

## Camdean Primary School & Nursery



### Standards and Quality Report *Achieving Excellence and Equity*

#### Context

#### Setting/School Roll (including ELC/ASC)

- Can also include number of classes
- Can also include ELC setting times
- May include specific cohorts relevant to your context eg Care experiences, EAL etc

#### School

The catchment of Camdean Primary covers the Camdean estate area of Rosyth. There is a varied mixture of private and local authority housing with a considerable number of families entitled to free school meals. The current school roll is 285 with 11 classes.

#### Early Learning and Childcare Setting

Camdean Nursery is a term time nursey offering a 9am to 3pm session, 5 days a week. It can offer up to 64 spaces.

Group	2022/2023
All	281
Male	146
Female	135
ASN	57
FSM	62
Looked After	5
ESOL	11
Multi- Ethnic	13

#### FME

Our current free meal entitlement is 24.5% (69 pupils).

<b>SIMD Profile for establishment</b>	<table border="1"> <caption>% of All Attainment by SIMD - Current Year</caption> <thead> <tr> <th>SIMD</th> <th>% of All Attainment</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>58.3%</td> </tr> <tr> <td>5</td> <td>73.5%</td> </tr> <tr> <td>6</td> <td>90.0%</td> </tr> <tr> <td>7</td> <td>78.0%</td> </tr> <tr> <td>8</td> <td>90.9%</td> </tr> </tbody> </table>				SIMD	% of All Attainment	4	58.3%	5	73.5%	6	90.0%	7	78.0%	8	90.9%
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<b>Attendance (%) 91.35%</b>	<b>Authorised</b>	<b>6.44%</b>	<b>Unauthorised</b>	<b>2.2%</b>												
<b>Exclusion (%)</b>	0.01%															
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£97346															

**Our School Motto**  
**Camdean Primary – A bridge to future success**

The learner is at the heart of what we do and who we are at Camdean Primary. Our curriculum rationale takes account of learners' entitlements / BGE and supports the development of the 4 capacities through our work within and beyond the classroom. Our curriculum is structured to support children in attaining and achieving their highest potential and this is reflected in our vision statement, devised by all our stake holders. Our rationale has been developed in a consultative way. Our self-evaluation processes have a clear focus on improvement and impact.

**Our Vision**

To work in partnership with parents and their child/children to prepare them for life within and beyond school and provide a happy, fully inclusive and supportive environment where all are successful and achieve their full potential. We are a Rights Respecting School.

*“At Camdean we strive to provide all pupils with quality learning experiences which ensure that each child is equipped with the skills, knowledge and confidence to achieve his/her full potential and to contribute to the world by becoming a successful learner, confident individual, effective contributor and responsible citizen.”*

**Camdean Primary – A bridge to future success – is our school motto, created by one of our pupils.**

**Aims:**

1. We aim to provide a broad, balanced and challenging curriculum.
2. We aim to challenge the capabilities of pupils to reach their full potential.
3. We encourage children to be engaged with their learning.
4. We aim to support each pupil's needs.
5. We strive to create a welcoming ethos where all pupils, staff, parents, carers and the wider community have a sense of pride in their school.
6. We aim to provide appropriate and meaningful resources to support the work of the school.
7. We aim to monitor and reflect on all aspects of school life and to sustain a level of professional development which enables us to embrace educational change.
8. Our Nursery has its own set of aims which are based on “The Child at the Centre” and current good practice.
9. We aim to enable leadership at all levels.

**Our Values:**

**Community - Achievement – Model Student – Determination – Equality - Always Show Respect - Never Give Up**

### Improvement Priority Session 2022 – 2023

(Duplicate section to reflect number of priorities from 2022- 2023 improvement plan)

#### Priority 1 – To raise attainment in writing.

##### NIF Priority

- Improvements in attainment, particularly in literacy and numeracy.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.
- Closing the attainment gap between the most and least disadvantaged children.

##### NIF Driver

- School Leadership
- Teacher Professionalism
- School Leadership
- Assessment of children's progress
- Performance Information

##### HGIOS 4 Quality Indicators

##### HGIOELC Quality Indicators

- 1.1 Self Evaluation for Self-Improvement
- 1.2 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement/Securing Children's Progress

Has this priority been: (please highlight)	Fully Achieved	✓	Partially achieved		Continued into next session
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##### **Progress:**

Through 4 professional learning sessions, staff were given the opportunity to examine the pedagogy of writing from Early Level through to Third Level. The focus was based on the structure and a toolkit for writing imaginative stories, focusing particularly on boxing up and story mountains. These sessions were practitioner led and provided an opportunity for professional dialogue and collaboration with stage partner colleagues. As part of the self-evaluation process, cold and hot tasks were sampled across all stages in the school and shared as good practice at a curriculum development session.

Also this session, our Primary 1 and Primary 3 teachers took part in the Literacy Connect SEIC programme (see appendix 1 for Camdean SEIC Poster). This included taking part in 8 professional learning sessions with the collaborative and implementing a test of change with both classes. A baseline assessment was carried out against benchmark criteria. We identified as part of this project that our infant children could confidently tell stories verbally but needed further encouragement to independently write. This session, pupils in P1/2 and P3 carried out a 'Cold Task' assessment. Using this assessment a Baseline was identified. An Early/first level placemat was created with the children's input using a 3 star format and Boardmaker symbols. In December the 2 classes began using the placemat in different ways during lessons. They used it during the teaching phase to model successful writing and refer back to success criteria. They also gave copies of the placemat to each child so that they could begin to self-assess. The placemat was then used for 1 focus lesson a week for 6 weeks. A 'Hot Task' was carried out to assess the impact. The teachers also ran this pilot alongside the Camdean writing toolkit.

##### **Impact:**

- Analysis of our attainment data shows there has been an increase in writing attainment of 12% during session 21/22 and this session and a further increase of 1% in our writing attainment to 80% this session.
- Evidence from class samples of hot and cold tasks across the school show that we have seen improvements in descriptive writing and improvements in descriptive language, structure and content of imaginative stories, across all stages.
- Impact from the Literacy Connector Programme:-
- AIM - By May 23, 85% of P1/2 children will be able to write a sentence independently. Baseline identified as - 23%
- Results – 80% of learners can now write a sentence that makes sense.

- AIM - By May 23, 85% of P3 children will be able to use different openers and connectives. Baseline Identified -9%.
- Results - 70% are now using different openers and connectives in their writing.
- Placemat was further edited after the initial lessons to respond to learning needs of children.
- Most children are now more enthusiastic and confident to write independently.
- Majority of children are attempting to self-assess using the placemats.
- Increased knowledge of how to scaffold a writing lesson in the infant department.
- Majority of children are beginning to identify their next steps with their writing.

