



School Improvement Priority Work Session 2019 - 2020

NIF Priority

- Improvement in attainment in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills

NIF Driver

- Teacher professionalism
- Performance information
- School leadership
- Assessment of children's progress

HGIOS 4 Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of Learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 3.2 Raising attainment and achievement

HGIOELC

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Progress and Impact:

MFI Approach

Staff training was given by Buckhaven Quality improvement early adopters / supporters at a staff meeting. They shared the methodology and the tools to be used. Staff were then supported to engage in the process through creating the pareto charts, run charts, gather data and analyse the data. This continued throughout the year up until lockdown.

The majority of staff were on board and could see the impact this was having on children's writing through the daily write.

Primary 7 then decided to pilot a similar approach for numeracy. This was successful and although it wasn't used in the same way as the daily writing it proved to be a valuable tool in establishing what the children needed to learn and what their next steps were.

We will continue to use these approaches to support staff in the closing of the attainment gap and to ensure pupils are supported in their learning in literacy and numeracy.

4 Part Model

Feedback from LP IN November highlighted the progress made in classes use of the 4 part-model. It was noted that staff were using this approach in writing and that there was progress

and improvement in the way they had been using it from the previous learning partnership in the May.

Assessment Rationale

To develop a consistent approach across the school to the way we measure progress we devised a simple assessment rationale showing what we assess, when we assess it and the strategies we put in place to close the attainment gap such as IDL, accelerated reading and MFI

Accelerated Reading

This approach was used to improve pupils reading skills and comprehension. There was a significance difference in nearly all classes demonstrating an improvement beyond what would be expected in terms of chronological age.

IDL

Support staff were upskilled by SFL teacher to support pupils using this in class. Staff were shown how to set children up and assess where pupils were in their learning using this approach. Identified children were then able to complete this a set number of times a week to ensure learning needs were being met at an appropriate level. Pupils are able to access this independently from P4-P7.

This year, targeted pupils will be upskilled in the use of clicker to support their writing and continue use IDL to provide additional support in their literacy skills.

Conceptual Numeracy

This was due to be implemented in terms 3 and 4 and unfortunately due to covid-19 we were unable to complete our planned work on this. This will be carried forward to term 2 this session.

Numeracy Ninjas

This has been implemented across the school and children's mental maths skills are showing a marked improvement. This strategy will continue to be used this session to further extend pupils mental maths skills.

Attainment tracker

Attainment tracker was created and updated to look at the progress of pupil

Nurture – development of whole school nurture approach (including ASC, early entrants Nursery)

Do be Mindful

This was introduced across the school from January. Unfortunately, the rollout was curtailed due to Covid-19. There was a cohort of teachers who had done the training and they cascaded

the training and modelled it in class or in some cases team taught across stages. We had completed the pre assessment but unfortunately due to Covid-19 we were unable to complete the block of teaching which would have enabled us to measure impact through the post teaching evaluations.

Nurture teacher

The nurture teacher has worked with pupils from across the school. When families are in crisis he supports them. He was reactive in supporting pupils with

Nurture teacher consulted with teachers to identify pupils he would work with. Boxall profiles were then completed for these pupils to establish what strategies should be used q These were then used to

Next Steps:

Revisit school Values

Our school values need revisited as a result of Covid-19. A greater emphasis needs to be on safety and health and well-being

Creation of curriculum Rationale

The curriculum Rationale will be developed from term 2 onwards. This will represent the demographic of our area so it is accessible by all our partners. We are currently seeking the thoughts of staff and pupils and will be consulting parents next term to ensure that all stakeholders have ownership of this.

4 part model

We will continue to implement this and use it across the school and use it as a focus as part of our QI process

MFI / IDL

The writing model has been implemented by primary 4-7 staff and primary 3/4 will start after the October holidays.

Two classes have used the approach for their maths and will continue to do use it this year.

Early Adopters (now known as School improvement leads) are now part of the Fife Quality Improvement Training Programme looking at how we can use this approach to support the recovery curriculum. This work will look at equity in closing the attainment gap for learners.

