

## Foulford Primary School and Nursery



### Standards and Quality Report 2022-2023 *Achieving Excellence and Equity*

#### Context

<b>Setting/School Roll (including ELC/ASC)</b>	<ul style="list-style-type: none"><li>• 359 children in P1-7, across 13 classes</li><li>• 80 children in nursery, within a 52-week provision with am and pm sessions.</li><li>• 27% of our children have ASN</li><li>• 2.5% of our children have EASL</li><li>• 0.9% of our children are Care Experienced</li></ul>			
<b>FME</b>	<b>14%</b> (This information was collected from Healthy Living Survey March 2023)			
<b>SIMD Profile for establishment</b>	<b>2.9</b>			
<b>Attendance (%) - at date of completion</b>	<b>Authorised</b>	<b>5.73%</b>	<b>Unauthorised</b>	<b>2.19%</b>
<b>Exclusion (%)</b>	<b>0.04%</b>			
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	<b>£73,500</b>			

Our Foulford values to be **Respect, Responsible, Achieve, Kindness and Included** were agreed and established this session (2023) in collaboration with our learners, parents and staff. They depict our vision **One Team, One Dream – Aspire to be the best! We all strive to work together to achieve the best outcomes for all our learners at Foulford.** Our aims are outlined below and have the underlying message of improvement and positive outcomes for all learners.

- Ensure that everyone feels included, valued, respected, supported and safe
- Ensure that staff, learners, parents, partner organisations and the wider school community work together to provide an enriched and highly motivating learning environment
- Raise attainment across the school and nursery
- Promote and develop a culture of achievement and success across the school and nursery
- Provide a curriculum which supports and challenges all learners to develop the qualities, skills and attributes required to become successful learners, confident individuals, responsible citizens and effective contributors in learning work and life.
- Ensure that our curriculum is inclusive and relevant for all learners.

**Improvement Priority Session 2022 – 2023**

**Priority 1 – Improve attainment in writing, particularly for learners in P1, P4 and P7 (School)**

**NIF Priority**

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

**NIF Driver**

- Teacher professionalism
- Assessment of children's progress
- School improvement

**HGIOS 4 Quality Indicators**

- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 3.2 Raising Attainment

**Has this priority been:**

**Fully Achieved**

Partially Achieved

Continued into next session

**Progress:**

- A continuation of our staff **writing working party** was used to gather information about consistent approaches used in Foulford, to teach writing from early to second level.
- All staff were involved in gathering evidence through **moderation activities** to analyse whether current progressions in writing allowed for a consistent approach to teaching and assessment of writing.
- All staff were involved in **analysing writing attainment** data to identify where there were gaps in learning for their learners.
- Most staff engaged in **professional reading** to improve their curriculum knowledge of teaching writing.
- All infant staff engaged in **professional learning and team teaching to implement the use of Foundations of Writing** approach in P1 and P2.
- All teaching staff **planned and implemented a Practitioner Enquiry** with a focus on feedback strategies to improve learners understanding and ability to articulate what their next steps in writing were.
- All teaching staff engaged in **professional dialogue with colleagues from our three Learning Partnership schools** to evaluate the effectiveness of our feedback strategies used in writing.
- All teaching staff were involved in **quality assurance activities**, using shared criteria, to evaluate learners writing skills from evidence in their jotters.
- All staff participated in **professional learning**, using the Fife Writing Approaches. The writing working group **moderated our school writing assessments and progressions** against the Fife formats to ensure the same high expectations for our learners.
- Almost all staff using **shared assessment criteria for specific text types** early – third level.
- All teaching staff engaged in **attainment discussions** with DHT.
- All **learners were observed** within class with a focus on effective feedback in writing.
- All DHT and Sfl staff participated in a **Model for Improvement targeted project** to improve attainment in writing within key stages.
- All Support Staff have engaged in **professional learning to use Clicker 8** as a support for writing.
- All staff have **implemented our new progressions** for grammar & punctuation, handwriting, identified text types and assessment of writing.

**Impact:**

The evidence gathered from professional discussion with staff, highlighted that all staff felt more confident in knowing the expectations for children to achieve, Early, First or Second levels for writing. All staff felt that the assessment grids, the moderation of learners' written work and the attainment discussions allows staff to be confident in their professional declarations.