**Children's views – Comparing the results of the June 22 questionnaire with the June 23 children's questionnaire, drew the following conclusions: -**

When asked if they are a good writer, most of children thought they were, in June 22 and 23 which shows consistency. Most of the children thought that boxing up or story mountains had helped to improve their writing. When children were asked which strategies have helped to improve their writing they shared: - 'Working with a partner, planning my writing by boxing it up, photos/videos, modelling a whole class example, writing down all my ideas and choosing one, success criteria, creating a shared text as a class, clear targets and other children sharing what they have written so far, brainstorming ideas on the board, peer assessment, growth mindset, brain buddy boss, word wall, magpie books'.

When asked 'How do you think your writing skills have improved, responses included...' 'Being more aware of tools for writing and how to use them, different genres, more constructed pieces, more focussed planning time, better understating of SC, better spelling (through play), aware of next steps, more independent, using more openers, using more description, using capital letters and full stops, trying different punctuation like speech marks, more confidence, better handwriting, I can do joined up writing now. Bubble writing. I can write more than before. I use adjectives and verbs. I use full stops. My finger spaces are getting better. Using capital letters at the beginning of sentences and names. Different types of story. We are good at writing instructions'.

Children were also asked how they get feedback on their writing. These responses included...'Highlighters in pink and green. Teacher writes feedback. Special stamp after verbal feedback. Whole class feedback showing work. Ticked pink and green for growth comments (pen), Self-assessment, peer assessment, teacher assessment, self-assess using success criteria checklists'.

**Key themes from the staff feedback this session indicated the following: -**

**Frequency of writing?**

The majority teach daily writing sessions.

**What strategy/method has had the biggest impact?**

'Breaking up the writing and writing over many different days rather than writing in one session means better quality work'. 'The children have a clearer understanding of the structure of stories from opening to ending. This has helped them with writing in paragraphs'. 'I like the universal idea of pink and green only focussing on the learning intention. My children have really taken to that and are keen to go over their mistakes and change them'.

**What has been the impact on children's writing/specific differences?**

'The focus on oracy (within the Talk for Writing Programme) is transformative in terms of teaching and learning, I have also combined the programme with a focus on peer assessment, which has also been hugely impactful'. 'I feel that the learners in my class have a much stronger understanding of 'quality not quantity'. Prior to this programme they would write pages and pages, but it wouldn't flow or always make sense. However, after looking at several story types and having a go themselves they now write much shorter stories, but the content is of a much higher quality.'

'I feel my children have nearly all had a large growth in confidence since starting this programme. They know how each story, and type of story will be taught, and I think they feel quite empowered knowing what each of the steps ... They are more able to articulate their ideas and are happier to share what they have done'. 'Learners understand the co-constructed success criteria and apply them, and they are highly

familiar with their story type by the time they get to the innovation stage, which hugely positively impacts outcomes’.

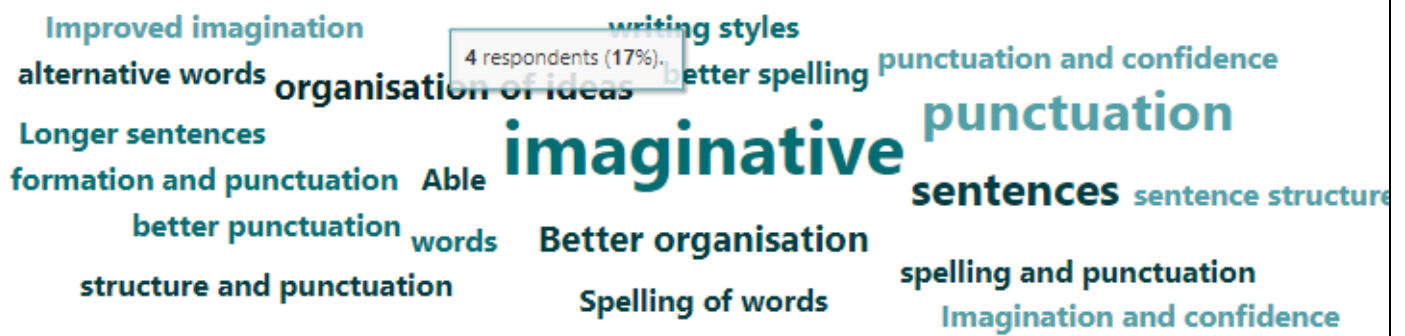
### What would be the next steps for the Camdean Writing Programme?

June 23 almost all staff state that their confidence in teaching writing has grown since the Camdean Writing Programme has started.

Next steps from staff included: - an overview/progression for each year group to be introduced by the start of session 23/24. Also for the writing toolkit to be finished/published and put onto Glow -Camdean team Tile for all staff to access as part of the planning process.

### Feedback form Parents/Carers – Parental Questionnaire June 23

When parents were asked ‘Over the past year, do you think your child's confidence in writing has improved?’ Most parents (79%) agreed. When asked ‘What aspect of story writing do you think your child has made progress with?’ Comments included: - ‘Better organisation of ideas, more imaginative,’ ‘Imagination and confidence in sharing it,’ ‘Improved punctuation and confidence to explore more writing styles.’ ‘More imaginative also better organisation of ideas,’ ‘All aspects - she couldn’t write this time last year,’ ‘Can write full sentences whereas before he could only write his name.’



When asked What aspect of story writing do you think your child needs more help with?

### Responses included...



When we asked parents to respond to suggestions for improvement priorities next session, parents responded positively to all the suggestions. This included many positive comments including, ‘I am so pleased with the progress this year.’ ‘Staff are very supportive to my child's needs and it is much appreciated.’ Next steps included...’ Universal supports embedded across classrooms, formative assessment to support the teaching of math at appropriate levels,’ ‘Numeracy More fun learning with song and dance Performing Arts,’ ‘Letter formation and punctuation meanings/ use i.e when we would use exclamation marks and what that does to what we are saying.’

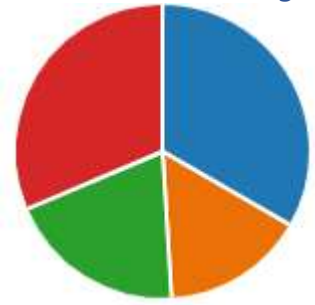
Parents were then asked to suggest which improvement priorities you think we should focus on next session.

