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| ***Greyfriars RC Primary School***  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | 193 pupils organised across 7 classes | | | | | **FME** | 27 | | | | | **SIMD Profile for establishment** | 3.8 | | | | | **Attendance (%) 93.64%** | **Authorised** | **5.14%** | **Unauthorised** | **1.22%** | | **Exclusion (%)** | 0% | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £23275.00 | | | |   **School Vision**   * Our school community standing together in faith, respect, achievement, nurture, community, inclusion and success; following in the footsteps of St. Francis (our patron saint)   **School Values**   * To promote an ethos which is nurturing, compassionate, respectful and hardworking which is based on the teachings of the Gospels, keeping Christ at the centre of all we do.   **School Aims**   * Learners are safe, happy and nurtured * Learners are supported and challenged * Learners are confident and successful |

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| **Improvement Priority Session 2022 – 2023** | | | | | | |
| **Priority 1 – To develop and implement increased access to play-based learning in P1-3** | | | | | | |
| NIF Priority  Raising Attainment  NIF Driver  School Improvement | | | HGIOS 4 Quality Indicators  1.2 1.3  2.2 2.3  3.2 | | | |
| Has this priority been:  (please highlight) | Fully  Achieved |  | Partially  achieved |  | Continued into next session |  |
| **Progress:**  All staff in P1-3 have read ‘Building the Ambition’: National practice guidance on Early Learning and Children. This opened professional dialogue around the importance of play and the benefits to learning. Staff also engaged with the ‘Fife Core Provision’ document which allowed staff to collegiately audit our Early Years’ classrooms and provide a baseline of provision provided prior to, and after, implementing change. Children were also consulted as to which play resources, they would like to have within their classrooms.  We are building a better relationship with our nursery partner. The Headteacher and Principal Teacher, who were both newly appointed in August 2022, have been very helpful in working with staff to identify areas where improvement could be.  Resources to enhance our current provision for play were also purchased, and spaces created for specific purposes e.g. writing areas, role play areas, sand and water etc.  Children now have access to a wider variety of play activities, both structured and unstructured. The children access Soft Start as soon as they enter the classroom environment and are free to choose their activities.  All P1-3 staff members, our SPOC and NCCT attended a twilight on Digital Camembear as well as the French Masterclass sessions to upskill themselves. Staff now teach French through Digital Camembert and make good use of the accompanying Mini Camembert which is shared between home and school. Staff facilitate the digital games and activities throughout their discrete French lessons as well as throughout the day and in Soft Start.  P1-3 staff revisited ‘Loose Parts Play: A Toolkit’ by Casey and Robertson. Loose parts play is now timetabled and the children are regularly engaging with it. Resources were sourced and organised for the children’s use.  All P1-3 staff attended a twilight on the use of Seesaw as a means of communication with parents. The digital technology we have in school wasn’t conducive to allowing the children to take ownership of the sharing of their learning. Three I-pads have been ordered to address this issue and will be a target for next session. | | | | | | |
| **Impact:**  All P1-3 staff have become more familiar with the current theory and practice of play pedagogy to inform their practice. This has impacted on children in the Early Years having access to a broader range of active, play-based learning opportunities. All P1-3 classrooms have been rearranged to incorporate different areas e.g. a writing area, role play area and are more reflective of play-based learning. To improve the play experience for all children in P1-3, we have invested in new resources. These are being used consistently across the three classrooms with some resources being rotated to ensure that all children have access. All children can be observed in self-selecting play activities. All children talk confidently about their play experience. During planning and tracking meetings, all P1-3 staff talk reflectively about their practice. All P1-3 staff engage in informal moderation regarding the planning and implementation of play.  Our Learning Partnership identified that all children in focus groups shared growing enthusiasm and enjoyment for French learning and that ‘Camembear’s Diary’ is well integrated into home learning practice in Primaries 1-4. Parents have also commented that the children have enjoyed taking the Bear home and it has facilitated conversations so that the children could share their French vocabulary with them.  Through discussions with target groups of children, they all expressed that they liked going outside to play with the loose parts play resources and were able to talk about how it was linked to DYW. Our Learning Partnership noted that ‘loose parts play’ was continuing to be developed. | | | | | | |
