



**Crossgates Primary School and Nursery**



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

**Context**

<b>Setting/School Roll (including ELC/ASC)</b> <ul style="list-style-type: none"> <li>• Can also include number of classes</li> <li>• Can also include ELC sessions offered</li> <li>• May include specific cohorts relevant to your context eg Care experiences, EAL etc</li> </ul>	<p>Crossgates Primary School is situated in the village of Crossgates and the outlying areas it serves. Our current school roll is 209 pupils across 8 classes. The 3-5 nursery class capacity is 64 in a session with an additional 10 places for Under 3s per session. The current nursery roll is 48 pupils. All children free flow across two nursery rooms and we offer a full day from 9am-3pm, term time only.</p> <p>Crossgates staff team is fully committed to our children, their families and in working with our community. Our ethos for the school and nursery is shaped through our 6 school values and clear vision statement: To be the best we can be, through everything we say and everything we do; and is understood by our whole school community.</p>
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<b>FME</b>	13%
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<b>SIMD Profile for establishment</b>	<b>SIMD</b>	<b>No. of Pupils</b>
	1&2	10
	3&4	51
	5&6	45
	7&8	43
	9&10	57

<b>Attendance (%)</b>	<b>Overall</b>	94.08	<b>Authorised</b>	4.63	<b>Unauthorised</b>	1.29
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<b>Exclusion (%)</b>	0%
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<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£37,975
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<b>Cost of the school day statement</b>	<p>At Crossgates 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, Eating, Clubs and Home learning. This session we have worked with a parent/carer focus group to further examine COSD and to ensure we have a clear and supportive approach to managing this. We have produced a booklet to support parents and carers which gives an overview of potential costs for the year and sign posts them to any available support.</p>
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- Complete table above
- Give details of shared vision, values and aims of the school/ELC setting.

**Improvement Priority Session 2022 – 2023**

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

**Priority 1 – To improve Standards in Writing across the whole school with a focus on teacher understanding of raising attainment for all children with a focus on P1, P4 & P7**

Directorate Improvement Plan  
Achievement

HGIOS 4 Quality Indicators

2.3 Learning teaching & Assessment  
3.2 – Raising Attainment and Achievement  
2.1 – Leadership of Learning

Has this priority been:  
(please highlight)

Fully  
Achieved

Partially  
achieved

Continued into next  
session

**Progress:**

We have carried out collegiate moderation sessions throughout the year using the Fife Writing Pack to support. In particular, teachers have had lengthy professional dialogue regarding the benchmarks and the criteria for achievement of a level.

Twice this session we have aligned the genre taught across school for levelling of children's work (Aug & Feb). This also resulted in a pack being produced for all staff which provides current examples of levelled work.

Over four collegiate sessions and during an INSET day, we revisited the planning and teaching of writing as a staff. We asked ourselves: What should a writing lesson at Crossgates look like? Standards have been agreed around lesson content however key differences across stages became apparent as we examined pupil feedback and correction code.

**Impact:**

Our recent ELP (March 24') identified key impact and strengths as a result of the work we have done to develop this priority. This evidence was obtained through direct observations, focus groups and jotter sampling. It is also supported by our attainment data for writing:

**2.3 - Learning, Teaching and Assessment**

- It was observed that all learners understood the purpose of the learning and that across all stages the explanations and instructions for learning were clear. This ensured that all learners were able to engage in the task and take ownership of their writing.
- All teachers were reported as using well timed interventions throughout the learning episodes. These interventions supported all learners appropriately promoting sustained focus and achievement in the task.
- There was clear evidence of feedback in all classes. Verbal feedback in the moment was seen to move learners forward and to enable them to uplevel their work.
- A purposeful learning environment was evident in most classes. It was observed that this supported sustained periods of focused learning for all children and teaching time was maximised.
- Most pupils could talk about:
  - Different genres of writing
  - How they plan for writing
  - How to improve, or ask for support with, their writing.

**1.3 – Leadership of Change**

- As identified through staff focus group dialogue, all staff take responsibility for and are committed to, implementing change which results in improvements for learners.