To embed a consistent, weekly literacy approach, reflecting consistent approaches to the teaching of phonic/comprehension skills and frequency in all classes – 17 votes

To develop Camdean’s Digital Literacy Programme and relevant resources across the school – 8 votes

Finalise Camdean’s spelling and writing genre progression, in line with the Fife Literacy Progression - 10

To use a more consistent approach to feedback specific to next steps across the school, to ensure children are clear about their next steps in learning – 16 votes



**Next steps**

- Sharing the placemat across the school.
- In consultation with the learners, further develop the placemat to respond to current learning.
- Develop a Second Level placemat that can be used across the school.
- Share at Authority level.
- Ensure there is consistent assessment approaches across the whole school, including children being clear of next steps in learning.
- Consult with all stakeholders to evaluate progress.

**Improvement Priority Session 2022 – 2023**

(Duplicate section to reflect number of priorities from 2022- 2023 improvement plan)

**Priority 2 – To raise attainment in Maths.**

NIF Priority

- Improvements in attainment, particularly in literacy and numeracy.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.
- Closing the attainment gap between the most and least disadvantaged children.

NIF Driver

- School Leadership
- Teacher Professionalism
- School Leadership
- Assessment of children’s progress
- Performance Information

HGIOS 4 Quality Indicators  
HGIOELC Quality Indicators

- 1.1 Self Evaluation for Self-Improvement
- 1.2 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement/Securing Children’s Progress

Has this priority been: (please highlight)	Fully Achieved		Partially achieved	✓	Continued into next session	
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**Progress:**

Teaching staff across the cluster have participated in a maths moderation session split into Early, First and Second level. At the same session they have completed a mentimeter to start to analyse key themes about gaps in their stages:-



colleagues loved having the chance to meet with each other and discuss the challenges and positives around numeracy’.

This priority is in the early stages and will be built upon next session to show impact on children’s attainment.

**Next Steps:**

- Effective cluster moderation across Early to BGE level
- Current data and analysis of gaps in learning shared with cluster PEF PT, to inform and plan numeracy development sessions in coming academic year.

**Improvement Priority Session 2022 – 2023**

(Duplicate section to reflect number of priorities from 2022- 2023 improvement plan)

**Priority 3 – To develop our anti-bullying policy based on the ‘Respect for All’ framework to ensure that all stakeholders treat people with respect.**

NIF Priority

- Improvements in attainment, particularly in literacy and numeracy.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

NIF Driver

- School Leadership
- Teacher Professionalism
- Performance Information

HGIOS 4 Quality Indicators

HGIOELC Quality Indicators

- 1.1 Self Evaluation for Self-Improvement
- 1.2 Leadership of Change
- 2.2 Curriculum

Has this priority been: (please highlight)	Fully Achieved		Partially achieved	✓	Continued into next session	
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**Progress:**

Pupil and staff audit completed by Working Party.

Whole staff team completed Respect Me anti-bullying training at in-service. Evaluations showed that they believe the training reflected the ongoing practice at Camdean.

A draft anti—bullying policy in line with the respectme framework has been developed and shared with staff.

An anti-bullying programme has been developed to ensure consistency throughout the school.



**Impact:**

All staff have a clear understanding of bullying and how to address incidents of bullying at Camdean.

All staff are aware of the new anti-bullying programme which will be implemented in session 2023-2024.

Impact on learners to be reviewed/evaluated as programme is implemented Session 23/24.

**Next Steps:**

To implement the draft anti-bullying policy.

To consult with all stakeholders and ensure that they have an opportunity to contribute to the anti-bullying policy.

To implement the anti-bullying programme.

To audit impact of the new policy and programme.

To apply for the respectme award.

**Improvement Priority Session 2022 – 2023**

(Duplicate section to reflect number of priorities from 2022- 2023 improvement plan)

**Priority 1 – To develop a quality curriculum across the provision of Camdean Nursery**NIF Priority

- Improvements in attainment, particularly in literacy and numeracy.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.
- Closing the attainment gap between the most and least disadvantaged children.

NIF Driver

- School Leadership
- Teacher Professionalism
- School Leadership
- Assessment of children's progress

## Performance Information

HGIOS 4 Quality IndicatorsHGIOELC Quality Indicators

- 1.1 Self Evaluation for Self-Improvement
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Has this priority been: (please highlight)	Fully Achieved	✓	Partially achieved		Continued into next session	
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**Progress:**

Camdean's daily responsive planning was reviewed with support from our Early Years PT. The PT followed this review with a practical workshop focusing on children's learning/provocations/challenge questions. Staff have been encouraged throughout the session to plan using the provocations methodology and to plan challenge questions as part of the fortnightly planning meetings.

On the November inset staff completed an audit of evaluations on Daily Responsive Planning. This was followed by the workshop 'Effective Evaluations.'

An EYO disseminated training and shared good practice from the Quality Environments in the Nursery course. She encouraged staff to focus on Quality Literacy and Roleplay environments. As a follow-up to the training, staff audited and planned improvements of their Literacy and roleplay environments in the nursery and implemented improvements.

Our Primary 1 teacher's have been working with our EYO's developing and embedding writing programme across Early level and moderating children's work. EYO's completed professional reading

and creating an action plan based on Chapter 5 of the SEIC Early Year Literacy document 'Early Mark making'.

The nursery has refreshed their approaches to the Communication High 5 strategy, refreshing information for parents and resources and using See-saw to communicate progress and videos. All stakeholders have been introduced to the new Fife PLJ format. The nursery has phased in the Curricular Progressions for Maths, Literacy, Health and Wellbeing, My Progress sheets/meetings.

### **Impact:**

The nursery was inspected by the Care inspectorate in February 23. The nursery was rated 'Very Good' against every QI assessed (1.1, 1.3, 2.2, 3.1, 4.3).

The N5 children transitioning into Primary 1, 93% of the children are working within Early Progressing in Literacy and Maths. Every child on Red or Amber following their initial Elips assessment has an action plan, which is monitored and discussed at regular planning/tracking meetings. Most of these children have moved from red to amber, or amber to green, by the end of the nursery session.

Following observations by the nursery teacher, HT and Early Years PT, most of the daily responsive plans are more focused on children's learning, with evidence of clear evaluations and next steps. Most practitioners can demonstrate a deeper understanding of provocations and strategies to stimulate higher order conversations. Most EYO's can use provocations effectively to find out children's interests, to extend the learning.

Staff are using/modelling the High 5 strategies consistently with children and there is evidence of the strategies being shared effectively through See-saw.

