



Coaltown of Wemyss Primary School



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

Context

<ul style="list-style-type: none"> • Setting/School Roll • Can also include number of classes • May include specific cohorts relevant to your context eg Care experiences, EAL etc 	<p>School roll is 72</p> <p>We have 3 multi-composite classes – P1/2/3, P3/4/5 and P6/7.</p> <p>Placing requests make up 8.3% of our school roll and these requests come from the surrounding villages.</p> <p>11% of our pupils have additional support needs</p>			
FME	14%			
SIMD Profile for establishment	4.0			
Attendance (%)	Overall 90.2%		Authorised5.01%	Unauthorised 4.79%
Exclusion (%)	0			
Attainment Scotland Fund Allocation (PEF and SAC)	£19,600			
Cost of the school day statement	<p>In Coaltown of Wemyss Primary School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Clubs and Home learning.</p>			

Coaltown of Wemyss Primary School serves the community of Coaltown of Wemyss and West Wemyss. Our work has centred around consultation with all stakeholders this session to refresh the Aims and Values. Listening to everyone in our school community is a key strength. The school values are Respect, Kindness and Responsible and these are embedded across the school.

Improvement Priority Session 2023 – 2024

Priority 1 – That learners will achieve the national standards of attainment in writing

Directorate Improvement Plan
Achievement

HGIOS 4 Quality Indicators

- 1.3 - Leadership of Change
- 2.3 - Learning, teaching and Assessment
- 2.4 - Personalised support
- 3.2 - Raising attainment and achievement

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

Progress:

- Professional learning sessions were delivered to teachers around the effective use of Clicker 8
- Learners were supported to understand how to access and use Clicker 8 with their writing to ensure they are achieving their potential and barriers to recording their ideas were reduced.
- At the start of the year, we introduced the learners and class teacher in P6/7 to the support tools that are available within Microsoft Word to further support Literacy attainment.
- The Read, Write, Inc programme has been used with a targeted group of learners across the school. This support has developed their phonological skills for both reading and writing.
- In p3/4/5 the support has been to develop their blending and segmenting skills. This skill provides a strategy for the children to use when reading, writing and spelling unknown words.
- In p1/2/3 the use of the RWI Ditty books has enabled children to practise their blending skills and become more confident readers.
- All teaching staff have worked together to begin to develop a shared understanding of learning, teaching and assessment.
- All teaching staff have attended training and taken part in professional dialogue about the use of Benchmarks to support the moderation of levels in Numeracy and Literacy.
- All teaching staff have attended training about the use of Fife’s Writing Assessment pack. They also worked with colleagues at East Wemyss Primary School to moderate writing in collaborative sessions throughout the year.

Impact:

- Learners have become more fluent in their reading, writing and spelling. They have grown in confidence and are more willing to have a go at reading and spelling more complex words and sentences.
- Survey of targeted learners demonstrates an increase in engagement in writing with the majority of these learners expressing a positive attitude.
- There was a marked increase in children’s views of writing for a purpose in comparison to writing stories which remained the same.
- All of the learners who took part in the survey had positive views of sounding out words and using this knowledge to write words down.
- The recent assessment through BASE has shown that the children are on track to achieve their current levels. The teachers report that this work has transferred to the work that is seen in class.
- Staff and learners are making effective use of technology to support learning.
- At our key stages P1, 4 and 7, most learners are attaining the national standard in writing.

Next Steps:

- Continue to further develop our learning, teaching and assessment model to ensure consistency in approaches for all areas of the curriculum.
- Continue to use our data to target support and plan interventions in writing in particular stages across the school

Improvement Priority Session 2023 – 2024

Priority 2 – To embed the school values and develop our school aims

Directorate Improvement Plan
Attendance & Engagement

HGIOS 4 Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 - Leadership of Change

	2.3 - Learning, teaching and Assessment 3.1 - Improving wellbeing, equality and inclusion 3.2 - Raising attainment and achievement
--	--

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

Progress:

- Following consultation with all stakeholders, we shared the school values with parents, staff and children and staff developed IDL to focus on each of the values. This linked in with assemblies
- We have also now created with our stakeholders, and shared our aims with children and our families
- We held a competition to create avatars/logos for each of the values and created visuals for displays throughout the school to be consistent
- All classes and our front foyer clearly display our school values
- All teaching staff have had CIRCLE framework training. The 3 sessions have included the CIRCLE inclusive classroom scale and how to use this to make our classrooms more inclusive.

