



**Context**

<b>School Roll</b>	65			
<b>FME</b>	19.69%			
<b>Attendance (%) 96.45%</b>	<b>Authorised</b>	<b>2.37%</b>	<b>Unauthorised</b>	<b>1.17%</b>
<b>Exclusion (%)</b>	0%			
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£15860			

Our Vision: 'Be the best we can be'

Our Aims: Improve myself, improve my school, improve my world

Our Values: Respect; Honesty; Fairness; Kindness; Doing our best

**Improvement for Recovery Priority Work**  
**Session 2020 - 2021**

**NIF Priorities**

Improvement in attainment, particularly in literacy and numeracy

Improvement in attainment, particularly reading and writing

Improvement in children and young people's health and wellbeing

**NIF Drivers**

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

School Improvement

**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 & Assessment

2.7 Partnerships

3.1 Ensuring Wellbeing, Equality & Inclusion

3.2 Raising Attainment & Achievement

**Progress:**

**Priority 1 "Developing learning and working out our next steps" – Identifying the learning, feedback and next steps**

**Embed 5 step model**

- Collaborative planning to embed 5 step model
- 5 step model basis of all CORE learning during remote learning for all pupils, as well as basis of in-school teaching

**Develop shared learning pathways; Planning in opportunities for application of literacy and numeracy skills across the curriculum**

- Collaborative planning and moderation to develop shared pathways in literacy and numeracy
- Professional learning on Workshop for Literacy via Pedagogy Team

**Build core skills in literacy and numeracy**

- Literacy and numeracy daily CORE learning tasks during remote learning

**Sharing feedback, identifying and sharing next steps with pupils and families**

**Develop additional opportunities to discuss feedback and next steps with identified**

- Individual feedback shared with pupils on CORE learning during remote learning via written and voice comments

**Priority 2 "Looking at our work and proving it is our best" – Assessment, evidence and moderation**

**Embed use of WAGOLLs**

- WAGOLLS used in all CORE learning tasks during remote learning
- WAGOLLS from own pupils to share good work and motivate

**Develop use assessment and feedback in writing c.f Shirley Clarke; Consistent assessment approaches in writing: Use Big Writing approach consistently across school**

- Professional learning on Workshop for Literacy via Pedagogy team
- Collaborative planning and moderation of writing via SeeSaw CORE learning
- Examples of pupils reflecting on success criteria and next steps
- Showcasing of writing pieces, including writing pupils improved following feedback, shared through whole school virtual assemblies and videos

**Priority 3 “We should all be able to share our learning and next steps” – Developing an ethos of and culture of inclusion, participation and positive relationships**

**Consistent approaches to sharing learning and learning aims; Consolidate use of Seesaw P1-4 in class and at home**

- shared with all parents via SeeSaw
- all pupils and families moved to SeeSaw, as more flexible and accessible than Teams. SeeSaw also used with Keyworker pupils accessing in-school learning

**Ensure all families have access to digital technologies**

- all families on low income, experiencing digital barriers such as poor Wi-Fi etc had access to digital technologies.
- Families could access support through a variety of means – ring the office; email our enquiries inbox; contact the class teacher directly; Sending a weekly open text, so families could text back if a call required
- Adapting to new circumstances, embracing technology and ensuring parent consultations in September and March, to all our parents, either by phone or by video call.
- Adapting creatively to share celebrations with our families and wider community, using videos, photos, SWAY and SeeSaw

**Develop pupil voice and emotional literacy in class and at home**

- Sharing pupil voice – how pupils feel about the pandemic etc through videos and through our use of diary entries.
- Pupil survey generated by FCPS on return to school found that all pupils reported feeling happy to return etc
- Free school meals delivered to families who were eligible and self-isolating
- Ensuring pastoral support for our most vulnerable families and learners through weekly phone calls
- Leadership at all levels across the team, ensuring all our families are supported

**Impact:**

**Priority 1 “Developing learning and working out our next steps” – Identifying the learning, feedback and next steps**

- All pupils are familiar with the 5 step model, in school and through remote learning
- Learning aims shared with all parents and families in term 3 during remote learning, providing basis for pupil/parent, pupil/teacher and parent/teacher discussions
- Almost all pupils engaged with CORE learning tasks during remote learning. Individual feedback on CORE learning, via written and voice comments, shared with all pupils who engaged with remote learning. Our work on feedback was shared by the Pedagogy Team via SWAY as an example of good practice.
- A minority of pupils were able to act on feedback and discuss their next steps in learning
- Pace of change managed – staff enabled to support and challenge each other
- **Evidence: quantitative data based on pupil engagement with CORE Learning; qualitative data based on pupils responding to feedback – snapshots via seesaw, examples of responding to learning, pupil views via remote learning survey, staff views**