The Fife PLJ is being effectively used to track and share learning across the nursery. From observations/monitoring, there is evidence that in most of the PLJ's comments are focussed on children's progress within the Early level curriculum and include next steps for learners. Staff have been provided with written feedback from the HT/CT and next steps for quality interactions/PLJ's discussed.

Feedback from the September 2022 Parental questionnaire: -

Almost all parents agreed that the nursery had helped their child to be more confident. Almost all agreed that their child was progressing well. Almost all parents agreed that they were informed of their child's progress. Two parents answered disagree, this could have been nursery new starts, as parent chats were about to take place that week. Most parents agreed/strongly agreed that their child was treated fairly in nursery. Almost all agreed/strongly agreed that the nursery know their child well. Most parents agreed/strongly agreed the nursery is well led. Almost all were happy with the care and education their child receives at Camdean Nursery.

When asked for suggestions for improvements these included: - 'Little more communication regarding what my child is doing and how they are within the setting, Outside play area, My son's belongings have a habit of going missing'.

Feedback from children (we asked parents to share this through the Microsoft Form in Sept 22):-

When children were asked 'What were the good things about coming to nursery?' – 'Sharing. Playing outside. Story time, Playing with my friends, with all the toys, Lots of fun, playing, learning, love my friends and my teachers'.

What could we do to make the nursery better? – 'New colours of paint and art stuff, don't go outside in the rain, updated toys, outside slide etc, a nice pram for the doll and to bring my nursery teacher home because I like her, It's so good already!'

**Next Steps:**

- To continue to develop a quality curriculum, particularly the environments of Literacy and Maths.
- To ensure consistency in approaches across the whole team to provocations, challenge questions and next steps in learning.
- Reintroduce free flow across the nursery environment to provide equal access to all core provision and share good practice.
- Review progress with curriculum planning/rationale.
- Develop parent/stakeholder consultation processes across all nursery improvements.

**Attainment of Children and Young People (Primary and Secondary)**

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	85	82	91	85
P4	86	81	98	83
P7	83	77	83	75
S3 (Level 3)				
S3 (Level 4)				

**Overall Attainment for 2023 - 2024**

	Literacy	Numeracy
P1	86	85
P4	88	83
P7	81	75

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
77.4	84.6	80.9	80

**Evaluative statement of attainment over time.**

Most children are making very good progress from their prior levels of attainment in literacy and English. By the end of P1, most children achieve early level in reading, writing, talking and listening and numeracy. By the end of P4, most children achieve first level in reading, writing, talking and listening and numeracy. By the end of P7, most children achieve second level in reading, talking and listening, writing and numeracy.

Overall, attainment in Literacy and English is good. Most children achieve CfE levels as expected at early level. Almost all children achieve national expected levels of attainment at early, first and second levels in listening and talking. Most children achieve expected levels in reading, writing and numeracy at early, first level and second level.

Reading attainment in our current P4, P5 and P6 falls back to the majority being on track for national expectations. These are the cohort most impacted by the pandemic lockdowns, thus the focus on developing reading pedagogy across the whole school next session.

We have exceeded our stretch target in Literacy by over 7% and almost matched our numeracy stretch target for P1, P4 and P7.

**Outcomes for Young People *(secondary only)***

## Evidence of significant wider achievements

Nursery children took part in multiple activities connected to Maths Week Scotland. This included using programmable toys, going on a 'numeracy in the environment' walk and participating in a number sing-a-long.

P6 & P7 pupils participated in Sports Leader training with Active Schools. Following the training, P6 and P7 pupils have been supporting and promoting positive play opportunities at playtime and lunchtime.

Pupils in every class had the opportunity to participate in the Camdean Poetry Challenge to celebrate Burns Day. Pupils were asked to learn a poem and recite it to their class. Winners had the opportunity to recite their poem at our weekly Assemblies.

Our Nursery have been working hard to establish and strengthen lots of community links. Children have recently made visits to the community garden. We had a visit from The Sanctuary Garden who helped us build and set up our very own allotment. The children were shown how to plant different fruits and vegetables and how to care for them. Children have also had visits to our local Library, helping to extend our local knowledge of where we live.

P7 pupils had the opportunity to participate in a variety of outdoor learning activities during their Residential at Dalguise. They developed their teamwork and problem solving skills; learned to take risks and developed resilience.

A group of P6 and P7 pupils have had the opportunity to participate in weekly Woodwind lessons and have had the opportunity to perform to an audience.

Pupils across the school had the opportunity to share some of their learning in Literacy, Numeracy and IDL with their parents/carers during our Sharing the Learning mornings.

All pupils had the opportunity to participate in our Sports Day in June. Potted sports took place in mixed House groups. Primary 7 Pupils had the opportunity to support P1-P3 pupils. Parents were invited to spectate at the event.

Our P6/7 football team had the opportunity to play matches against local schools. The team showed a great attitude and demonstrated fair play in all matches.

Our Nursery woodwork station has had a huge overhaul thanks to a local company who supplied a large range of tools and equipment to support the children's learning. This was extended further when a parent came in to work with the children to show them how to use the tools correctly. The children have since been creating the most spectacular models from the first design ideas on paper to construction using a variety of materials.

We are very proud to be one of only three schools in Fife to have achieved the Recognising Young Carers Award. In achieving this award we have created a whole school ethos where children, supported by staff, feel comfortable to refer themselves as Young Carers. Our weekly support groups provide respite and an opportunity to have support in their caring role.

Primary 6 & 7 pupils have been participating in a Toe-by-Toe peer learning project. This project has positively impacted learners confidence in spelling and is part of our raising attainment strategy.

Primary 5 pupils have participated in a YMI Chair Drumming project this term. They have demonstrated what they have learned by performing to an audience.

Pupils from P5-P7 had the opportunity to participate in STEM workshops with the Royal Navy. They learned how to control an orb with coding, assembled a piston and created an electric circuit to power a rotor.

A local Beekeeper visited our Nursery to chat with the children all about what it takes to work as a Beekeeper. He brought a variety of equipment with him that the children could look at and explore while learning all the tricks of the trade.

Our Primary 7 Quiz team participated in the West Fife Rotary Club Quiz, they showed excellent general knowledge and team work skills.

Our Primary 6/7 Ukelele club performed a concert during our Assemblies, sharing all of the new skills they have learned with Miss Mundy.

Pupils from P1 to P7 participated in SSPCA workshops where they learned about the needs, emotions and behaviours of pets and how to be a responsible pet owner.

Primary 6 pupils participated in an internet safety and cyber-bullying workshop, they shared what they had learned during our Internet Safety Assemblies.