Impact:

- All children demonstrate an understanding of our school values and link activities in school to these.
- Feedback from our Learning Partnership visit identified our school values and the language being used as a key strength and visible throughout the school.
- Our parent group in our learning partnership and our Parentwise survey recognised the work about our school values. Likewise, our pupil focus groups and House and Vice House captains through their termly meetings, discuss the values and where these can be seen around our school.
- All of our support staff express confidence in using our values and felt included in the consultation process.
- Staff have an increased awareness of how to make their classrooms more inclusive and have developed their confidence in using the toolkits to reflect on their practice. This has led to consistency in our understanding of what all staff need to consider meeting children's needs.

Next Steps:

- Staff to use their understanding of the CIRCLE framework as they consider their classroom environment for next session.
- Identify and troubleshoot resources and strategies to support a more inclusive classroom to ensure we are meeting the needs of learners.

Attainment of Children and Young People

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	100%	100%	100%	100%
P4	100%	75%	75%	75%
P7	100%	80%	50%	60%

Overall Attainment for 2023 - 2024				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	80%	100%	90%	100%
P4	75%	75%	75%	75%
P7	64%	50%	71%	60%

Evaluative statement of attainment over time.

	2021-22	2022/23	2023/24
Literacy	80%	76%	69%
Numeracy	91%	77%	80%

- Overall, attainment in Literacy is good with the majority of children achieving the expected CfE levels.
- By the end of P1, all children are achieving the national expected levels for Literacy and Numeracy.
- Overall, most learners are achieving the national standard for Numeracy and the majority for Literacy.
- Almost all learners are working within the expected levels across the school for Listening and Talking.
- The majority of learners achieve expected levels in Literacy at first and second levels.
- Most learners achieve expected levels in Numeracy at both first and second levels.

Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across the school this session. All opportunities have developed a range of skills linked to the four capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. We have linked these opportunities to our school values throughout the session.

These opportunities have been shared throughout the session via our termly newsletters, Groupcall and Seesaw. We celebrate these achievements through our assemblies and achievement tree display. Our Headteacher awards are presented at assemblies and focus on our school values and our Wemyss Wonder certificates relate to each of the four capacities.

Month	Event	Year Group
September	Community Art Exhibition Dogs Trust Cluster League -Boys football and Netball Cluster league Girls football and Basketball	Whole school Whole school P6, 7 P6, 7
October	Harvest assembly – donations to Levenmouth foodbank	Whole school
November	Destination judo taster Cluster league boys football and netball Travelling by Tuba Cluster league girls football and basketball	P1-5 P6,7 Whole school P6, 7
December	Christmas Concert	Whole school
January	Scottish Celebration Junior Leader Collaborative Big Breakfast Event Ardroy	Whole school P6, 7 Whole school P7
February	Cluster League Boys Football and Netball	P6, 7
March	Cluster League Girls Football and Rugby Curling taster and festival Violinists performing at Easter Assembly	P5, 6, 7 P6, 7 P,5,6, 7
April	Gold Sports Award Celebration	Whole school
May	Cluster League Boys Football 1+2 week Cluster league Netball P4/5 Football tournament	P5, 6, 7 Whole school P5, 6, 7 P4, 5
June	Sports Day Fife Celebration of STEM	Whole school P7