**Priority 2 “Looking at our work and proving it is our best” – Assessment, evidence and moderation**

- Collaborative planning and moderation supported all teachers to become more confident using the benchmarks to identify progress. All teaching staff report improved understanding and confidence in teaching writing. Majority of pupils experience consistent approaches to teaching writing in school. All pupils experienced consistent approaches to teaching writing during period of remote learning and had regular opportunities to write.
- Use of WAGOLLS embedded in teaching writing. Examples of improved writing and WAGOLLS on whole school virtual assemblies and videos. All pupils report positively on WAGOLLS as motivating and can identify when their work is used as an example.
- Culture of openness based on collaborative planning and moderation of writing, especially during remote learning, is developing. This allows staff to support and challenge each other and manage the pace of change.
- A minority of pupils were able to improve their subsequent writing pieces, having reflected on success criteria and feedback. This has impacted positively on their attainment.
- Where pupils were accessing via remote learning independently, e.g. P5/6/7, the majority of pupils did not engage fully with success criteria and feedback, focussing instead on completion.
- Pupils did not engage with IDL. It did not prove useful for tracking progress.
- **Evidence: quantitative data based on pupil engagement with CORE, ADDITIONAL and BONUS Learning; qualitative data based on pupils responding to feedback – snapshots via seesaw, examples of responding to learning, pupil views via remote learning survey, individual pupil and parent feedback on CORE learning, staff views**

**Priority 3 “We should all be able to share our learning and next steps” – Developing an ethos of and culture of inclusion, participation and positive relationships**

**Consistent approaches to sharing learning and learning aims; Consolidate use of Seesaw P1-4 in class and at home**

- Issues with families accessing Teams. All pupils/families moved to SeeSaw as more user friendly and accessible. All families were able to access SeeSaw. Almost all pupils engaged with remote learning tasks via SeeSaw. Keyworker pupils also engaged with SeeSaw in school.

**Ensure all families have access to digital technologies**

- All families on low income, experiencing digital barriers such as poor Wi-Fi etc had access to digital technologies. Families could access support through a variety of means. This supported almost all families to engage with learning via digital technologies. All our parents were engaged in parent consultations, by either phone or by video call. Virtual celebrations shared with families and wider community via SeeSaw and Facebook.
- Adapting creatively to share celebrations with our families and wider community, using videos, photos, SWAY and SeeSaw
- However, the quantity of engagement was not matched by the quality of engagement. Where families experience barriers to attainment, such as literacy difficulties, in addition to poverty-related barriers, engagement with tasks was more superficial.

**Develop pupil voice and emotional literacy in class and at home**

- All pupils who responded to a pupil survey generated by FCPS on return to school reported feeling confident to return to school. Individual pupils reported positively on sharing diary entries during remote learning.
- Delivering free school meals to isolating pupils enabled in-person contact. Weekly phone calls ensured contact with vulnerable families during remote learning. Strong connections with families across the whole school through videos, voice comments, calls and visits.
- **Evidence: quantitative data based on pupil engagement with CORE Learning, record of direct contact by staff; qualitative data based on pupils and parents comments, FCPS Wellbeing pupil survey; staff views**

**Next Steps:****“Developing learning and working out our next steps” – Identifying the learning, feedback and next steps**

- Develop a whole community approach to improving literacy skills, especially reading\*
- Ensure explicit teaching of self and peer assessment and feedback as co-operative tasks \*
- Embed sharing of Learning Aims, Term 1, Term 3 and Term 4\*

**“Looking at our work and proving it is our best” – Assessment, evidence and moderation**

- Ensure explicit teaching self and peer assessment and feedback as co-operative tasks\*
- Make link explicit between our vision, aims and values and a shared ethos of support, high standards and a culture of ‘mastery’ as a practice in school, alongside the 4 capacities\*

**“We should all be able to share our learning and next steps” – Developing an ethos of and culture of inclusion, participation and positive relationships**

- Continue to develop remote learning approaches e.g. ‘live’ and recorded lessons, Teams meetings etc
- Continue to evaluate and adapt remote learning structure and content

\*Develop through improvement priorities, session 21-22

**Attainment of Children and Young People**

	Reading	Writing	Listening and Talking	Numeracy
P1	80%	80%	100%	80%
P4	79%	71%	100%	86%
P7	89%	68%	89%	89%

Most pupils are on track in Reading and Numeracy and in P1, in Writing. In P4 and P7 the majority of pupils are on track for writing. Attainment in reading is not as strong as in previous years. Attainment in writing continues to be an area for development. Strengthening pupil skills in reading and spelling, to ensure all pupils are secure in the foundations of literacy, as well as developing pupil assessment skills and independence, will support the development of writing.

