Breakfast club to encourage a positive start to the school day 3. Pupil profiling, Child Plans and positive behaviour support scales completed and reviewed regularly. 4. Outdoor Learning environment used to offer an alternative curriculum 5. Use of the circle document to promote an inclusive environment 6. Links to How Nurturing is Our School 7. Support offered by Wellbeing teacher to release Class Teacher to build relationships on a more one to one/small group environment. 8. PSA 2 available to support children requiring support to reengage 	<ol style="list-style-type: none"> 1. Class attendance and engagement data will be gathered daily to track progress. 2. Individual pupil targets will be created and monitored 3. Fewer children will be out of class with PSA who can support other children requiring targeted support. 	

Attainment Fund Rationale	Raise attainment in Literacy and Numeracy	Amount of Fund	£14,554 (0.4 RA teacher) £11,836 (PSA2)
<p>We have identified _ children across the school who are currently 3-9 months behind CfE National Expectation in Literacy and Numeracy.</p> <p>We have also identified _ children across the school who are currently 12-18 months behind CfE National Expectation in Literacy and Numeracy.</p>			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u> By June 2023, most children who are currently 3-9 months behind expectation will be within their expected level within the curriculum for Excellence</p> <p><u>Intervention 2</u> By June 2023, most children who are currently 12-18 months behind expectation will be more confident in their approach to both Literacy and Numeracy and engage with increased independence.</p>	<ol style="list-style-type: none"> 1. Raising Attainment teachers to offer additional support and additional learning time around Maths and Numeracy and Literacy. 2. Support for Learning teacher to focus on the children requiring Targeted support 3. Regular consultations for Support for Learning Teacher with SLT, Raising Attainment teachers and Class Teachers 4. All pupils to complete Teejay Maths and Numeracy diagnostic Assessments. 5. Active Literacy strategies to be timetabled 4 times a week. 6. Increased time will be allocated for writing on a weekly basis. Each pupil will complete meaningful writing activities on a daily basis and an extended writing piece each week. These will include clear success criteria. 7. Success to be shared through HOT sessions 8. PSA will support individuals as identified. 9. Regular attainment meetings will identify the progress for the identified children. 10. Jotter monitoring and Shared Classroom experiences to gather evidence of impact. 11. CPD/Professional Learning base for teaching team to be created to allow for professional reading and dialogue around Learning and Teaching. 12. Early phase teacher professional group/ASC Professional group 	<ol style="list-style-type: none"> 1. TRAMS in June 2022 to be used as baseline (appropriate to age and stage). Further assessment in December 2022 and again in May 2023. 2. Ongoing assessment/Catch-Up assessments. 3. Pupils' engagement in learning and confidence to work individually will be tracked. 4. Jotter monitoring 5. 2.3 classroom observation data 	

Attainment Fund Rationale	Outdoor Learning and Inclusion	Amount of Fund	£1,121 x2 (PT)
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Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u> All classroom settings will provide further evidence of an inclusive based education.</p> <p><u>Intervention 2</u> All children in Benarty Primary School by June 2023 will have the opportunity to be involved in high quality Outdoor Learning experiences</p>	<ol style="list-style-type: none"> 1. ASC children will have regular opportunities to work with mainstream peers across areas of the curriculum 2. Circle document to be used to raise awareness of how to promote inclusion further 3. Children across the mainstream to work with ASC children in their class setting and playground environment. 4. ASPIRE groups created to allow for further opportunities for the whole school to work together around values and wellbeing 5. An additional gathering to share success and wider achievement and promote presentation skills 6. Values Based Education to be at the centre of the children's experiences in school. 7. Outdoor Learning to be timetabled across all stages 8. PT for outdoor learning to facilitate support where required. 9. Trained peer mediators and buddies to enhance playground games 10. Enhance outdoor resources currently available 11. Link with Lochore Meadows Outdoor Education team to offer further opportunities. 12. Build up the skill set of parents around outdoor education they can offer at home 13. Community clubs to allow children and families to work collaboratively around an aspect of outdoor education 	<ol style="list-style-type: none"> 1. Circle Document as a baseline and audit and then progress report in December 2022 and May 2023 2. Recording using an initial Pareto chart and then run chart to track incidents at break and lunch (Reduction should become evident due to interventions) 3. Ongoing gathering of data around attendance and offering throughout the year. 4. Teaching team to highlight Outdoor Learning sessions through weekly timetables 5. Collegiate calendar to facilitate out of school opportunities for all, will allow for increased engagement when gathering data and views - questionnaire and opinions gathered from the parental community. 	

Attainment Fund Rationale	Enhance the Learning provision in Primary 1	Amount of Fund	£14,813 (EYO) £14,554 (RA Teacher)
<p>We have identified following 2021/22 Primary CfE data (68% Numeracy/62% Literacy) that there is a need to offer a more structured and varied curriculum across Primary 1.</p>			

Expected Impact	Interventions Planned	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u> By June 2023, attainment data for the children in Primary 1 in Literacy (previously 56%) and Maths and Numeracy (previously 66%) will be above 80% in both Literacy and Numeracy across the Curriculum for Excellence.</p>	<ol style="list-style-type: none"> 1. Active Literacy intervention to be introduced for all children in Primary 1 2. EYOs to support around Play based learning and impact around engagement and learning 3. Class Teacher to have increased opportunities to provide high quality support to the children across Literacy and Numeracy 4. Opportunities for the teaching team to link with EYO colleagues in the nursery to allow for a impactful transition 5. Play based environment to be extended to ensure appropriate well resourced play opportunities are provided while allowing an environment for learning and teaching to be established. 	<ol style="list-style-type: none"> 1. Force Field Analysis Planning and assessment Consultation with Staff. 2. Shared Classroom experiences 3. Tracking TRaMS data Dec 22 and May 23 4. Evaluating interactions around play 5. Identifying any early interventions required to provide a more targeted support for individual children. 	