	Cross Country event Bowling at Village Bowling club Violinists performing at Summer Assembly	P5, 6, 7 P6, 7 P5,6,7
Feedback from External Scrutiny		
Learning Partnership		
<p>2.3</p> <ul style="list-style-type: none"> All stakeholders speak positively about our school and its leadership. They feel part of the decision-making processes and that their views are acted upon. For learners, this includes opportunities within their learning. Our work around our school values has resulted in these being embedded into the life and work of the school with all staff and children being able to talk about these and how we see and feel these values in school. This is also reflected in the way the school share and celebrate wider achievements within school. Children were confident in sharing their views. They feel safe and enjoy school. <p>2.3</p> <ul style="list-style-type: none"> Staff will work together to identify core skills in the Benchmarks for Literacy and Numeracy and plan for ways to ensure the teaching and consolidation of these skills. Approaches to differentiation need to be developed further to ensure that staff are planning for the range of learning needs in their classroom. This will impact upon the pace and challenge within lessons. Staff should now work together to agree consistent approaches to feedback, both verbal and written to ensure there is a positive impact on outcomes for children. Staff need to ensure that their annual overview planning ensures a balance across the Expressive Arts The use and purpose of Seesaw needs to be clarified for parents 		
Consultation with Stakeholders		
<p>We have consulted with stakeholders in a variety of ways.</p> <ul style="list-style-type: none"> - all parents/carers had the opportunity to feedback on improvement priority work through questionnaires at various points - A parent focus group was part of our Learning Partnership visit - Pupils on-going feedback gathered through pupil focus groups, pupil leadership groups, questionnaires - Pupil wise and parent wise surveys - Parent council discussion termly about ongoing priority work 		
How is SQR, IP and PEF Plan shared with stakeholders?		
<p>In September we shared our Improvement Plan and SQR with all parents/carers through our normal communication. This is through Seesaw, email, our school website, and through our Term 1 newsletter.</p> <p>Termly newsletters share with parents/carers progress throughout session on our priorities and Parent Council meetings are given a progress update at each meeting. This is then available for all parents/carers through Parent Council minutes.</p>		
PEF Evaluation/Impact		
<ul style="list-style-type: none"> • Targeted Interventions • Literacy skills in P1-3 cohorts. 		
Progress:		

- We appointed a PSA who has been training with our Support for Learning teacher and Principal Teacher to target key Literacy skills in blending, recall and formation of letters.
- This is a targeted intervention for a minority of children.
- Impact was measured weekly to evaluate the progress each learner has made and plan their next steps.
- We have purchased Nessy licenses to further support and target these skills and 3 devices to ensure all classes have access to devices to deliver this programme. The progress of this work has been impacted by staff absence across the school and issues with accessing technology.
- A further group has been targeted with a focus on common words and blending skills.

Impact:

- BASE data has confirmed that P1s who were off pace earlier in the session are now on track
- P2 cohort can all confidently blend cvc words and have moved on to ccvc words. The impact of this is seen in class work where the children are more willing to independently and their text is mostly correct.
- For the Primary 3's this intervention has resulted in building their confidence in reading through the use of the Read Write Inc programme. This has developed confidence and fluency in reading. It has also improved spelling of common words and increased willingness to write independently in the classroom.
- All children have been engaged when using Nessy. Of these children, most have made progress against their individual targets. All of the children have made children made progress in their spelling target. Class teachers shared an impact on confidence and independence when tackling literacy tasks and could see the impact of the work, particularly in spelling in their writing tasks.
- All learners have made progress in either reading and/or spelling skills.

School/Setting Name: Coaltown of Wemyss Primary School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation <i>(since August 2023)</i>
1.3 Leadership of change	4	4	4	
2.3 Learning, teaching and assessment	4	3	3	
3.1 Ensuring wellbeing, equity and inclusion	4	4	4	
3.2 Raising attainment and achievement	4	3	4	

Headteacher: Yvette O'Neil

Session 2024-2025 Improvement Plan

Education Directorate Improvement Plan: Equality & Equity/**Achievement**/Health & Wellbeing/Positive Destinations/Attendance & Engagement

Focused Priority:

- Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education.
- Use benchmarks for all curriculum areas to measure children’s progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.
- To continue to improve our attainment in Literacy through ongoing focus on high-quality learning, teaching and assessment.

HGIOS4 Quality Indicators

1.2 – Leadership of Learning

1.3 – Leadership of Change

2.2 – Curriculum

2.3 – Learning, Teaching and Assessment

3.1 – Ensuring wellbeing, equality and inclusion

3.2 – Raising attainment and achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
-----------------	---------------------------	------------------	---	------------