**Evidence of significant wider achievements****Successful Learners**

- P1-4 pupils learned sign language so they could sign along to Christmas carols for our virtual Christmas show. P5-7 pupils thought creatively, worked independently and as team-members to create and develop characters and script for our virtual Christmas show.
- P7 pupils engaged with challenging outdoor experiences in our local area with Ardroy on Tour.

**Confident Individuals**

- Pupils demonstrated confidence and performed for classmates for as part of our Comic Relief Red Nose Day Talent Shows.

**Responsible Citizens**

- P5/6/7 showed commitment and respect for others, instigating a litter pick at West Wemyss beach and clearing the Outdoor Classroom and Fairy Garden of rubbish.

**Effective Contributors**

- All pupils developed their report-writing skills during remote learning. A P3-P7 group then worked together as a team to take their report-writing to the next level, creating our first school newspaper, The Coaltown Chronicles.

## What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)

### Successes

#### Adaptability:

- The whole school community has worked in partnership and in teams to assess and manage risk, upholding COVID-19 mitigations across the school. The school community has worked creatively to problem solve and ensure a quality, memorable experiences for pupils whilst keeping everyone safe e.g. Virtual Christmas Show set in our local environment, Outdoor Easter Assembly, etc.

#### Outdoor learning

- We have built on our experience of Outdoor Learning and spent more time learning outdoors. This has allowed us to ensure that pupils have time to apply skills and play together more freely. We will sustain and explore increased opportunities for Outdoor Learning beyond restrictions.

#### Remote learning:

- Allowed us to accelerate collaborative planning and moderation. It gave us enhanced opportunities to share learning approaches and raised awareness with families of our learning model including Learning Aims, Success Criteria as well as WAGOLLS etc
- Gave us a consistent focus on assessment and feedback, based on success criteria
- Positive response in terms of learners' engagement – almost all pupils engaging in some CORE learning
- Very positive feedback from pupils in school and individual parents
- SeeSaw continues to offer opportunities to open up communication with pupils, parents and families in different ways e.g. visual and audio stimuli.

#### Challenges

- Poverty and societal disadvantage create barriers which impact on parents' ability to support their children's learning in a variety of ways, including a lack of confidence in their literacy skills to support remote learning at home. Where pupils were already disadvantaged, this inhibited progress, in spite of individualised interventions such as access to digital technologies, etc.
- Where older learners were accessing learning independently, e.g. P567, the majority did not engage fully success criteria and feedback, focussing instead on task completion. This had an impact on the quality of outcome.
- Individual comments from a few parents and pupils indicated that learning which was not novel was not considered engaging and tasks which emphasised routines and mastering skills were not valued.
- Most pupils reported they did not engage with ADDITIONAL and BONUS learning. This was for a variety of reasons e.g. lack of time, not seen as valued etc. This should be minimised in future.
- Some issues around rural connectivity for pupils and staff.
- Although digital technologies allowed staff and pupils to connect with each other, everyone missed the wider sense of community of coming together as a school, on a regular basis, to learn together.

**Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)**

Number of devices provided to support learning at home	18 devices, 4 dongles
Additionality in staffing	PSA 2 4.5 hours

All pupils were able to be included in remote learning using digital devices and dongles, as necessary. This enabled these pupils to have equal access to remote learning resources.

Poverty and societal disadvantage create barriers which impact on parents' ability to support their children's learning in a variety of ways, including a lack of confidence in their literacy skills to support remote learning at home. Where pupils were already disadvantaged, this inhibited progress, in spite of individualised interventions such as access to digital technologies, etc. A majority of parents in receipt of digital devices expressed that they did not feel confident supporting their children, through conversations with staff.

Most pupils in receipt of digital devices remain on track in all areas of their learning at the end of the session. A few pupils in receipt of digital devices were not able to engage with remote learning. These pupils were offered keyworker places in school.

**Attainment Scotland Fund Evaluation (PEF/SAC)****Progress:**

Additionality:

Probationer teacher - This has enabled the Headteacher to be available to support other teaching staff.  
Supply teacher - this has allowed the P1/2/3 teacher additional time to undertake pupil assessment and to develop skills with PSAs to support pupils with Additional Support Needs.

PSA – we have been able to develop our use of Kitbag in a 1:1 setting and to extend that to larger groups.

Admin Support for IDL has made limited progress.

Admin support for parents and pupils experiencing barriers to accessing digital technologies. A minority of families have required support in person.

IT:

On costs for IT tbc

Financial support to ensure all our P7 pupils could access challenging outdoor experiences at a P7 residential and reduce costs for targeted families:

Ardroy OEC P7 residential was unable to take place this year. However, Ardroy on Tour did visit the school and PEF was used to fund this experience.

**Impact:**

Additionality:

Most pupils in P1-3 are on track for reading, following intensive input from P1/2/3 teacher and PSA on phonological awareness. This needs to be developed further.