Through our Learning Partnership, P1-7 learner's views were gathered about their understanding of their own strengths and next steps in writing. Almost all learners involved, were able to identify their strengths and their next steps in writing. This was an improvement from data gathered last session, where a minority of learners were able to identify next steps. This was also evidenced through jotter sampling, where almost all learners were able to demonstrate from written work and feedback from staff and peers that they were aware of their strengths and focus for improvement.

Classroom visits with a focus on writing evidenced that in almost all classes a consistent approach was being used for learning and teaching approaches in writing and that all learners were involved in assessing their learning through either discussion with the teacher or written self, peer or teacher feedback.

From professional learning discussions, it was evident that most teachers were confident when identifying next steps for learners in writing based on assessment of previous written work. This highlights the continued need to focus on making use of the text type progressions, which reflect the benchmarks, to ensure learning and teaching experiences allows children to develop these different writing skills further.

At the start of the session, we had 57% of learners in P2 unable to write more than one sentence independently. After using Foundations of Writing and Colourful Semantics approaches, all these learners were able to write a few sentences independently, using a simple structure.

Within P4, we had a group of learners (15%) who were just off track for achieving first level writing at the start of the session. These learners had no additional support need. Using a targeted intervention with a focus on developing a structure with a beginning, middle and end, all children were able to achieve First Level writing by June 2023.

Within P7, we had a group of learners who were off track for writing at the start of the session. Using a team-teaching targeted intervention, with a focus on structure and including supporting information to add more detail, this reduced from 25% of learners within the group not achieving second level to 5%.

The collaborative professional learning and collaborative targeted interventions has had a positive impact on helping reduce the attainment gap for some of our learner, allowing them to make marginal gains.

**Next Steps:**

The continuation of the school development work on writing, has had an impact on our learner's attainment in writing. However, 54% of our parents/carers also recognise the need to continue to improve within this area. We recognise the need to continue with moderation activities to ensure that writing approaches are planned and assessed consistently across the school.

- All staff to engage in collaborative moderation of writing to ensure high expectations are in place for all
- To widen learners' opportunities to write across all areas of the curriculum
- To increase opportunities for learners to write for a real purpose
- To agree a progression for planning of writing to build on Foundations of Writing Approaches in P1 and P2

**Priority 2 – Improvement in emotional wellbeing, resilience skills and personalised support for learners (School and ELC)**

**NIF Priority**

- Improvement in children and young people’s health and wellbeing leading to improvement in attainment

**NIF Driver**

- Teacher professionalism
- Assessment of children's progress
- School improvement

**HGIOS 4 and HGIOELC Quality Indicators**

- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality, and inclusion
- 3.2 Raising Attainment

**HGIOELC Quality Indicators**

- 3.2 Securing Children’s Progress

**Has this priority been:**

Fully Achieved

Partially Achieved

**Continued into Next Session**

**Progress:**

**Due to staff absence and industrial action dates, we were unable to make the progress we had anticipated. This will be a key priority for next session for both the school and the ELC.**

- All staff in our ELC and school have engaged in **professional learning for de-escalation**. This included all staff having training on the purpose of a pro-active management plans and the importance of all key staff, parents and children being involved in the creation and regular review of them.
- A **working party** has been established, which includes teachers, pupil support staff and early years officers. The group attended training with a focus on engaging in **professional dialogue around Fife Council’s Professional Learning Pack for De-escalation**.
- All school staff have engaged in **professional learning** to increase their awareness and understanding of Fife Council’s Promoting Positive Relationships and Behaviour in Schools Guidance and Risk Assessment and Management of Pupil Behaviour.
- All school staff and representatives from nursery **participated in Kitbag training** delivered from Pupil Support Service staff.
- All **classes and nursery have access to a kitbag** and a pack of 10 kitbags are available if staff are using with larger groups.
- All staff in school have engaged in **professional learning in the use of the Circle Toolkit** resource, to reflect on and improve all children’s access to an inclusive learning experience.
- All staff in school and ELC engaged in **professional dialogue** about how to best support children who display distressed behaviours to ensure a consistent approach
- All children presenting with distressed behaviours or a reluctance to engage in learning have a **pro-active management plan to support** improved engagement in learning.

**Impact:**

Almost all staff in school and our ELC felt more involved in the creation of pro-active management plans and recognised the importance of the plans being understood and followed by all to support children. Most staff in school and our ELC take a proactive approach to review proactive management plans to ensure that they were effective in supporting the child.