<p>All children will experience planned, progressive learning experiences across the broad general education.</p> <p>All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum</p> <p>All staff will track children's progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education.</p> <p>Through planned opportunities with parents/carers, knowledge of the broad general education will be developed, and this will ensure they can support children in their learning across the curriculum.</p>	<p>Professional Learning Activity</p> <ul style="list-style-type: none"> · As part of collegiate sessions staff will engage in professional dialogue on assessment identified areas of the curriculum. · All staff will use CfE benchmarks for identified curriculum areas within STEM and IDL to engage in moderation activity · All staff will continue to engage in moderation activities within writing working with staff in East Wemyss PS · Develop staff understanding and confidence in the meta-skills in preparation for reporting · Develop staff understanding and use of a wider range of feedback strategies · Further develop the school LTA model to build in assessment across the curriculum · Staff development sessions using Fife Writing pack and Reading assessments to further support teacher judgements <p>Forward Planning</p> <ul style="list-style-type: none"> · All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children. 	<p>Y O'Neil, HT C Wright, PT</p> <p>All staff</p> <p>C Wright, PT</p>	<p>Data Analysis</p> <ul style="list-style-type: none"> - attainment data in Literacy, Numeracy along with identified areas of the curriculum Analysis of CFE and BASE/NSA data <p>People's Views</p> <ul style="list-style-type: none"> Teacher views on new system Teacher professional dialogue with SLT at FP & Attainment Meetings Feedback from moderation activities Parent/carer views on children's experiences of BGE Children's views gathered through class groups and pupil focus groups on the learning experiences across the curriculum <p>Observations</p> <ul style="list-style-type: none"> Forward planning documentation monitoring Jotter sampling – literacy/numeracy and other curriculum areas Classroom observations linked to identified areas of the curriculum (QA calendar) 	<p>October 2024</p> <p>December 2024</p> <p>October 2024</p> <p>Once per planning block</p> <p>Once per planning block</p> <p>September 2024 November 2024 February 2025 May 2025</p>
--	---	---	--	---

	<ul style="list-style-type: none"> · Attainment and Forward Planning dialogues will support assessment within identified curriculum areas linked to assessment evidence which informs professional judgements. · Staff will develop confidence in planning for assessment. <p>Tracking & Monitoring</p> <ul style="list-style-type: none"> · All staff in liaison with SLT will develop their understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children. <p>Reporting</p> <ul style="list-style-type: none"> · All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session. · All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements. 		<p>Learning Partnership Feedback</p>	
--	---	--	--	--

	<p>Learning, teaching and assessment</p> <ul style="list-style-type: none"> · Focus for parent/carer workshops/open mornings – sharing progression across identified curricular areas <p>Curriculum Rationale</p> <ul style="list-style-type: none"> · Our Curriculum Rationale will be developed to ensure that this reflective of the experiences all children are experiencing across the school in relation to the BGE. 			
--	---	--	--	--

Ongoing Evaluation

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

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Focused Priority 2: To develop a whole school community understanding of wellbeing and positive relationships.				
HGIOS4 Quality Indicators				
1.2 - Leadership of Learning 1.2 - Leadership of Change 2.2 - Curriculum 2.3 - Learning, teaching and assessment 3.1 - Ensuring wellbeing, equality and inclusion 3.2 - Raising attainment and achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>The whole learning community has a shared understanding of wellbeing, including digital wellbeing.</p> <p>The whole learning community has an understanding of the need to feel safe in a digital world and how actions/words impact in both the real and digital spaces we use.</p> <p>Approaches across the school will be developed to ensure all children and families experience a consistent approach to</p>	Professional learning and dialogue <ul style="list-style-type: none"> • Trauma informed practice training re-visit. Attendance at Fife’s training in Nov. • Approaches to bullying behaviour input with a focus on use of language • Work with parent focus group to discuss language in use • Online safety – using variety of in house and external training • Creation of Action Plan, outlining steps towards achieving Digital Wellbeing Award • Mental wellbeing activities to be shared regularly with parents to highlight the universal work in school • Training of new peer mediators 	Identified staff x2 Pupil focus group for wellbeing C Wright, PT Y O’Neil, HT C Simpson, Classroom assistant	Observations of transitions in learning and transitions in school day. Pupil focus groups/surveys. Records of number of incidents maintained for comparison at points in year. Parent feedback from surveys and shared learning experiences/Kitbag and/or guided meditation sessions	November inset Term 1 and 2 January 2025 By end of Term 3

	<ul style="list-style-type: none"> • Share programme of wellbeing activities on offer to children • 5 Ways to Wellbeing focus over Term 1 	All teaching/ PSA team		
--	---	------------------------	--	--