Headteacher and PSA additional time was diverted towards supporting ASN. A few pupils have experienced input on emotional literacy using Kitbag and are beginning to be able to talk about their emotions. This has supported a pupil to move from working 1:1 with an adult, to being able to maintain themselves the majority of the time, with support, in their own class.

IDL has not proven engaging for our pupils and was resource-heavy, taking a lot of staff time. It did not prove effective for tracking progress. Only a few pupils engaged with IDL during remote learning.

All P7 pupils reported positively on their Ardroy on Tour experience. They were able to take part in activities which would not normally be offered by school staff. All P7 pupils reported their disappointment in not being able to take part in their residential.

School/Setting Name \_\_\_\_\_ Coaltown of Wemyss Primary School \_\_\_\_\_

<b>NIF Quality Indicators (HGIOS 4) School Self- Evaluation</b>				
<b>Quality Indicator</b>	<b>2018 - 2019</b>	<b>2019 - 2020</b>	<b>2020-2021</b>	<b>Inspection Evaluation (within last 3 years)</b>
<b>1.3 Leadership of change</b>	Good	Good	Very Good	n/a
<b>2.3 Learning, teaching and assessment</b>	Good	Satisfactory	Good	n/a
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Good	Good	Good	n/a
<b>3.2 Raising attainment and achievement</b>	Good	Good	Good	n/a

<b>NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)</b>				
<b>Quality Indicator</b>	<b>2018 - 2019</b>	<b>2019 - 2020</b>	<b>2020-2021</b>	<b>Inspection Evaluation (within last 3 years)</b>
<b>1.3 Leadership of change</b>	n/a	n/a	n/a	n/a
<b>2.3 Learning, teaching and assessment</b>	n/a	n/a	n/a	n/a
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	n/a	n/a	n/a	n/a
<b>3.2 Securing children's progress</b>	n/a	n/a	n/a	n/a

<b>Care Inspectorate (within last 3 years)</b>	<b>Grade (if applicable)</b>		
	<b>2018 - 2019</b>	<b>2019 - 2020</b>	<b>2020-2021</b>
<b>Quality of care and support</b>	n/a	n/a	n/a
<b>Quality of environment</b>	n/a	n/a	n/a
<b>Quality of staffing</b>	n/a	n/a	n/a
<b>Quality of leadership and management</b>	n/a	n/a	n/a

## Appendix E

Name of Establishment

Education Manager

Standards and Quality Report Session 2020 - 2021

	Comments
Agreed adapted format for SQR 2020 – 2021 has been used	
Context table completed Shared vision and values shared	
<b>Improvement Work 2020 – 2021</b>  Progress noted 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	
Clear impact shown for children and young people <ul style="list-style-type: none"><li>• Quantitative or qualitative data to support this impact</li><li>• Written evaluatively</li></ul>	
Limited number of next steps identified	
Attainment overview/Achievement of a Level/Outcomes for Young People <ul style="list-style-type: none"><li>• Successes and gaps identified</li><li>• Destination trends (secondary)</li></ul>	
Wider achievement – impact on children and young people (evidence of skills developed rather than a list of achievements/experiences)	



<p>What has been the success and challenges of school closure period (school/class isolation, remote learning between January – March 2021)</p> <p>Evidence of</p> <ul style="list-style-type: none"> <li>• Expectations for remote learning</li> <li>• Data for engagement levels</li> <li>• Feedback received from all stakeholders</li> </ul>	
<p>Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)</p>	
<p>Attainment Scotland Fund Evaluation (PEF/SAC)</p> <p>Progress:</p> <p>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</p>	
<p>Impact</p> <ul style="list-style-type: none"> <li>• Quantitative or qualitative data to support this impact</li> <li>• Written evaluatively</li> </ul>	
<p>NIF quality Indicators are evaluated using six point scale (School)</p>	
<p>NIF quality Indicators are evaluated using six point scale (Nursery)</p>	
<p>Care Inspectorate Grades included (where relevant)</p>	

### Improvement Plan Session 2021 - 2022

	Comments
<p>Are priorities identified supporting recovery?</p> <ul style="list-style-type: none"> <li>• Do they cover school, ELC and ASC?</li> </ul>	
<p>Are relevant QI's identified for priority identified?</p>	

<p>Expected impact</p> <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>	
<p>Strategic Action/tasks identified:</p> <ul style="list-style-type: none"> <li>• High level</li> <li>• Realistic</li> </ul>	
<p>Responsibilities</p> <ul style="list-style-type: none"> <li>• Identified</li> <li>• At all levels</li> </ul>	
<p>Measure of Success (including Triangulation of evidence)</p> <ul style="list-style-type: none"> <li>• Is there evidence that evidence will be gathered from different stakeholders and through different ways</li> </ul>	
<p>Timescales</p> <ul style="list-style-type: none"> <li>• Realistic</li> </ul>	