| **Next Steps:**   * Continue to embed this a playful pedagogy approach. * Continue to purchase resources for play, especially those to support literacy and numeracy * Develop use of ‘tuff trays’: support children to use these during Soft Start, and for use during learning * Development of Seesaw as a means of communication with parents is identified as a target for next session (Priority 1) * Staff at early years to consider their role in planning for play e.g. building challenge through planned direction from adults and to more formally observe children during play experiences. * Identify and break down the features of playful pedagogy to be imbedded. * Develop staff confidence in planning for high quality play-based learning experiences and for assessing children within play experiences. | | | | | | |

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| **Improvement Priority Session 2022 – 2023** | | | | | | |
| **Priority 2 – Increase continuity in learning across all stages in 1 +2 French. Develop progression, depth, breadth and challenge at all stages to provide high quality learning experiences for all pupils.** | | | | | | |
| NIF Priority  Raising attainment  NIF Driver  School improvement | | | HGIOS 4 Quality Indicators  2.2  2.3  3.2 | | | |
| Has this priority been:  (please highlight) | Fully  Achieved |  | Partially  achieved |  | Continued into next session |  |
| **Progress:**  All teaching staff attended an INSET day with the Cluster, including the PT of modern languages at madras, to support a more consistent approach to planning delivering French in school. We now have a very clear line of progression from P1 to P7 with clear topics identified for each stage.  All staff have embedded French into the school day and speak French when completing daily registration, selecting school dinners and indicating method of travel home at the end of the day. There is consistent and progressive labelling, using Boardmaker, in all classrooms and in communal spaces in school. A weekly calendar of French phrases has been created to support staff in vocabulary acquisition. French resources have been centralised. Almost all staff have attended the 1+2 Fife Masterclass twilight sessions in its entirety. All P1-4 teaching staff attended the twilight for Digital Camembert and their classes regularly engage in the activities to support the development of French. | | | | | | |
| **Impact:**   * Almost all children are able to use French vocabulary to form simple sentences and have experienced French in its written form. * Most pupils in P1-4 are able to speak basic French phrases confidently. * Most pupils in P5-7b are able to listen, write simple sentences, read simple sentences and speak French confidently with regards to ‘me’. * Almost all pupils in P5-7 have begun to enhance with digital technology to enhance their experience of learning French * All pupils who participated in a focus group to discuss their experience of French were able to highlight the differences in their experiences compared to last year. They spoke knowledgably of the changes and that, in their opinion, French had had a greater focus than ever before. * During our learning partnership, the focus group of P1-4 children, it was identified that Digital Camembear’s Diary was well integrated into home learning practice. * All pupils in P3/4 were engaged in setting up a French café as a high-quality assessment task. This was evident in how the children spoke about their learning and through observations of the class. | | | | | | |
| **Next Steps:**   * Develop a French tracking document * Extend and develop the weekly calendar of French phrases next session and imbed within daily practice * Invest in Level 2 Camembear when it becomes available for purchase * Extend and develop resources e.g. the purchase of pictures books written in French. * Further empower all staff to take ownership of French within their own classrooms. * Look for opportunities to include quantitative data (e.g. from surveys, learning walks, assessments) | | | | | | |

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| **Improvement Priority Session 2022 – 2023** | | | | | | |
| **Priority 3 –To provide a consistent approach to learning and teaching with identified opportunities for children to contribute and take ownership** | | | | | | |
| NIF Priority  Raising Attainment  NIF Driver  School Improvement | | | HGIOS 4 Quality Indicators  2.2 2.3  3.2 3.3 | | | |
| Has this priority been:  (please highlight) | Fully  Achieved |  | Partially  achieved |  | Continued into next session |  |