Ongoing Evaluation

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

Pupil Equity Fund allocation for session 2024/25	£ 19,600
School Context	
<p>Coaltown of Wemyss Primary School serves the community of Coaltown of Wemyss and West Wemyss. Our work has centred around consultation with all stakeholders this session to refresh the Aims and Values. Listening to everyone in our school community is a key strength. The school values are Respect, Kindness and Responsible and these are embedded across the school.</p> <p>From current data from 2023/24, attainment over time data and our most recent self-evaluation, evidence suggests there is still an attainment gap for some of our pupils who are impacted by poverty. As a result, we aim to:</p> <ul style="list-style-type: none"> • raise attainment in reading and writing for identified pupils* from 68% to 74% by June 2025 (Intervention 1) • improve engagement, inclusion and participation for all identified pupils* by June 2025. <p>(*all identified pupils will meet their individual targets)</p>	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
<ul style="list-style-type: none"> • 'New to You' initiative for uniform for our children. This was done just before Easter break and the Summer break. This invitation was extended to our new P1 cohort for starting in August. • We consider the cost of school trips and only ask for a contribution when our own school funds and Parent Council donation does not cover costs. • Children from P1 to 5 have free school meals and we encourage these children to take up this offering. 	
Stakeholder engagement (in what ways have you engaged with your stakeholders – learners/parents/community etc.)	Participatory Budgeting (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
Parent Council Consultation Parent Surveys	

Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost	Amount of Fund allocated (if appropriate) £
--	--

Due to the small numbers within a year group, we will not identify the specific target groups in this section. A specific year group require more focus on key Literacy skills as their attainment is lower than all the other year groups in the school

<p>Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference</p>	<p>Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>Impact on learners Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)</p>
<p>Intervention 1 To reduce the attainment gap in Literacy by May 2025 so that all of the targeted children meet their individual targets. Identified children will develop confidence and competence in their identified area of need within reading.</p>	<ul style="list-style-type: none"> • PSA to work with identified group following the plan that is modelled by our Support for Learning teacher • Target group will receive support 3 times per week • Nesy licences • PSA to support weekly writing sessions in each class to support children to achieve success criteria and ensure children are using the 'everlasting' criteria in each lesson. 	<p>Teaching staff and PSA will collate pre/post assessments/evidence to support development in reading.</p> <ul style="list-style-type: none"> • Pupil feedback • Parent feedback • Tracking and attainment discussions/records will identify trends/improvements • Termly planning meetings with HT • NSA results 	<p>What has been the impact? Have you met your original expected impact?</p>

<p>Intervention 2</p> <p>By June 2024, identified children will have improved wellbeing and barriers to learning been reduced.</p> <p>All targeted pupils will meet their individual targets.</p>	<ul style="list-style-type: none"> • All classes to teach emotional literacy and strategies. Strategies to be shared through Seesaw to involve parents and allow them to use strategies at home. • Whole school assemblies to highlight 5 ways to wellbeing, sharing examples from the children themselves. • Kitbag sessions twice per week with identified pupils. • All class teachers will complete the inclusive classroom evaluation to ensure the learning environment is set up to best meet the needs of their pupils. 	<ul style="list-style-type: none"> • Seesaw engagement data • Pupil surveys and verbal feedback • Circles evaluation data 	
--	---	--	--

Appendix E

Name of Establishment

Name of Headteacher

Education Manager

Standards and Quality Report Session 2023-2024

	Comments					
Agreed format for SQR 2023-2024 has been used						
Cost of the School Day statement included						
Context table completed Shared vision and values shared						
Improvement Work 2023-24 Priority 1	Fully Achieved		Partially Achieved		Continued next session	
Progress Clear progress been made with planned strategic actions						
Clear impact shown for children and young people <ul style="list-style-type: none"> Quantitative or qualitative data to support this impact Written evaluatively 						
Limited number of next steps identified						
Improvement Work 2023-2024 Priority 2	Fully Achieved		Partially Achieved		Continued next session	
Progress Clear progress been made with planned strategic actions						
Clear impact shown for children and young people <ul style="list-style-type: none"> Quantitative or qualitative data to support this impact Written evaluatively 						
Limited number of next steps identified						
Attainment Overview Completed						
Evaluative Statement about Attainment						