Primary 7 pupils took part in a workshop led by Barnardo's in which they learned about substance misuse. Specifically the effect that substances can have on the body and the legal and social consequences.

We have a successful Buddy system, where older pupils support younger pupils with learning activities such as ICT and literacy.

P4/5 pupils have had the opportunity to participate in an after school running club, where they have developed their running technique and stamina.

P4 pupils have completed an Enterprise project linked to their topic Living Things in which they set up a business to sell plants. The class conducted market research, learned the concepts of profit and loss and created both advertisement posters that were both promotional and informative.

Our P6/7 Netball team have taken part in weekly training sessions, developing their skills. They are hoping to participate in local tournaments next session.

Primary 6 pupils participated in the Pars Stars in the Media programme, which developed their literacy skills using football as a stimulus.

Nursery staff have recently started working with a sustainability charity called the Big Hoose Project. This charity is able to provide everyday items to families that would otherwise go to landfill. The staff have been collecting items every few weeks and encourage parents and carers to help themselves to items they would use and find beneficial. This will continue next session.

### **Feedback from External Scrutiny**

### **Learning Partnership/Extended Learning Partnership/Subject Review/3.1 Review/DAS Review Strengths and Areas for Improvement**

#### **Outcome/Strengths identified:**

#### **School-Overall Strengths**

- There is a positive culture and ethos throughout the school.
- Strong use of data to inform and drive improvement
- Engaged staff who know their school and children well and are keen to take priorities forward.
- Polite, well-mannered and articulate children.
- Positive learning environment in almost all classes, which effectively supports children's learning.
- Consistency and approach to sharing learning intentions and success criteria in almost all lessons.
- A positive and engaged parent body that feel included and valued.
- Clear impact on children's writing as a result of writing improvement priorities.
- Clear understanding of the 4-part model of teaching in almost all classes.
- Evidence of effective differentiation in most classes.

## **Nursery**

- HT has been on a significant journey with the team over the past few months.
- CI inspection had gone well (4 Very Good's) and has resulted in a real boost for the staff team.
- Evidence folder was useful as it had been added to regularly to evidence the improvement work being carried out.
- Improvement journey folder capturing children's voice had been developed.
- Using the SEIC guidance, staff have been developing approaches to mark-making. This has resulted in beneficial gains in children's skill development.
- Front garden is being developed and plans are in place to continue the improvements.
- Children are actively involved in floor books and can talk more about their learning.
- NT has worked well with the team to improve the use of observations to plan and assess learning.

## **Areas for Improvement/Planned Next Steps**

### **School - Overall Areas to work on**

- To use a more consistent approach to feedback specific to next steps across the school, to ensure children are clear about their next steps in learning.
- To ensure appropriate level of challenge is available in all lessons.
- To develop the Camdean's Digital literacy programme and relevant resources across the school.
- Finalise Camdean's spelling and writing genre progression, in line with the Fife Literacy Progression.
- To review with the parent council approaches to communicating with parents.

### **Nursery- Overall Areas to work on**

- Build on opportunities for children to help prepare snacks.
- P1 staff could support the moderation of assessment across the early level.
- Continue to plan for use of the SEIC literacy guidance to support improvements in practice.
- Re-establish community links to support children's skill development and knowledge.
- Continue to build on use of observations to plan/assess learning.
- Consider approaches to supporting skill development in numeracy both indoors and outside.

## **Care Inspectorate - Strengths and Areas for Improvement**

Key Messages:- Children experienced a safe, comfortable and welcoming environment where they could play and learn. • Positive relationships between families and staff helped to ensure information was shared and provided consistency and continuity of care for children. • Children benefitted from an experienced and knowledgeable staff team. • Planning approaches were child centred and responsive to children's interests. • Children had free flow access to the outdoor area throughout the day. • Staff should continue to work with children and families to develop the outdoor space.

## **PEF Evaluation/Impact *(primary, special and secondary sector only)***

### **Targeted Interventions**

- Raise attainment in Reading
- Raise engagement in learning
- Improve attendance

### **Progress:**

PEF funding focused on assessing pupil progress in Literacy. Targeted literacy groups for reading were established after baseline assessments in NGRT and Read Write Inc phonic assessments were carried out in August/September 2022. These groups included children from P3 to P7. All groups benefitted from the robust and progressive phonic programme which helped improve their decoding skills, fluency and comprehension.

Staff carried out Leuven Scale assessments for Wellbeing and Involvement and focus groups were established accordingly. Social /Sports, Life skills and Art Club groups were run weekly, over the course of the session, to meet the social and emotional needs of our learners.

Sports/Playground Leaders were trained by our Active Schools Coordinator, to carry out leadership and playground duties on a daily/weekly basis.

**Impact:**

Reading attainment across P1, P4 and P7 has improved by 1%, combined over the last 2 years, there has been an increase by 12%. All pupils in the focus groups have made progress through the Read Write Inc programme with most children progressing through 2-4 reading levels from where they were initially assessed. Almost all groups progressed through set 1-3 phonics levels. 79% of the P4 focus group (off track by up to 12 months), achieved First Level, an improvement of 43%. 88% of the P7 focus group (off track by up to 12 months), achieved Second Level, an improvement of 53%. Most children in the targeted Nurture groups, have scored between 8-10 on the Wellbeing Web for included and responsible. Most children in the Social/Sports and Life skills groups have improved their included and responsible score and the majority of children in the Art Club have improved their included and responsible score on the Wellbeing Web.

**Next Steps:**

To continue to raise attainment in reading of children, who are at least 6 months behind their predicted reading level, by establishing focus groups where needed. To increase information and provide workshops for parents to aid their understanding of how to support their child's literacy. To continue to improve attendance and target families early on in the session, to ensure learners do not miss out on their learning. Class teachers complete the Leuven Scale for their class. Data to be analysed to provide Nurture groups for targeted children, aimed at promoting resilience, responsibility and engagement in their learning to raise attainment.