| **Progress:**   * Most staff are implementing a four-part model for lessons in literacy and numeracy. The model developed incorporates the sharing of Learning Intentions and Success Criteria, identification of links to DYW, learning activity and a plenary. * Staff are highlighting links to DYW and encouraging children to identify their own links where appropriate. * ‘I can’ DYW statements are clearly displayed in most P4-7 classrooms beside Learning Intentions and Success Criteria. * Almost all staff provide consistent opportunities for children to co-create success criteria across the curriculum. * A few teachers have created homework grids which are reflective of a broad range of different tasks in different curricular areas, allowing the children to make a choice regarding the homework task to be completed. * All children were involved in the selection of one whole class topic in the summer term. * All most all children have been given increased access to choose how to complete tasks. * Opportunities given to children to choose challenging reading more regularly through school library visits. * A few children from P5-7 have volunteered to become librarians and have responsibility for the library. | | | | | | |
| **Impact:**   * The adaptation of this four-part model is evident in most literacy/numeracy lessons which have been observed. * All children are able to talk about learning intentions and success criteria across their learning. * Our learning partnership identified consistent use of Learning Intentions and Success Criteria and that almost all children had good understanding of these. * All children have a better understanding of the purpose and application of their learning and how it links to DYW. * Almost all children are able to discuss what success looks like in their learning through being given opportunities to co-create success criteria. * Almost all children were able to talk about variety and choice in their homework during focus group discussions. | | | | | | |
| **Next Steps:**   * Share the four-part model expectation with new teaching staff at the start of next session and revisit it frequently during collegiate working time to ensure this approach is embedded. * Develop depth to build consistency of practice. * Identify and develop real ownership of learning by children * P4-7 staff to read and familiarise themselves with ‘Career Education Scotland’ document. * All learners in P5-7 to engage with ‘World of Work’ digital platform. * Engage with parents regarding the variety of homework sent out this term. | | | | | | |

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| **Improvement Priority Session 2022 – 2023** | | | | | | |
| **Priority 4 – Children in P4-7 to experience a more robust assessment process to ensure that they can apply their skills and learning to different contexts.** | | | | | | |
| NIF Priority  Raising Attainment  NIF Driver  School Improvement | | | HGIOS 4 Quality Indicators  2.2  2.3  3.2 | | | |
| Has this priority been:  (please highlight) | Fully  Achieved |  | Partially  achieved |  | Continued into next session |  |
| **Progress:**  No progress has been made in this area due to staffing issues in my P4-7 classes. From January 2023, two teachers went on maternity leave and one teacher has been on long term absence. Professional learning has also been impacted the number of industrial action days this session. | | | | | | |
| **Impact:**  This priority has made no impact on the children this session. | | | | | | |
| **Next Steps:**  Given the various supply teachers throughout these classes, as a staff we have decided to address this as a priority in August 2023. | | | | | | |

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| **Attainment of Children and Young People (Primary and Secondary)** | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Reading** | **Writing** | **Listening and Talking** | **Numeracy** | | **P1** | **100%** | **100%** | **100%** | **100%** | | **P4** | **91.2%** | **91.2%** | **91.2%** | **94.3%** | | **P7** | **96.3%** | **85.2%** | **96.3%** | **96.3%** |  |  |  |  | | --- | --- | --- | | **Overall Attainment for 2023 - 2024** | | | |  | **Literacy** | **Numeracy** | | **P1** | **100%** | **100%** | | **P4** | **91.2%** | **94.1%** | | **P7** | **85.2%** | **96.3%** |  |  |  |  |  | | --- | --- | --- | --- | | **Literacy** | | **Numeracy** | | | **Stretch Target** | **Actual** | **Stretch Target** | **Actual** | | **81.0%** | **90.7%** | **85.1%** | **96.0%** |   **Evaluative statement of attainment over time.**  Almost all children are maintaining their prior levels of attainment in Literacy and Numeracy, or improving upon them. This evident in the data collected in 2019/20 when our current P7 children were in P4: their attainment then was 78.1%. When our current P4 children were in P1 in 2019/20, 92% achieved in both literacy and numeracy. This indicates a 0.8% decrease which could be attributed to children moving in and out of Greyfriars as we do have a transient population.  