All support staff felt better equipped to support children across the school after professional learning and dialogue around the proactive management plans in place.

A few staff in school and the majority of staff in our ELC engaged with the Emotion Works resources and used to support children to recognise and talk about their emotions, also highlighting what strategies they could use to support them in the future.

The majority of staff in school and our ELC are using Kitbag to support children's emotional resilience and regulation effectively.

A few staff in school are supporting children to normalise anxiety through extra-curricular groups. All children participating in these groups feel they have developed strategies to support their emotions. Almost all staff in our ELC can support our children to co-regulate their emotions and help them to learn strategies they could use to help them.

All staff in our school and ELC recognise the importance of completing an HS1 form after any verbal or physical assault from a child with distressed behaviours. This is ensuring that staff can have a debrief discussion with SLT and improved support plans for the child and staff can be put in place.

**Next Steps:**

**This has been identified as a key area for improvement next session. Below details the key areas for improvement.**

- To engage with the resource Up Up and Away within the ELC to ensure that all children can access an inclusive learning experience.
- All staff to be aware of statutory duties and key documents that inform how we support children to form positive relationships and to regulate their behaviours.
- To develop a whole school and ELC approach to Emotion Works as a scripted language to support emotional literacy and self-regulation.
- To engage with parents about emotional literacy and emotional regulation to create a partnership approach to supporting children.
- Staff to engage in professional learning, by looking outwards to other settings, to reflect on how we can better support children to regulate their emotions.
- All staff to continue to engage with Fife Council Professional Learning Pack to develop a consistent approach and strategies for de-escalation. Staff in the working party to lead professional learning in this area with all staff.
- To agree shared expectations for all children, staff and parents to establish positive relationships and behaviour that is underpinned by our vision and values.
- To review our positive relationships and behaviour approach, as a staff team, after gathering parent/carer and children's views.
- To create a staged intervention approach to support children to regulate their behaviours to support them to create positive relationships.

### Priority 3 – To improve parent involvement and understanding of their child’s learning (ELC)

#### Progress:

- Within the ELC setting, we reintroduced **family learning experiences**, to allow parents/carers the opportunity to be involved in their child’s learning experience. These included Book Bug, PEEP, Stay and Play sessions and Forest Kindergarten.
- All staff engaged in **professional learning on STEM**, which was led by two practitioners.
- A **tracking and monitoring process** has been implemented to ensure that parents/carers have frequent opportunities to access their child’s Personal Learning Journal (PLJ) throughout the year.
- All PLJ’s now have a **‘Next steps’ sheet included**. This was introduced as a result of feedback from parents/carers, as they indicated that they did not know what their child’s next steps in learning were.
- **In person progress meetings** happen twice a year and key points discussed between parents/carers and keyworker are recorded within each child’s PLJ.
- In response to parent/career feedback and to reflect the increased opportunities to be in the ELC setting, we now **share learning experiences via Seesaw**, which involve all children in the setting. We also use Seesaw as a sharing of learning tool for parents/carers who are unable to attend our setting due to work commitments.
- Our nursery teacher uses **attainment and observation data** to identify and plan targeted supports for our children who have identified gaps in their learning experiences.
- We plan and organise learning reviews for children where we have identified gaps in their learning and/or development, to work collaboratively with parents/carers.
- All of our staff have had the opportunity to engage in **professional learning, through visiting other settings** within our cluster and other settings which offer the same model.

#### Impact:

The reintroduction of our family learning sessions has had a positive impact on increasing the number of families who are engaging with their child through learning. Across the year, we have had an average of 17 families at each of our Bookbug sessions and 10 families for each of our PEEP sessions. Our PEEP sessions have been used as a targeted approach, to support our children who we had identified as having gaps in their early literacy, numeracy or Health and wellbeing skills. From feedback from parents, they would also like us to focus our PEEP sessions on preparing for transitions and supporting their child’s emotional needs.

All staff feel more confident in planning for STEM learning experiences for the children within the setting, this is evident within our responsive planning, learning walls and floor books. Parent feedback on our STEM learning at home bags, has been positive and learning at home has been shared via Seesaw. Parents are now looking for STEM family learning opportunities within the setting. The evidence we have gathered from staff, parents and children will support our application later this year for our STEM Award.