School/Setting Name \_\_\_\_\_

**NIF Quality Indicators (HGIOS 4) School Self- Evaluation**

Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Satisfactory	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	
3.2 Raising attainment and achievement	Satisfactory	Good	Good	

**NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)**

Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	Good	Good	Very Good	
2.3 Learning, teaching and assessment	Good	Good	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	
3.2 Securing children's progress	Satisfactory	Good	Very Good	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2020 -2021	2021- 2022	2022-2023
Quality of care and support			Very Good
Quality of environment			Very Good
Quality of staffing			Very Good
Quality of leadership and management			Very Good

Headteacher Rosalind Frame HT ( who completed SQR)



## Appendix B - Session 2022 -2023 Improvement Plan

<b>National Improvement Framework Priority:</b> Improvement in attainment, particularly in literacy and numeracy.				
<b>Focused Priority: To raise attainment in Reading</b>				
<b>HGIOS4 Quality Indicators</b>			<b>HGIOELC Quality Indicators</b>	
1.1 Self Evaluation for Self-Improvement 1.2 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement/Securing Children's Progress			1.1 Self Evaluation for Self-Improvement 1.2 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement/Securing Children's Progress	
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<p>By June 2023 raise attainment in Reading in P1, P4 and P7 by 2% from 83% to 85%.</p> <p>Consistent improvement in Elips scored start/end of nursery session, with most children improving their scores.</p> <p>During class/group observations consistent approaches to the teaching of reading are embedded in all classrooms. This is evident in the BASE/NSA/Standardised reading results and during class observations resulting in increased attainment.</p>	<ul style="list-style-type: none"> <li>To embed a consistent, weekly literacy approach, reflecting consistent approaches to the teaching of phonic/comprehension skills and frequency in all classes.</li> <li>Staff training workshops with a focus on the rigorous teaching of phonics</li> <li>To continue to provide opportunities for staff to participate in professional dialogue, professional reading and CPD relating to consistent reading pedagogy.</li> <li>Staff to fully embed the teaching approaches to phonics and spelling across the school, following the Fife Progression Pathways.</li> <li>Ensure there are consistent assessment and feedback approaches across the</li> </ul>	<p>All Teaching and Nursery Staff</p> <p>Children from all stages will have opportunities to be part of the audit process.</p> <p>Reading workshops delivered by Read, Write, Inc.</p>	<p>Increased frequency of high-quality phonic/spelling/comprehension/experiences for all pupils. Evidenced through class observations, tracking of BASE/NSA/standardised reading assessments.</p> <p>Reading moderated and sampled for progress across the whole school.</p> <p>Reading data analysed and tracked across the whole school. Focus groups in P1, P4 and P7 to be monitored.</p> <p>Elips data to be monitored to ensure improvements in start/end of sessions scores. PLJ's trackers/comments show impact of improvement priorities.</p> <p>Pupil and parent views sought on what impact the reading</p>	<p>Curriculum Development sessions throughout the year to be identified on the collegiate calendar for reading input.</p> <p>Class observation schedule for the year to be shared with staff.</p> <p>On-going and discussed at Tracking meetings termly.</p>



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**Ongoing Evaluation**

**This should be updated as part of on-going cycle of self-evaluation**

<b>National Improvement Framework Priority:</b> Improvement in employability skills and sustained positive school leaver destinations for all young people.				
<b>Focused Priority: To develop Camdean’s Digital Literacy Programme and relevant resources across the school and nursery</b>				
<b>HGIOS4 Quality Indicators</b>		<b>HGIOELC Quality Indicators</b>		
1.1 Self Evaluation for Self-Improvement 1.2 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement/Securing Children’s Progress		1.1 Self Evaluation for Self-Improvement 1.2 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement/Securing Children’s Progress		
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<p>All staff consistently using the Fife Digital Learning and Literacy progression as a planning tool across the nursery and primary.</p> <p>Children consistently developing their digital literacy skills at an appropriate pace across Early, First &amp; Second level.</p>	<p><u>Fife Digital Learning and Literacy Progression</u> Our children will experience a progressive, consistent skills pathway across all stages. Digital technologies enhance learning and give young people the skills to understand, apply and create new digital solutions of their own and make informed choices across all areas of the curriculum.</p> <p>Pupils experience increased use of digital literacy to raise attainment in Numeracy and Literacy.</p> <p><u>Microsoft 365 School Award</u> Start process of applying for 365 award. Consistently the school will make effective use of</p>	<p>Fife Digital Literacy Team Cluster ICT Leadership Teams (SPOCs)</p> <p>At School Level C Parkyn DHT – School SPOC Rep K Harrower Steph Kane – Microsoft 365 Representative</p>	<ul style="list-style-type: none"> <li>• Staff Audit</li> <li>• Forward planning discussions</li> <li>• Staff evaluations</li> <li>• QI/Moderation calendar</li> <li>• Showcase for parents e.g. open afternoons, shared start, Didbook</li> <li>• Parent Feedback</li> <li>• Pupil Voice</li> <li>• Staff engagement with professional learning activities</li> <li>• Learning partnership visit – pupil focus groups</li> </ul>	<p>Introduce Fife Progression during November In-service day</p> <p>From August PT to start application process and plan</p>

	<p>Microsoft 365 including Teams. Within this, digitally literate learners will understand the importance of developing their own digital skills for learning, life and work.</p> <p>Audit of Staff CPD needs. Plan any universal approaches to Digital literacy CPD needs. To meet staff needs requiring an intensive approach, offer a differentiated workshop – support from Fife Digital Team.</p>			<p>training/collegiate time appropriately.</p> <p>Collegiate time – time to complete audit</p>
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**Ongoing Evaluation**

**This should be updated as part of on-going cycle of self-evaluation**

<b>Attainment Fund Rationale</b>	Improve attendance	<b>Amount of Fund</b> £97346	
To improve attendance and readiness to learn in order to raise attainment in Literacy and Numeracy. A target group of 16 pupils have been identified who have an average attendance of 76.39%.			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success</b> <i>(Triangulation of Evidence/QI Methodology)</i>	<b>Impact on learners</b> Ongoing evaluation Dec/June
<p>By June 2024, improve the attendance of a targeted group of 16 learners across P1-7 from 76.39% to 90%.</p> <p>To meet our stretch aim of 95% attendance by June 2024.</p>	<p>DHT and PT to monitor attendance rates across the identified learners and the school as a whole, on a weekly basis. Liaise with cluster colleagues as part of cluster attendance strategy, to share and implement strategies.</p> <p>Pupils targeted through attendance data and SIMD.</p> <p>As part of National Framework for Inclusion, work collaboratively with parents and agencies of identified learners, with regular check-ins to identify and remove barriers to attendance.</p> <p>Promote good attendance throughout school – during school assemblies and through newsletters, sharing attendance figures with parents.</p> <p>Monitor attendance and lateness and re-start Walking Bus if required.</p>	<p>DHT and PT to monitor attendance data for identified learners on a weekly basis.</p> <p>To liaise with cluster.</p> <p>PT to identify and collate potential barriers to attendance.</p> <p>Attendance records will identify trends and improvements.</p> <p>Pupil and parents' views on attendance barriers sought.</p>	