- It was noted that across both staff focus groups, all had a clear understanding of the rationale for change and the attainment data that is driving it.
  - Senior leadership was identified as a strength. The SLT deliver a clear strategic direction and manage pace of change to ensure improvements result in positive outcomes for learners and are sustainable.
  - All staff spoke positively about how they are involved in the process of change and in evaluating the impact of improvements. This is supported by the P7 class teacher feeling confident to initiate change through taking the lead in developing writing as a result of carefully planned professional learning.
- 3.2 – Raising Attainment and Achievement
- Almost all children and young people are attaining appropriate levels and, as a school, we are currently exceeding our stretch targets.
  - Data and evidence are used to demonstrate progress and track attainment. The analysis of this means we have a clear rationale for Raising Attainment focus groups and planned effective interventions, as observed during the Learning Partnership and evidenced by the RA focus group.
  - As discussed in staff focus groups, there is a clear understanding from all teachers of learner progression in writing as a result of the moderation work completed.
- 3.1 – Ensuring Wellbeing, Equality and Inclusion
- Pupils with identified ASN within the focus groups have made significant progress in learning and the attainment gap for these pupils has reduced.

**Priority 2** – To ensure that children experience the totality of the curriculum through a focus on planning and pupil participation.

<u>Directorate Improvement Plan (delete as necessary)</u> Achievement Equality and Equity	<u>HGIOS 4 Quality Indicators</u> 2.2 Curriculum 2.3 Learning teaching & Assessment 2.1 – Leadership of Learning
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Has this priority been: (please highlight)	Fully Achieved		Partially Achieved		Continued into next session	
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**Progress:**

Staff have become familiar with the new Fife progressions for curricular areas. We have had professional dialogue around the use of these and made use of them in planning.

Teachers have agreed long term and mid term planning expectations. This includes a yearly overview which allows topics to be mapped out across the year to ensure balance and coherence. They have also trialled a 'topic planner' which will be adapted for year 2 (session 24/25).

Using Debra Kidd's 'Curriculum of Hope' as a stimulus, the majority of teachers have tried new approaches to introducing and delivering topic learning such as using a storyline approach or an enterprise lens. All staff have begun to develop their professional understanding of curriculum design and the need for community involvement in this.

Planning meetings with teachers each term have focussed on topic learning with professional dialogue around authentic assessment and sustained learning. Assessment is planned for skills as well as knowledge. Level planning sessions have also been built into collegiate time on a termly basis to ensure progression across the levels and a range of experiences at each class stage.

Recently (June '24) a stakeholders open afternoon was held by pupils and the DHT and HT to gather views and expertise for continued curriculum development next session. All pupils were invited to feedback to their teachers on topic learning and two from every class were invited to share this at the stakeholders open afternoon.

<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Almost all pupils reported high levels of enjoyment in their topic learning and all could talk about key aspects they had learned.</li> <li>• All pupils have been involved in sharing the learning with parents and carers at a class assembly this session.</li> <li>• Feedback from parents and carers as well as community members has been extremely positive following our Curriculum open afternoon. In particular, the approach we have taken in involving the local community in curriculum design has been welcomed. Comments include:</li> </ul> <p style="text-align: center;"><i>"It was good to feel our input was requested"</i></p> <p style="text-align: center;"><i>What went well..."Letting us have our say by writing things down"</i></p> <p style="text-align: center;"><i>What went well..."The engagement of all attending"</i></p> <p style="text-align: center;">~ (Parents/carer feedback June 2024)</p> <p style="text-align: center;"><i>'It was encouraging to see such a wide demographic - all ages of village residents were in attendance. The presentation on curriculum development was clear, comprehensive and just the right length to hold people's attention. Of course, the presentation from the children was enjoyable, informative and good to watch! The opportunity for parents, carers, grandparents etc to record their ideas and thoughts was planned out well.'</i></p> <p style="text-align: center;">~ (Local Greenfingers Community Group, June 2024)</p> <ul style="list-style-type: none"> <li>• All teaching staff have reported that the new planning documentation is supportive and user friendly.</li> <li>• All teachers have been involved in designing the topic planner and are using it routinely.</li> </ul>			
<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Commitment to Curriculum development made through the WTA for session 24/25 ensuring staff have the time and space to develop their professional understanding in this area.</li> <li>• As a result of this we will see small changes being made to planning approaches and teachers trialling one idea from their reading into practice in the classroom such as delivering topic through a narrative approach or enterprise lens.</li> <li>• Increased engagement with pupils, parents and carers, and the local community to gather views and ideas on the key questions we have regarding our personalised curriculum design.</li> <li>• Regular discussions regarding a clear knowledge progression. Teachers will be recording the key knowledge outcomes for their blocks of teaching so that we can audit and moderate these.</li> <li>• Increasingly, teachers will be having both informal, and planned discussions with one another regarding their approaches to the curriculum and in particular to topic work. Assessment of pupils' progress across the intended outcomes will be more of a focus as we use this to inform progression pathways going forward.</li> </ul>			
<p><b>Nursery Priority 1: Development of Early Writing Skills</b> for all children</p>			
<p><b>Directorate Improvement Plan</b></p> <p>Achievement</p>		<p><b>HGIOELC Quality Indicators</b></p> <p>2.3 Learning, Teaching and Assessment 2.6 Transitions 3.2 Securing Children's Progress</p>	
<p><b>Has the priority been: (Please highlight)</b></p>	<p><b>Fully Achieved</b></p>	<p><b>Partially Achieved</b></p>	<p><b>Continued into next session</b></p>
<p><b>Progress</b></p>			