The tracking process in place for our PLJ’s has evidenced that a significant number of our parents are not openly accessing the PLJ’s to share with their child in the setting or at home. This has allowed keyworkers to help facilitate these interactions with the child and the parent in the setting or to initiate the opportunity to take their child’s PLJ home. Dates will be added to our quality assurance calendar to ensure that all parents can engage with their child’s PLJ for a minimum of 6 times across the year.

Evidence from our eLips data and targeted support planning/evaluations, highlights the nursery teacher role of planning for targeted learning interventions has resulted in closing small gaps in learning for all children identified. This practice will continue to be built upon.

This session we have held learning conversation meetings with parents/carers, facilitated by the Nursery teacher or DHT alongside the child's keyworker, when we feel a child is not progressing within an area of learning. The purpose of the learner conversation is to work in partnership with parents to offer the child additional opportunities to support their development.

The opportunity for all staff to look outwards at other settings has had a positive impact on the majority of our staff's focus for professional learning. Feedback from staff has highlighted the importance of leadership at all levels and leadership of change and the impact a team our size can have on the learning experiences we offer our children.

#### Next Steps:

- To continue to offer a targeted approach to PEEP sessions with a focus on early literacy, numeracy and health and wellbeing skills.
- To offer open PEEP sessions with a focus on areas identified by parents/carers such as transition, early writing skills and supporting emotional literacy.
- To develop our STEM experiences for children and offer family learning STEM sessions alongside our STEM at home bags.
- To continue to develop the interactions between parent, child and PLJ through keyworkers tracking and recording processes.
- To develop the in-person progress meetings, by using the PLJ as the focus for discussion to allow parents the opportunity to further develop their understanding of the progression in learning trackers.
- To consider the impact of all staff professional learning on the children's learning experiences and wellbeing.

### Attainment of Children and Young People

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	59%	60%	97%	81%
P4	91%	82%	97%	84%
P7	76%	60%	92%	65%

### Overall Attainment for 2023 - 2024

	Literacy	Numeracy
P1	57%	81%
P4	82%	84%
P7	65%	65%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
74%	68%	78%	77%

**Evaluative statement of attainment over time.**

All children in P1 are making good progress from their prior levels as evidenced through BASE in literacy and numeracy. By the end of P1, the majority of children achieve early level in reading, writing and numeracy and almost all children achieved early level for listening and talking. By the end of P4, most children achieve first level in writing and numeracy and almost all children achieved first level for reading and listening and talking. By the end of P7, almost all children achieve second level for listening and talking and reading and most children achieve second level for writing and numeracy.

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

Overall, attainment in numeracy is good. Almost all children achieve national expected levels in numeracy at early and first level and the majority at second level.

Our overall attainment for P1, P4 and P7 in literacy is 68% and for numeracy it is 77%. This is reflective of our ACEL data and for literacy is a 1.6% increase from last session. For numeracy, this is an increase of 4.5% on last session.

Our attainment declarations for P1 are lower than in previous years, because of the start point of our learners in August 2022. However, after analysis of our BASE attainment data, it is evident that all of our learners in P1 have made significant progress in both literacy and numeracy since August 2022. We had noted gaps, specifically in the areas of phonology and sound recognition, which understandably had had an impact on progress in literacy. Similarly, to last session, learners in early years have required further targeted intervention to develop their social and emotional resilience to allow them to engage in learning experiences more readily. All learners experienced living through a pandemic in their first 3 years of life, significantly reducing their opportunity to socialise and be involved in a range of social situations to develop their natural/environmental learning in literacy and numeracy.

Evidence gathered from class visits, learner and staff discussions and attainment data demonstrates a lack of consistency in learners' opportunity to apply their learning across a range of curricular areas and in how we are planning for assessment of learning in literacy and numeracy. This will have an impact on attainment results and needs to be a focus for improvement next session.



## Evidence of significant wider achievements

Our continued work on increasing children's participation in physical activity and access to free extra-curricular activity has resulted in an increased opportunities for some of our cohorts of children this session. All children at Foulford, were offered weekly outdoor play/learning sessions to help re-engage learners with a range of physical activities. Our continued partnership with Active Schools and Cowden in the Community has enabled us to offer a range of physical activities to our P4-7 cohorts. This included football, basketball, netball and dance. We have also been able to offer children the opportunity to participate in sporting festivals and competitions through cluster leagues. This has supported our children to develop their skills as effective contributors.