		Review of PDSA for Walking Bus to identify needs and improvements.	
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<b>Attainment Fund Rationale</b> Raise attainment in Reading	<b>Amount of Fund</b> £97346		
<p>Improvements in attainment, particularly in literacy.</p> <p>To identify gaps in reading attainment and develop innovative interventions which support raising reading attainment.</p> <p>Following assessments and CfE results, children have been identified who are 6months+ off track, with focus groups identified for P4 and P7.</p>			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>
<p>By June 2024, increase reading attainment by 2%.</p> <p>Primary 4 attainment in reading will increase by 2%.</p> <p>Primary 7 attainment in reading will increase by 3%.</p> <p>Improved Reading CfE projections, to close the gap by an average of 6 months, with target groups from across the school which may include SIMD 3 and FSM.</p> <p>By June 2024, increase attendance of targeted families in Family Learning from 80% to 85%. Targeted families who</p>	<p>Analysis of previous reading SNSA results and CfE levels to identify learners for focus groups.</p> <p>Completion of GL Baseline reading assessments with identified learners (pupils who are 6 months+ off track) at the beginning and end of the session.</p> <p>Completion of Read Write Inc entry assessment to group children accordingly. Read Write Inc assessments carried out every 6-8 weeks to track progress.</p> <p>Read Write Inc Programme – targeted and robust comprehension/phonics strategies to improve decoding, fluency, phrasing and comprehension. A 6-8 week programme, in line with RWI phonics assessments, with rotation around target groups and individuals. Focus groups and individuals to receive 3-4 targeted sessions weekly.</p> <p>Weekly Therapet reading sessions to improve pupil confidence and engagement around reading.</p> <p>Planned interventions for parents to ensure they have a greater understanding of the pedagogy around early reading and writing,</p>	<p>Initial GL and Read Write Inc assessments to identify gaps in reading to ensure effective, targeted support.</p> <p>Data analysis of Read Write Inc assessments every 6-8 weeks for each targeted group.</p> <p>Reading fluency- 80 words per minute for P4 -120 words per minute for P7</p> <p>GL assessments to be repeated in March 2024.</p> <p>SNSA analysis (P7 December 2023/P4 February 2024).</p> <p>Class Teacher views and classroom visits to assess transference of skills.</p>	



<p>currently experience barriers to engagement.</p>	<p>which will enable them to support their child's literacy development.</p> <ul style="list-style-type: none"> <li>- Reading/library sessions, to improve parental confidence and engagement around reading.</li> <li>- Parental workshops to deliver practical advice and activities on how to be involved in their child's learning</li> <li>- Provide parents with information on the methodologies of Read Write Inc and Talk for Writing</li> </ul> <p>As part of our Transition programme, continue to foster links by providing opportunities for Nursery and P1 pupils to share Storytelling/Literacy activities. SLT to identify target families to support.</p>	<p>Parents views sought on Family Learning through Microsoft Forms.</p>	
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<b>Attainment Fund Rationale</b> Raise engagement in learning	<b>Amount of Fund</b> £97346		
<p>Improvement in children and young people’s health and wellbeing</p> <p>20 learners have been identified for nurture intervention as they have low self-esteem and/or are finding it difficult to regulate their behaviours. This is having a negative effect on their relationships with their peers in the classroom and playground setting and, on their learning.</p>			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>
<p>By June 2024, all identified learners for nurture will have improved on their initial score for included and responsible.</p> <p>By June 2024, all identified learners for nurture intervention will score between 8-10 for included and responsible on the Wellbeing Web.</p>	<p>Leuven Scale carried out by class teachers to determine the barriers to learning.</p> <p>GIRFEC - focus groups to take part in a planned activity once a week to improve resilience and develop relationships and social skills – cooking, baking, gardening, visits to Rosyth EATS and community garden/orchard.</p> <p>Sport/Social groups - to address relationships with peers, develop sharing and turn-taking skills and to build their resilience and coping strategies in challenging situations.</p> <p>Creative Club - to address the emotional needs of children and encourage readiness to learn.</p> <p>Nurture Hub - with access planned times for identified children to meet their social and emotional needs.</p> <p>Continue with Sports/Playground Leadership – Active Schools Coordinator to train children in leadership roles to carry out games with classes at lunchtime in the Infant playground.</p> <p>Sports Leaders to take charge of Sports Wider Achievement and update Sports Achievement wall.</p>	<p>PT to identify and collate potential barriers to work avoidance and challenging behaviours.</p> <p>Leuven Scale carried out by class teachers to identify pupils. Data gathered and analysed by PT.</p> <p>GIRFEC and wellbeing indicators utilised to support wellbeing.</p> <p>Wellbeing Web carried out at the start and end of the targeted intervention with each group. Increased results in included and responsible.</p> <p>Pupil views sought on their level of engagement in learning.</p>	

	To continue with SLT presence in Infant and Upper playgrounds at break and lunchtimes.	Views sought from the Sports/Playground Leadership team.  Increase in pupil participation in lunchtime games and a decrease in negative behaviours and children being sent to SLT.	
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## Appendix 1



**SOUTH EAST IMPROVEMENT COLLABORATIVE**  
*Working together, empowering all, improving outcomes*

### Case Study Name

Camdean Primary School - Improving independent writing skills

### Our Context

Camdean PS is a 283 student school in Rosyth with strong community engagement in our writing programme. Post inspection, we identified that raising writing attainment was a priority across the school. We introduced elements of the Talk for Writing programme from P1 to P7. Following this we identified that our infant children could confidently tell stories verbally but needed further encouragement to independently write.