<p>Attainment overview/Achievement of a Level/Outcomes for Young People</p> <ul style="list-style-type: none"> • Successes and gaps identified • Destination trends (secondary) 	
<p>Wider achievement – impact on children and young people</p> <p>Personalised for schools and significant events/achievements shared</p>	
<p>Feedback from External Scrutiny</p> <ul style="list-style-type: none"> • LP/ELP • Education Scotland • Care Inspectorate 	
<p>PEF Evaluation (per priority)</p> <p>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</p>	
<p>Impact</p> <ul style="list-style-type: none"> • Quantitative or qualitative data to support this impact • Written evaluatively 	
<p>Consultation with Stakeholders</p>	
<p>How is SQR, IP and PEF shared with stakeholders</p>	
<p>NIF quality Indicators are evaluated using six point scale (School)</p>	
<p>NIF quality Indicators are evaluated using six point scale (ELC)</p>	
<p>Care Inspectorate Grades included (where relevant)</p>	

Improvement Plan Session 2024-2025

	Comments
<p>Are priorities identified supporting recovery?</p> <ul style="list-style-type: none"> • Do they cover school, ELC and ASC? 	
<p>Are relevant QI's identified for priority identified? (including Early years if relevant)</p>	
<p>Expected impact</p> <ul style="list-style-type: none"> • Is this focused on children and young people • Is this written evaluatively • Is this linked to data 	

Strategic Action/tasks identified: <ul style="list-style-type: none"> • High level • Realistic 	
Responsibilities <ul style="list-style-type: none"> • Identified • At all levels 	
Measure of Success (including Triangulation of evidence/QI Methodology) <ul style="list-style-type: none"> • Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session. 	
Timescales <ul style="list-style-type: none"> • Realistic 	
PEF Plan (included)	
PEF Financial Plan (included)	

Feedback given by _____

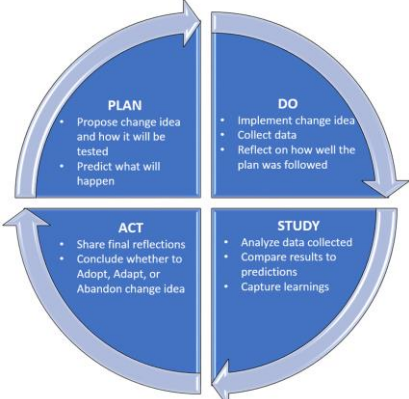

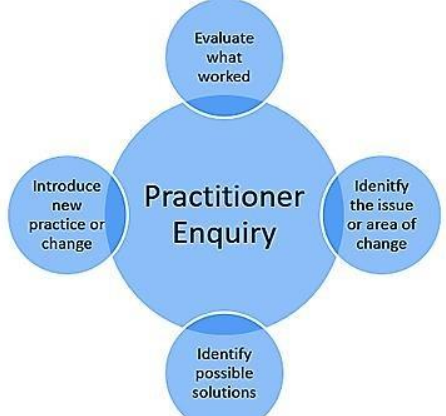
Date feedback given _____

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
Model for Improvement	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>The diagram illustrates the PDSA cycle as a circular process with four quadrants: PLAN, DO, STUDY, and ACT. Arrows indicate a clockwise flow between the stages.</p> <ul style="list-style-type: none"> PLAN: Propose change idea and how it will be tested; Predict what will happen. DO: Implement change idea; Collect data; Reflect on how well the plan was followed. STUDY: Analyze data collected; Compare results to predictions; Capture learnings. ACT: Share final reflections; Conclude whether to Adopt, Adapt, or Abandon change idea.
Visible Learning – Impact Cycle	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>The diagram shows a five-step circular process for the Visible Learning – Impact Cycle:</p> <ol style="list-style-type: none"> 1 Gather evidence to determine areas of focus 2 Plan professional learning based on evidence 3 Implement professional learning plan 4 Track progress and outcomes 5 Assess impact and next steps
Practitioner Enquiry/professional Enquiry Process		 <p>The diagram illustrates the Practitioner Enquiry process as a central circle surrounded by four key stages:</p> <ul style="list-style-type: none"> Evaluate what worked (top) Identify the issue or area of change (right) Identify possible solutions (bottom) Introduce new practice or change (left) <p>The central circle is labeled Practitioner Enquiry.</p>