Our P7 cohort have had the opportunity to engage in the John Muir Award and experienced an outdoor educational residential. This has allowed all of the children to experience the impact of the outdoors on their wellbeing and for them to recognise their role and responsibility in preserving the natural outdoor spaces that we have.

Our P7 cohort have had the opportunity to work with Beatbox, to create a new school song linked to our revised values and have also worked alongside the musical theatre company to create their own Leavers performance for the end of the year. It allowed all children to participate in a creative experience, where they had to work collaboratively to achieve an end production. The project enabled all children to play to their strengths and take on a role that best met their needs and strengths, ensuring everyone felt included.

Over the year, we have been able to develop a community ethos within the school, where our senior children have been able to support our younger children. This has been through a range of roles such as our P3 and P4 children being our Nursery/P1 buddies to support them through transition and our P6 and P7 children have been engaging in paired reading and shared play opportunities with our P1 and P2 children. This has helped all children understand what it feels like to be part of a larger school community. It has also taught them the importance of responsibility and respect, and this came through clearly when we reviewed our school values and vision. The children identified respect and responsible along with included and kind as key values for us to embed at Foulford. The final value identified was achieve and wanted there to be a focus on all achievements.

We have offered children in P4-7 the opportunity to be in our Glee Choir, which has helped children to demonstrate and show commitment and performance and they have showcased their talents in front of large audiences in the theatre and within the community by visiting local care homes. This has led to new links with a local care home, and we are now looking to develop our intergenerational work next session.

This session we have been increasing our pupil participation where some of our children have taken on the roles of Junior Road Safety Officer, Eco School Reps, House Captains and Librarians. This has helped children to understand their role and responsibility in helping the school to run effectively. Thus, providing opportunities for children in P5-7 to develop their skills as an effective contributor.

## Feedback from External Scrutiny

### Learning Partnership Strengths and Areas for Improvement

#### School Learning Partnership

##### **Focus: Using feedback effectively to support progress in writing (HGIOS 4 Q12:3)**

##### **Strengths:**

- In all classes, children could share what they were learning and how they would be successful.
- In almost all classes, feedback was used effectively to support children about their progress and inform next steps in writing.
- All children in pupil focus groups, were able to discuss different ways in which they receive feedback from the teacher and peers.
- Success criteria was shared with children in all classes. Co-creation of success criteria was evident in a few classes.
- In almost all classes, teacher and pupil involvement in assessment approaches were observed.
- In all classes children were involved in discussions about their progress in writing and what their next steps were.
- In almost all classes, children were able to talk about how their writing had improved
- In a few classes, staff were observed teaching the skills for peer assessment.
- In most classes, children were involved in giving feedback on a modelled piece of writing to develop their own ability to give effective feedback.
- Almost all children in focus groups, identified the learning wall as a way in which to support improving their writing.

##### **Areas for Development:**

- In a few classes, there were too many success criteria shared for one lesson.
- Success criteria often focused on tools for writing, needs to be more focussed on content of writing and literary techniques.
- Consider in all stages, where we are offering opportunities for children to write with a real purpose and where this is evidenced.
- Consider in all stages, where we are offering opportunities to write across the curriculum and where this is evidenced.
- Within early years settings, consider how we are offering daily opportunities to write through play experiences.

##### **ELC Learning Partnership Focus: Evidence of Nurturing and quality interactions and High quality play experiences (CI Framework Q11.1 and 1.3)**

- All staff displayed warm nurturing interactions children. As a result, children clearly felt safe and comfortable
- All staff were attentive to children and sustained interactions were observed
- Almost all staff were involved in quality interactions with children
- Staff were able to talk clearly about their role and how they supported children in their care
- Evident that there was quiet, cosy, homely spaces within the setting to support children's emotions.
- Snack in both rooms was well presented
- All play areas were well resourced, good visuals to support learning e.g. stages of block play
- Almost all staff were able to use high quality questioning, 'I wonder if'
- Environment for learning is rich and supports independence, problem solving and creativity
- Evidence in daily/weekly planning ensures learning themes taken forward
- The use of free flow between rooms, allows children to have the option to access a quieter area
- Information in PLJ's clearly document learning
- Learning wall had good balance of adult directed/responsive learning and evidence of children's voice