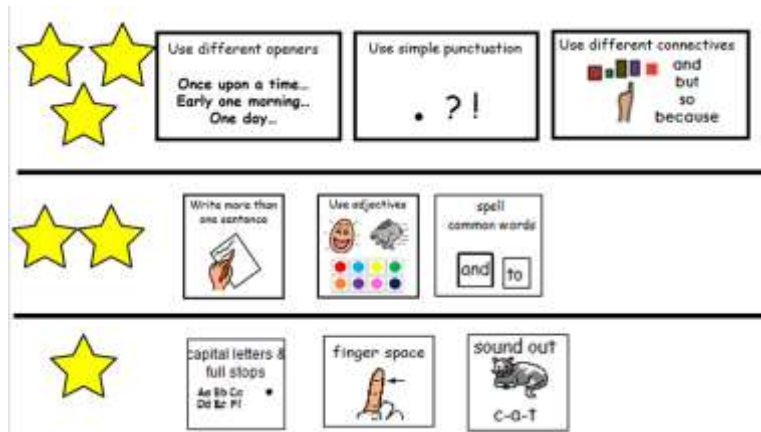
Our Outcomes	Our Measures	
Most children in P1/2 can independently write a sentence using capital letters, finger spaces and full stops.	<ul style="list-style-type: none"> <li>• Baseline assessment using 'Cold Task' format.</li> <li>• Introduction of Self/Peer Assessment Tools for Writing Placemat.</li> <li>• 'Hot Task' at the end to assess impact.</li> </ul>	
Most children in P3 can include at least one appropriate connective in their writing.		
The majority of children can make their writing more interesting through the use of openers, adjectives, similes etc		

**Almost all = 90%; most = 75% to 90%; majority means, 50% to 74%; less than half, means 15% to 49%; few means up to 15%**

### The Actions we took

- CfE/moderation data was analysed across the school to identify gaps in learning.
- Ability to write independently identified as an area of improvement across the infant department.
- P1/2 and P3 carried out a 'Cold Task' where learners were asked to write independently from a chosen stimulus.
- Baseline created based on the evidence from this assessment.
- Placemat created using 3 star format and Boardmaker symbols.
- Began using the placemat in different ways during lessons. We used it during the teaching phase to model successful writing and refer back to success criteria. We also gave copies of the placemat to each child so that they could begin to self-assess.
- The placemat was used for 1 focus lesson a week for 6 weeks.
- A 'Hot Task' was carried out to assess the impact.

### Our placemat:



### Our Learning and the Impact we had

- AIM - By May 23, 85% of P1/2 children will be able to write a sentence independently. Baseline identified as - 23%
- Results – 80% of learners can now write a sentence that makes sense.
- AIM - By May 23, 85% of P3 children will be able to use different openers and connectives. Baseline Identified -9%.
- Results - 70% are now using different openers and connectives in their writing.
- Placemat was further edited after the initial lessons to respond to the children.
- Most children are now more enthusiastic and confident to write independently.
- Majority of children are attempting to self-assess using the placemats.
- Increased knowledge of how to scaffold a writing lesson in the infant department.
- Majority of children are beginning to identify their next steps with their writing.

### Next steps

- Sharing the placemat across the school.
- In consultation with the learners, further develop the placemat to respond to current learning.
- Develop a Second Level placemat that can be used across the school.
- Share at Authority level.

## Appendix E

Name of Establishment

Name of Headteacher

Education Manager

### Standards and Quality Report Session 2022- 2023

	Comments					
Agreed format for SQR 2022- 2023 has been used						
Context table completed Shared vision and values shared						
<b>Improvement Work 2022 – 2023</b>	<b>Fully Achieved</b>		<b>Partially Achieved</b>		<b>Continued next session</b>	
<b>Priority 1</b>						

<p><b>Progress</b></p> <p><b>Clear progress been made with planned strategic actions</b></p>						
<p><b>Clear impact shown for children and young people</b></p> <ul style="list-style-type: none"> <li>• Quantitative or qualitative data to support this impact</li> <li>• Written evaluatively</li> </ul>						
<p>Limited number of next steps identified</p>						
<p><b>Improvement Work 2022 – 2023</b></p> <p><b>Priority 2</b></p>	<p><b>Fully Achieved</b></p>		<p><b>Partially Achieved</b></p>		<p><b>Continued next session</b></p>	
<p><b>Progress</b></p> <p><b>Clear progress been made with planned strategic actions</b></p>						
<p><b>Clear impact shown for children and young people</b></p> <ul style="list-style-type: none"> <li>• Quantitative or qualitative data to support this impact</li> <li>• Written evaluatively</li> </ul>						
<p><b>Limited number of next steps identified</b></p>						
<p>Attainment Overview Completed</p>						
<p>Evaluative Statement about Attainment</p>						
<p>Attainment overview/Achievement of a Level/Outcomes for Young People</p> <ul style="list-style-type: none"> <li>• Successes and gaps identified</li> <li>• Destination trends (secondary)</li> </ul>						
<p>Wider achievement – impact on children and young people (evidence of skills developed rather than a list of achievements/experiences, this can be linked to four capacities)</p>						

Feedback from External Scrutiny <ul style="list-style-type: none"> <li>LP/ELP</li> <li>Education Scotland</li> <li>Care Inspectorate</li> </ul>	
PEF Evaluation (per priority) Progress: Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc	
Impact <ul style="list-style-type: none"> <li>Quantitative or qualitative data to support this impact</li> <li>Written evaluatively</li> </ul>	
NIF quality Indicators are evaluated using six point scale (School)	
NIF quality Indicators are evaluated using six point scale (ELC)	
Care Inspectorate Grades included (where relevant)	

### Improvement Plan Session 2023- 2024

	Comments
Are priorities identified supporting recovery? <ul style="list-style-type: none"> <li>Do they cover school, ELC and ASC?</li> </ul>	
Are relevant QI's identified for priority identified? (including Early years if relevant)	
Expected impact <ul style="list-style-type: none"> <li>Is this focused on children and young people</li> <li>Is this written evaluatively</li> <li>Is this linked to data</li> </ul>	
Strategic Action/tasks identified: <ul style="list-style-type: none"> <li>High level</li> <li>Realistic</li> </ul>	
Responsibilities <ul style="list-style-type: none"> <li>Identified</li> <li>At all levels</li> </ul>	
Measure of Success (including Triangulation of evidence/QI Methodology) <ul style="list-style-type: none"> <li>Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session.</li> </ul>	
Timescales	



• Realistic	
PEF Plan (included)	
PEF Financial Plan (included)	



## Appendix F

### Measure of Success – QI Methodology

Quality improvement is about **giving the people closest to issues affecting outcomes the time, permission, skills and resources they need to solve them.** It involves a systematic and coordinated approach to solving a problem using specific methods and tools with the aim of bringing about a measurable improvement.

A few suggested approaches to consider are :

Approach	Description	Visual
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<p>Model for Improvement</p>	<p>Rapid cycle process involving Plan, Do Study, Act (PDSA) cycles to test the effects of small changes, make them and ultimately spread the effective changes through the system if they have the desired effect.</p>	
<p>Visible Learning – Impact Cycle</p>	<p>Gather and consider/analyse evidence/data to determine a focus, introduce an idea or element to your practice and measure the impact that it has based on evidence.</p>	
<p>Practitioner Enquiry/professional Enquiry Process</p>		