By the end of P1, all children have achieved early level in reading, writing, talking and listening and numeracy. These results are the highest we have achieved since pre-pandemic times. Since the pandemic we have seen a steady increase in the number of children in P1 achieving First Level across literacy and numeracy. This year’s attainment in P1 could be attributed to many factors e.g. this is a small class and therefore the needs of the children have been able to be met more through smaller targeted groups. We have made greater use of the BASE data as a baseline measure of progress both at the start and end of the year. The BASE data has enabled us to identify those children who are achieving more highly at the beginning of the academic year as well as individual children who will require support as they move into P2.  By the end of P4, almost all children have achieved first level in reading, writing talking and listening and numeracy. This year, P4 have achieved better than previous cohorts of P4 have over the last four years. There have been many targeted interventions within this class to support their learning and we are just short of the 92% that was achieved by P4 pre-pandemic in literacy. Through a rigorous assessment process, paralleled against tracking data held, the children identified to form part of a focus group have received extra support for phonics, spelling, reading and writing in different ways: individual support, small focus groups supported by SfL teacher, PSA support and Class Teacher support.  By the end of P7, almost all children achieve second level in reading, listening and talking and numeracy. Most children have achieved second level in writing. This year’s attainment is the highest it has been since the pandemic in Reading, Talking and Listening and Numeracy. In writing we have seen a dip from 90% in the previous year to 85.2%. Children who have participated in focus groups or individual support were identified through tracking meetings (data informed) and from teacher assessment of learning. | |
| **Evidence of significant wider achievements** |
| **Confident Individuals**   * All children in P1-3 participated in our Nativity for the whole school and parent body. The children worked well together as a team, each person taking on a character role. Every child learnt their lines and sang every song, followed instructions and demonstrated their acting ability. For many this was the first time they had been on the stage and they all did their part very well.   **Responsible Citizens**   * The Rights Respecting Schools Committee achieved the Silver Award earlier this year. This was the culmination of leading the school through different aspects of the UNCRC and learning about what the different articles mean for them living in Scotland today as well as contrasting their lives to children in other countries. * All children in P7 successfully completed Bikeability Levels 1 and 2. The course took a lot of commitment but allowed them to learn how to be a responsible cyclist when riding their bikes in a busy town or on country roads. * All children in P5 and P6 successfully completed Bikeability Level 1. The course taught them how to maintain their bike so that it is road worthy and make simple repairs, how to stay calm when cycling and how to control their bike, pedal it without feeling wobbly and to be aware of their surroundings in preparation for Level 2.   **Effective Contributors**   * Our Lenten Fundraising brought the whole school together to raise £325.51 for Mary’s Meals through organising Big Breakfasts, a non-school uniform event and a coin trail. Through assemblies and in classes, awareness was raised of the need to support those less fortunate than ourselves and that all monies raised would help the charity to provide life changing meals to some of the poorest people in the world. * Both our Eco committee and RRS Committee regularly made contributions to our assemblies so that the school body was aware of what they were achieving and how they could participate too.   **Successful Learners**   * Our Rotary Quiz Team won the local quiz team and came second in the Area final. On Saturday 17th June they travelled to Aberdeen to participate in the Rotary District 1010 grand final quiz. The four quiz members worked really well together to identify gaps in their general knowledge and took steps to increase their knowledge. Although they didn’t win, they were only three-points behind the team that took 3rd place. The whole experience really built their self-confidence and our school is very proud of them. |

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| **Feedback from External Scrutiny** |
| **Learning Partnership/Extended Learning Partnership/Subject Review/3.1 Review/DAS Review Strengths and Areas for Improvement (29th March 2023)** |