Commented [LHE1]: As for above.

Collegiate time has been spent throughout the session looking at tools for writing at Early level. Work has been carried out with P1 teachers to explore progression through early level. The Fife Literacy Pyramids were used to support discussion.

An audit of current provision for writing development was completed and plan delivered to extend where necessary.

An EYO exchange with Sunflower Nurture Centre has enabled staff to look outwards for high quality examples of writing development through play. Almost all EYOs have also visited open afternoons at local nurseries such as Fairisle, Strathallan, Clentry and Lumphinnans nurseries.

Key pre-school children were identified who would benefit from targeted writing experiences. Baseline assessments were carried out and progress tracked throughout the year.

**Impact**

Monitoring of PLJs, particularly literacy trackers has evidenced a high quality of literacy observations for almost all N5 children. All children who have been reluctant to access mark making have shown evidence of engaging in this through outdoor learning and creative activities.

E Lips data has evidenced value added improvement for all children who needed additional support and strategies in order to make progress in pre-writing skills.

Learning conversations and professional judgement have confirmed that all N5 children leaving the nursery to begin P1 in August have been exposed to literacy experiences which have enabled them to achieve Early Level Progressing in all three literacy organisers, giving them a good base for achieving early level by the end of Primary 1.

**Next Steps**

- Continue to develop the progression writing skills for 2 to 5year olds ensuring a progression over time in nursery and into P1.
- Continue to use tracking information, Elips data and data from BASE testing in P1 to track the progress of Early Level learning and plan for improvement.
- Develop literacy rich experiences for all children through Kodaly, storytelling, daily singing and rhyme.
- Audit of communication friendly learning environment indoors and outdoors.
- Ensure core provision provides differentiated challenge to progress literacy skills for all learners, particularly those who are most able.

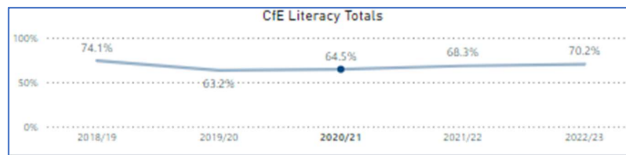
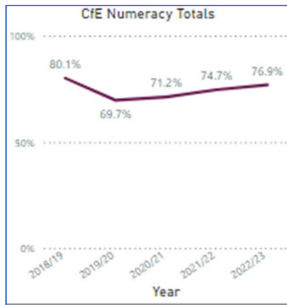
**Attainment of Children and Young People**

Stage	Listening & Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	83.9%	80.6%	80.6%	87.1%
P4	80%	76%	84%	80%
P7	93.1%	93.1%	82.8%	86.2%

Overall Attainment for 2023 - 2024				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	81%	81.7%	88%	87.1%
P4	73%	80%	77%	80%
P7	72%	89.6%	82%	86.2%

**Evaluative statement of attainment over time.**

It can be seen from the graphs below our overall attainment has mostly been consistent. The dip in 2018/19 was due to how the data had been collated/recorded from the previous year. As can be seen above our overall attainment for literacy and numeracy for 2023/24 continues to increase whilst still being above our stretch targets.



Overall our attainment is very good and this session we have exceeded our stretch targets in all areas except P1 Numeracy. For children who are off pace with their learning, staff know their needs and have appropriate strategies and supports in place. Raising attainment time has also been targeted at specific groups using the data and knowledge that we have. As can be seen from the graphs above, for most of our children COVID lockdowns have had little effect on attainment. This has to be attributed to the hard work shown by our learners, their families and staff.