##### **Next Steps:**

- Continue to share practice on what a high-quality interaction looks like to ensure that all staff know when to step in to support and extending learning

- Consider how staff gathers evidence of where children chose to spend the majority of their time and use this to develop the environment
- Consider using the same themes in quieter rooms, with different types of provocations to add more depth to learning
- Ensure consistency in completing evaluations from observations, by building into planning meeting time
- Reflect on how we can build in numeracy and literacy at all areas

## PEF Evaluation/Impact

### Targeted Interventions

Through consultation with all stakeholders, it was identified that our two focus priorities needed to be on engagement in learning and to close the attainment gap for some of our most vulnerable pupils.

Our agreed approach was to use key staff to support learners' emotional and social needs allowing them to access a curriculum appropriate for them, to feel included and respected. When this was established, learners would then be able to participate in targeted interventions for reading and writing to make progress in closing the poverty related attainment gap.

### Progress:

- SfL staff and link DHT worked in **collaboration with class teachers to analyse attainment data** to identify learners requiring additional support for reading, writing and emotional regulation
- Through **baseline assessments**, all staff were able to identify specific gaps in learning within writing and reading
- A **key person was identified** as the key link for children and parents to support engagement in learning
- A **small test of change** was planned and implemented for each targeted intervention
- All staff engaged in professional learning for de-escalation and proactive management plans to use intensive support strategies for some identified learners.
- All targeted interventions had a focus on one of the following areas Improved attainment in writing in key stages; Improved attainment in reading in key stages; Improved engagement in learning

### Impact:

This session, we had success with all our targeted interventions in writing and reading.

Within P1, we had 5 learners who were unable to blend and read cvc words. All learners have now achieved this and can do this with confidence and are beginning to apply this skill within their reading and writing.

Within P2, we also had less than half the learners, unable to create a simple sentence, hold the sentence in their head and then write independently. From baseline assessment, the learners were unable to recall all of their sounds and use them to phonetically to write words. After a targeted intervention with an initial focus on recalling sounds, then using colourful semantics through a Foundations of Writing approach, almost all learners were able to write a sentence independently.

After baseline assessment, we had most learners in P2 unable to write more than one sentence independently. After using both Foundations of Writing and Colourful Semantics approaches, all of these learners are now able to write a few sentences using a simple structure.

Within P2, we had a group of 16 learners who were making limited progress in reading due to their phonetic knowledge. We focused a targeted intervention on developing their sight vocabulary as an additional strategy and all were successful in progressing 3 levels within their reading.

Within P4, we had 15% of learners just off track for writing at the start of the session. These learners had no additional support need. Using a targeted intervention with a focus on developing a structure with a beginning, middle and end, all children were able to achieve First Level writing by June 2023.

Within P4, we had 7 learners who were reluctant to engage in writing due to difficulties with spelling and pencil control. They also found it challenging to keep their writing focused to the end using the relevant context and text type, due to lack of structure. Clicker 8 was used as a targeted intervention and all learners can now create a structured piece of writing independently, that has been edited and is relevant to the text type and context through to the end.

Within P7, we had a group of 10 learners who were slightly off track for writing as they were not able to include the depth of detail in each text type required by the benchmarks. The learners were taught how to self-assess against the criteria and almost all were able to achieve second level writing.

For all of our learners that were struggling to engage in learning due to their inability to regulate their emotions, we used a layer of additional planning and created a proactive management plan that gives clarity on how to reengage a child in their learning. This has impacted positively with the majority of our learners and we have been able to identify further support strategies to help them increase their engagement in learning.

We have found the small, targeted interventions using successful strategies has had a significant impact on narrowing the poverty related attainment gap.

**School/Setting Name: FOULFORD PRIMARY AND NURSERY SCHOOL**

<b>NIF Quality Indicators (HGIOS 4) School Self- Evaluation</b>				
<b>Quality Indicator</b>	<b>2020 -2021</b>	<b>2021- 2022</b>	<b>2022-2023</b>	<b>Inspection Evaluation</b> <i>(since August 2022)</i>
<b>1.3 Leadership of change</b>	Good	Good	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>	Very Good	Good	Good	N/A
<b>3.2 Raising attainment and achievement</b>	Satisfactory	Satisfactory	Good	N/A

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

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

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

**Headteacher – Sharon Clark**