| **Strengths identified:**  General:   * Strengths continue to be noted in relation to the Key Strengths identified by the HMIe inspection earlier this session (Caring environment, high quality of children’s work during writing, staff check needs in terms of additional support) * There were some instances of AifL being used in some classes * Children were polite and friendly and keen to talk about aspects of their experience. * Staff team’s ongoing commitment to delivering the impacts of the School Improvement Plan * Consistent use of Learning Intention and Success Criteria and children’s understanding of these.   *Play:*   * Changes are starting to come through into the P1-3/4 classroom environments * In almost all rooms children were suitably engaged during the Soft Start play experience * New resources are being introduced to widen pupil experience and provide open-ended play opportunities * Spaces within the school give a great basis for continued development. * Early work is underway to consider the adults’ role during Soft Start. * Use of ‘Loose Parts Play’ is continuing to be developed   *French*   * All staff have engaged in 1+2 Masterclass professional development which is having impact on teachers’ knowledge and readiness to imbed new practice with the children in their classes. * Positivity of staff team in their commitment to delivering improvements in MLPs and supporting each other in their professional development. * ‘Camembear’s Diary’ is well integrated into home learning practice in Primary 1-4. * Children in focus groups shared growing enthusiasm and enjoyment for French learning. * Routines and instructions are becoming increasingly imbedded across the school day. * All staff have access to Glow 1+2 resources * A weekly calendar is in place across the school with focused vocabulary across the year. There is a plan to extend this and evolve it into next year and beyond, imbedded into standard practice.   **Areas for Improvement (Many are already identified and underway):**  *General:*   * Continue to build the effective use of assessment in lessons to inform the quality of teaching. * Continue how best to improve practice in pace, challenge and differentiation. This could include considering the LS Teacher’s role in leading this across classes (e.g. through aspects of the Circle Framework) * Devise a clear overview of how feedback and peer and self-evaluation will be used in the school. * Consider opportunities to bring aspects of the targeted emotional wellbeing supports into universal classroom practices. * Reflect upon how laptops are integrated into classrooms across the school day to support and enhance learning and apply learning from the ICT suite. (e.g. beyond tasks for fast finishers) * Consider planning for ongoing investment in IT moving forwards. * Review opportunities for professional development for PSAs around managing distressed behaviour (e.g. trauma) * Consider sign up of pupils to MY WOW P5-7   *Play:*   * Open-ended play experiences are beginning to be introduced. Continue to build this to grow children’s curiosity, enquiry, socialisation, independence and resilience. * Staff at early years should consider their role in planning for play. For example building challenge through play (e.g. through planned direction from adults) * Tough trays have been purchased and are being introduced into children’s experience * Consider opportunities to break up the spaces to create child-friendly environments to change the way children are using the space. * Explore how to respond to children’s views/thoughts/ideas in designing, introducing the environment and experiences.   *French:*   * Consider process for tracking learning in French (possible cluster task) * Consider progression in development into Second Level (potential future investment in Level Two Camembear?) * Consider opportunities to evidence growth in teacher confidence so far and think about how to best continue to support this moving forward (could measure of confidence be included as measure of success in SIP) * Continue to support the imbedding of early developments in practice in French lead by NCCT teacher in P1-4 into classroom practice across Primary 1-4 |
| **Education Scotland - Strengths and Areas for Improvement (8th November 2022)** |
| **The inspection team found the following strengths in the school’s work.**  • A caring environment where all staff’s detailed knowledge of children and families results in effective support for children’s wellbeing.  • The high quality of children’s work during writing lessons. They identify successfully what they need to do to improve further.  • Staff check effectively the progress of children needing additional support with literacy.  **The following areas for improvement were identified and discussed with the headteacher and a representative from Fife Council**  • All teachers need to plan learning activities that are sufficiently challenging and well-matched to children’s interests.  • Children need more opportunities to lead their own learning, including through play.  • Senior leaders and teachers need to use assessment information more effectively to be able to identify and address gaps in learning. |