Raising attainment teacher will continue to work with children to close the attainment gap with pupils who are in danger of not attaining expected levels in order that by June they are able to achieve in line with national expectation.

School Improvement leads will work with staff who have previously used the Quality Improvement methodology to form a working group who can then support all practitioners across the school.

Evidence of significant wider achievements

Quality Improvement Award

The Buckhaven staff (Mrs Ward and Mrs Wright) won a quality improvement award for their work as part of the spread and scale for writing across Fife. They attended the awards ceremony and the CYPIC conference at the SECC where they looked outwards to see how other schools, local authorities and agencies including NHS had used the approach creatively to bring about improvement.

Community Partnership with CLEAR

We worked with CLEAR to develop the Globe Garden as part of our partnership with the local community to clear and maintain the garden for all the community to use.

Foodbank

Staff from the foodbank came in to school to talk to the children about how the foodbank works. Classes then visited the foodbank to see how it operated and supported families at first hand.

Fundraiser for Woodmill

The parent council suggested we hold a fundraiser to make money for Woodmill High School after the devastating fire we had. They worked with the P7 classes to

Christmas Fayre

Primary 7 worked with the Parent Council to run the Christmas Fayre to raise funds for the school. This was run as an enterprise activity with Primary 7 and they raised more money than they have for a number of years.

Outcomes from Education Scotland Inspection/Care Inspectorate(if inspected between August 2019 and March 2020)

Key Strengths and Areas for Improvement should be noted.

N/A

What has been the success and challenges of Learning at Home since March 2020 as a result of COVID 19?

- Resources were uploaded to the school app for parents to access and use with their children. Teams and GLOW were also used by some staff to set work and communicate with their pupils during lockdown.
- Pupils who were identified as not having IT access had learning packs and resources required to complete them delivered to their door on a fortnightly basis. Resources were made available to all families who were also able to collect these from schools and local shops.
- Nursery staff were in weekly contact with their families and education packs were hand delivered to families on a 3-weekly basis.
- Bedtime stories were put up on the school app for parents to share with children.
- SeeSaw – worked with ASC staff we are now rolling this out across the school as a means of sharing learning activities with parents and pupils and also for children to share what they have done with staff. .
- We used SWAY to ensure effective transitions for pupils coming to both Nursery and Primary 1.
- Identified ASC pupils were supported during lockdown by accessing ASC twice a week. We also managed to secure a place at Rosslyn for a pupil during the summer holiday as this child was identified as needing extra support.
- Almost all children have settled back into their routine.
- 1140 hours was implemented with minimal issues.
- Staff reported challenges with technology in particular that with their own children and other family members all needing devices at the same time they didn't always have access to a computer. We hope that by using the Seesaw app we will be able to overcome this as all teachers have smartphones and or tablets.
- Buckhaven primary school was used as a CAC (child activity centre) where we were able to accommodate the children of keyworkers in early entrants, Nursery, ASC and P1-P7 pupils.
- A disadvantage of the school being used as a CAC was that we incurred damage and loss of school property. IT, PE equipment was damaged, classroom resources were all used and there was also damage to the blackboards in some classes.

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2017 - 2018	2018 - 2019	2019- 2020	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change		Good	Good	
2.3 Learning, teaching and assessment		Good	Good	
3.1 Ensuring wellbeing, equity and inclusion		Good	Good	
3.2 Raising attainment and achievement		Good	Good	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2017 - 2018	2018 - 2019	2019- 2020	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change		Good	Good	
2.3 Learning, teaching and assessment		Good	Good	
3.1 Ensuring wellbeing, equity and inclusion		Good	Good	
3.2 Securing children's progress		Good	Good	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2017 - 2018	2018 - 2019	2019- 2020
Quality of care and support	Very Good		
Quality of environment	Very Good		
Quality of staffing	Very Good		
Quality of leadership and management	Very Good		