Almost all 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 of children achieve first level in reading, writing, talking and listening and numeracy. By the end of P7, almost all children achieve second level in reading and talking and listening.

NSA assessments align with CFE declarations. Assessment data and learner progress is discussed with HT at termly tracking meetings.

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

N/A

**Evidence of significant wider achievements**

There have been a wide variety of wider achievement opportunities across Crossgates ELC/School this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. These have also been linked to our school values of Kindness, Honesty, Respect, Teamwork, Resilience and Fulfilling Potential.

These have been shared throughout the session through newsletters, social media and Seesaw and celebrated through our weekly Golden Book, House Points, assemblies and award ceremonies. Several have also been reported in the local press.

Early Learning Setting (Nursery)	Primary 1	Primary 2
<ul style="list-style-type: none"> <li>• New links with local care home established and regular visits made</li> <li>• Toddler Bookbug sessions started to support transition</li> </ul>	<ul style="list-style-type: none"> <li>• RSPB Bronze Award</li> <li>• Toy Swap Shop</li> </ul>	<ul style="list-style-type: none"> <li>• RSPB Silver Award</li> <li>• Toy Swap Shop</li> <li>• LEAF Award</li> </ul>
Primary 3	Primary 4	Primary 5
<ul style="list-style-type: none"> <li>• RSPB Gold Award</li> <li>• LEAF Award</li> </ul>	<ul style="list-style-type: none"> <li>• Young Writers Published</li> </ul>	<ul style="list-style-type: none"> <li>• YMI performance for parents</li> <li>• John Muir Level 1</li> <li>• Business Enterprise - £700 raised</li> <li>• West Fife Basketball Finalists</li> </ul>
Primary 6	Primary 7	ASC/Whole School
<ul style="list-style-type: none"> <li>• Netball Fife Finals</li> <li>• Final of the Jackie Allan Cup (football)</li> <li>• West Fife Basketball Finalists</li> <li>• Kitcar – Winner of Sustainability Award</li> <li>• Over £600 raised McMillan coffee morning</li> <li>• Wrote and printed a book and made into an animation.</li> </ul>	<ul style="list-style-type: none"> <li>• Mock Court Winners</li> <li>• Netball Fife Finals</li> <li>• Final of the Jackie Allan Cup (football)</li> <li>• West Fife Basketball Finalists</li> <li>• Young Writer Publication – ‘Once Upon A dream’</li> <li>• Bingo Night (£1066 Raised)</li> <li>• World of Work Trip to Hilton Dumblane</li> <li>• John Muir Award</li> </ul>	<ul style="list-style-type: none"> <li>• Litter League Fife, Central and Tayside Winner</li> <li>• Bunny Hop fundraiser – £7332</li> <li>• Summer Fayre and Sports day raised £2000</li> </ul>
<b>Feedback from External Scrutiny</b>		
<b>Extended Learning Partnership Strengths and Areas for Improvement</b>		
Key strengths in P1-7 have been outlined in the Priority 1 impact section above. Identified key strengths for nursery were as follows:		
<b>2.3</b>		

- ✓ Nursery staff articulated a clear understanding of priorities for the session and why these priorities were chosen. They use a wide range of evidence and data to plan next steps for learners.

**3.2**

- ✓ Evidence of intentional and responsive planning shows that nursery staff use evidence from assessments, playroom observations and professional dialogue to ensure children are making progress over time.

**Areas for Improvement (School):**

- 1) Skilled questioning to enable higher order thinking was only evident in less than half of classes. AiFL strategies deployed were limited to 'no hands' and 'thumbs' for checking of understanding.

**Next Steps:**

- We will use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher order thinking skills in all learners.
- Staff will refresh themselves with our AiFL progression document, created by a staff working party.
- SLT should continue to work with the staff team to embed AiFL strategies to ensure this is consistent across the school and leads to all children experiencing high-quality learning, teaching and assessment.

- 2) Although feedback was evident in all classes, only half of pupils could talk about this in a meaningful way. There were inconsistencies noted in the frequency of feedback and the methods of delivery between stages.

**Next Steps:**

- Learners will receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.
- Learners will be able to give effective feedback to peers on their learning and suggest ways in which they can improve.
- Ongoing professional dialogue should support all staff to reflect on how feedback is given in their classroom. This dialogue will then be extended to look at consistency across the school which will have a direct impact on children's experiences in all classes.
- SLT will work with the staff team to create a stage appropriate correction code to allow for consistency across levels. This will ensure we maintain high expectations of our learners and encourage pupils to strive to improve their work.