| **PEF Evaluation/Impact** |
| **Targeted Interventions**   * Support for Learning teacher worked with class teachers and HT to identify learners for targeted support * Identified children received targeted support for literacy (phonics, spelling, reading and writing) and numeracy either in small groups or as individual from our Support for Learning Teacher, additionality teacher, PSA or a combination of all of these as required. * All learners in P4-7 have received support through a team-teaching approach between the SfL teacher and the class teacher. * SfL teacher has co-ordinated resources and activities for different individuals, groups and whole classes to use. * Progress was tracked and monitored throughout the session providing feedback to inform planning for next steps (every six weeks). * Class teachers supported follow-up activities in class, as directed buy Support for Learning teacher. * Targeted children participated in Kitbag and Lego Therapy to support health and wellbeing (identified children were dealing with trauma/emotional regulation). * Kitbag made available for individual children as and when required to teach them necessary coping strategies when feeling anxious. * Support for Learning teacher was in regular contact with parents/carers to build home/school relationships and to support children at home. * School worked with outside agencies as appropriate (SALT, DAPL, Educational Psychologist, FSS, Social Work). * All interventions were reviewed and evaluated on a regular basis to ensure the needs of all children were met. |
| **Progress:**   * Joint regular planning and tracking meetings held between HT, Support for Learning Teacher and individual class teachers to identify learners for targeted support established. This is a new practice and one that proved highly beneficial for all parties. Strong professional dialogue occurred and the HT was able to dig underneath to identify the issues. * The Support for Learning teacher tracked and evidenced progress for all interventions carried out. There was a clear six-week window for targeted interventions prior to evaluations being carried out and progress being measured from baseline data. * The PEF PSA has regularly had consultations with the SfL teacher and has engaged in professional learning around implementing Kitbag and Lego Therapy to ensure that she had the necessary skills to ensure that these interventions provided the best possible learning experience for those children who were targeted. * Regular homework tasks for parents to support their child’s learning at home have also been sent home. * The SfL teacher has had regular contact with parents of the children receiving interventions to discuss progress made and to identify next steps for them to support children at home. * Emotional health interventions e.g. Kitbag and Lego Therapy have been measured using the Leuvan scale and a well-being wheel. The use of these data gathering tools is a step forward for us in measuring the impact of emotional health interventions. * Referrals for outside agencies have been made and they have engaged with specific children identified for individual support. |
| **Impact:**   * Participating in joint discussions to identify learners for targeted support has been beneficial to all learners because of the joined-up conversation which is now taking place between professionals. These discussions have enabled pupils to be identified along with an appropriate targeted intervention to ensure their needs are met and learning supported. * All learners identified for interventions have demonstrated a significant increase in their learning and their ability to apply their skills to new areas of learning e.g. phonics, spelling, reading, writing, and specific aspects of numeracy. * Feedback from all children who have attended Kitbag or Lego Therapy sessions have identified the positive effect it has had on their mental health. They report that after these sessions they are able to focus more on learning and that they have a range of strategies which support them to deal with difficult situations which bring on anxieties. * All children who have engaged with at least one intervention this session have made good progress (e.g. in their spelling/reading ages) measured pre and post intervention in addition to putting their attainment back on track. * The SfL teacher has supported the learning, teaching and assessment of Writing of all children in P4-P7. Such an approach has allowed the SfL teacher to model good practice in teaching writing as well as allowed time for her and the CT to support specific individuals and groups of children. The