**Nursery Next Steps:**

- Continue to develop the progression writing skills for 2 to 5year olds ensuring a progression over time in nursery and into P1.
- Continue to use tracking information, Elips data and data from BASE testing in P1 to track the progress of Early Level learning and plan for improvement.

**Education Scotland - Strengths and Areas for Improvement**

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



<b>Consultation with Stakeholders</b>
<ul style="list-style-type: none"> <li>- All parents/carers had the opportunity to feedback on improvement priority work through questionnaire.</li> <li>- 3 separate parent focus groups have been run by the HT all session with a focus on Writing, Curriculum and COSD.</li> <li>- Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups, and assemblies.</li> <li>- Pupil wise and parent wise surveys</li> <li>- Parent council discussion termly</li> </ul>
<b>How is SQR, IP and PEF Plan shared with stakeholders?</b>
<p>In September IP and SQR are shared with all parents/carers through our normal communication including Seesaw, email and posted on our school website. The Headteacher also discusses the improvement priorities with parents and carers at the Family Forum meeting in Term 1 and invites feedback. Minutes are shared with all parents and carers.</p> <p>We have a display for school visitors which is updated throughout the year with evidence of progress, along with a pupil friendly version which is highlighted and discussed in assembly and in individual classes.</p> <p>Parents are invited to join focus groups based on each priority in order to be updated with progress throughout the year and to be given a voice in shaping developments.</p>
<b>PEF Evaluation/Impact</b>
<b>Targeted Interventions</b>
<ul style="list-style-type: none"> <li>• Increase writing attainment for identified pupils</li> <li>• Support readiness to learn for identified pupils</li> <li>• Increase attendance for identified pupils</li> </ul>
<b>Progress:</b>
<ul style="list-style-type: none"> <li>• <b>WRITING</b> Professional learning about writing has been led by our P7 teacher throughout the session. Fife Planning has been implemented and moderated and robust discussions and moderation sessions have led to the creation of moderated writing packs containing examples of children's work reflecting on pace, ahead of pace and behind pace in each year group.  <i>All teaching staff and Pupil Support Assistants have had training from the Supporting Learner's Service about Developmental Language Delay (DLD) and how to support children with DLD to make progress in literacy. All class teachers have been observed in writing lessons and received feedback to ensure consistency across the school. Both DHTs and the SFL teacher have provided targeted support in classes for identified learners and tracked their progress towards individual targets. Parents have been invited to share the learning in all classes twice this session. Progress towards targets has been reported in our termly newsletter for both nursery and school.</i></li> <li>• <b>READINESS TO LEARN</b> 12 Nurture groups have been led by Lauren Gibson (SFL teacher and implemented by PSA staff weekly. A PSA has implemented Seasons for Growth successfully this session. A DHT has worked with a small group in P5 and has worked 1:1 with individuals within the group. A PSA has worked 1:1 with two individuals to support emotional literacy and regulation. A PSA has worked 1:1 with four individuals in P7 to support positive mental health strategies and regulation.</li> </ul>

- **ATTENDANCE:** Attendance figures have been monitored and audited three times throughout the session, in October, January and April. Interventions have happened for individuals as necessary, including conversations with families regarding the improvement of attendance and how this is impacted by term time holidays.
- A targeted approach has been taken for those who had an individual need affecting their attendance.

**Impact:**

**WRITING.**

Observations and evidence in jotters show all individuals tracked and receiving targeted support have achieved their personal targets or beyond.

Run charts for individual groups being supported show that pupils met their individual targets in P2 and in P5. In P2 100% of the individual children being supported (5 children) are now on track, from a baseline 60%.

In P3 although all individuals made progress, further intervention is needed to consolidate learning. A plan is in place to do this. Three children have moved onto the next stage of first level with support.

End of term standardised assessments in spelling showed value added progress for all children.

In P5 90% of children are now on track, from a baseline of 78%.

**READINESS TO LEARN.**

Almost all children identified and tracked are able to use the Emotion Works cogs to talk through incidents and worries. All tracked children are becoming more aware of strategies to self-regulate and are increasingly able to use these. The development of peer support strategies by PSA staff has enabled tracked individuals to access adult support less frequently in the playground.

In P5 data collected throughout the year has evidenced a reduction in the number of incidents experienced by tracked individuals and the time taken to deescalate following disruptions to learning. There has been a reduction in lost learning time for individuals tracked. The class teacher has also observed a calmer working environment and fewer interruptions to learning in term 3 and term 4.

In the P4 cohort, five individuals have received a targeted approach 1:1 or in a small group supported with a PSA or principal Teacher/DHT. All children in this group have accessed their learning quickly following breaks as a result.

In P7 PSAs working with four individuals have been able to evidence that a targeted approach to mental health and wellbeing and using time to develop mindful strategies and resilience has impacted positively for all pupils. This is directly observed by increased time working independently in class and a raise in attendance levels for all four children. CFE for these children show all four have managed to attain second level and are at the initial engagement stage of third level.

Feedback from individuals in the Seasons for Growth group felt supported and felt they had needed the time and adult guidance to work through complicated and big feelings. They felt better able to cope with big feelings and attend to lessons after a block of sessions. The PSA leading the sessions was able to, with permission from the children, pass relevant information to the class teacher in order to support their learning in class. This has resulted in more positive mental health for both individuals and an ability to independently use personalised strategies they have been taught in times of need.

**ATTENDANCE.**

Attendance data has shown that Parental Holidays during term time along with seasonal illnesses have been the biggest factor influencing attendance across the whole school. As a school our attendance levels are good and consistently meet stretch targets. All classes except P5 had an attendance of 90% or above by June 2024.

Individuals with lower attendance have been identified and received a targeted approach using PEF interventions.

In P7, three individuals have been supported and in two cases have followed an ARA to support positive attendance. This has resulted in attendance rising by 6% to 92% for one child, a rise of 16% to 74% overall for another. The third identified child has a rise of 9% to 91% for the session.

School/Setting Name \_\_\_\_\_ Crossgates Primary and Nursery \_\_\_\_\_

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	Very good	Very good	Very good	
2.3 Learning, teaching and assessment	Very good	Very good	Very good	
3.1 Ensuring wellbeing, equity and inclusion	Very good	Very good	Very good	
3.2 Raising attainment and achievement	Very good	Very good	Very good	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation <i>(since August 2023)</i>
1.3 Leadership of change	Good	Very good	Very good	
2.3 Learning, teaching and assessment	Good	Very good	Very good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very good	Very good	
3.2 Securing children's progress	Good	Very good	Very good	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2022-2023	2023-2024	
How good is our care, play and learning?	5: Very Good		
How good is our setting?	5: Very Good		
How good is our leadership?	5: Very Good		
How good is our staff team?	5: Very Good		

Headteacher \_\_\_\_ Alison Green \_\_\_\_ (who completed SQR)



**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						
<b>Improvement Work 2023-24</b>	<b>Fully Achieved</b>		<b>Partially Achieved</b>		<b>Continued next session</b>	
<b>Priority 1</b>						
<b>Progress</b> Clear progress been made with planned strategic actions						
<b>Clear impact shown for children and young people</b> <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						
<b>Improvement Work 2023-2024</b>	<b>Fully Achieved</b>		<b>Partially Achieved</b>		<b>Continued next session</b>	
<b>Priority 2</b>						
<b>Progress</b> Clear progress been made with planned strategic actions						
<b>Clear impact shown for children and young people</b> <ul style="list-style-type: none"> <li>Quantitative or qualitative data to support this impact</li> <li>Written evaluatively</li> </ul>						
<b>Limited number of next steps identified</b>						
Attainment Overview Completed						
Evaluative Statement about Attainment						

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	
Personalised for schools and significant events/achievements shared	
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>	
Consultation with Stakeholders	
How is SQR, IP and PEF shared with stakeholders	
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 2024-2025

	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 <ul style="list-style-type: none"> <li>• Realistic</li> </ul>	
PEF Plan (included)	
PEF Financial Plan (included)	

**Feedback given by** \_\_\_\_\_

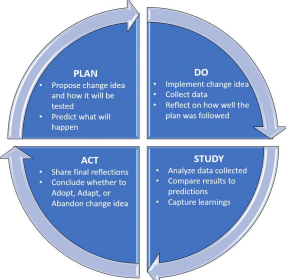

**Date feedback given** \_\_\_\_\_

**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.	
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.	
Practitioner Enquiry/professional Enquiry Process		