majority of children are now effectively supported within Writing by their class teacher through the use of a range of strategies such as the use of IT, a range of planning documents to support their Writing plans and the use of clear success criteria which has been co-created between the class and their teacher to enable children to achieve more success in writing. * Almost all parents have worked with their child at home on their specific tasks to support targeted learning intervention which has helped to strengthen the home/school relationship. * All targeted learners supported by outside agencies are developing a range of strategies to enable them to cope with different situations, e.g. anxieties, emotional regulation etc. This is having a positive effect on their learning in class as they are beginning to feel more in control of their learning and not allowing their anxieties/emotional regulation control them. |

**School/Setting Name: Greyfriars RC Primary School**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2020 -2021** | **2021- 2022** | **2022-2023** | **Inspection Evaluation**  *(since August 2022)* |
| **1.3 Leadership of change** | Very Good | Good | Satisfactory |  |
| **2.3 Learning, teaching and assessment** | Very Good | Good | Satisfactory | Satisfactory  (November 2022) |
| **3.1 Ensuring wellbeing, equity and inclusion** | Very Good | Good | Satisfactory |  |
| **3.2 Raising attainment and achievement** | Very Good | Good | Satisfactory | Satisfactory  (November 2022) |

**Headteacher**: Collette Crompton

**Appendix B - Session 2023 -2024 Improvement Plan**

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| **National Improvement Framework Priority:**  Improvement in Attainment | | | | | |
| **Focused Priority:** To enhance the curriculum through the use of digital technology | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.5 Management of Resources To Promote Equity  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  3.2 Raising Attainment and Achievement  3.3 Creativity and Employability | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All learners will experience high quality learning practices which are enhanced across the curriculum by the use of digital technology.  Some learners in P1-4 to be identified to access Clicker 8 to support and raise attainment in writing.  All learners who have a diagnosis of Dyslexia or other additional support need in P5-7 will have independent access to netbooks to enable them to evidence the breadth and depth of knowledge and understanding thus raising their attainment.  All learners in P5-7 to engage with Digital Camembert to develop their knowledge and understanding of second level in French.  All learners in P1-3 to access  Seesaw to allow them to share their learning with parents so that they can be supported at home.  All learners in P4-7 to share their learning journey through Sway with parents so that they can be supported in their learning at home.  All learners in P5-7 to access homework tasks through Glow.  All learners in P5-7 to participate in the ‘World of Work’ digital platform. | All staff to read and familiarise themselves with the publication:  [Enhancing Learning/Teaching through using Digital Technology.](https://www.gov.scot/publications/enhancing-learning-teaching-through-use-digital-technology/)  Through collegiate discussions, staff will agree a core set of digital platforms to be used within each attainment level, e.g Kahoot, Blooket  All staff to engage with the refreshed PICT materials to support the delivery of IT.  Clicker 8 to be purchased.  Staff to attend a twilight course on implementation of Clicker 8.  Netbooks to be stored centrally in the Sunshine room for learners to access as appropriate. Sign out/in book to be used.  Appropriate software to be available to support spelling and grammar.  Clicker 8 to be utilised as appropriate.  Talk to text software to be made available.  Second Level Digital Camembert to be purchased when available.  Staff to attend training session  Staff training to be undertaken.  Staff to model implementation of Seesaw for learners.  Learners to take ownership of Seesaw and select which learning is to be shared with parents.  Parents to attend a workshop on the use of Seesaw.  Staff to agree frequency of use across P1-3  Staff training to be undertaken.  Staff to agree a template for use.  Staff to support learners in selecting learning to upload and reflecting upon it.  Staff to agree frequency of use.  Pupils to learn how to use Sway  All learners to be issued passwords and usernames.  Learners to be supported by staff in navigating Glow and Teams.  Staff to agree how often Glow is to be used.  All learners to be given regular opportunities to engage with the ‘World of Work’ resource to enhance and develop understanding of DYW. | Gemma Sanderson to be contacted for support.  HT  PT  All CTs  PSAs  HT  SfL teacher to hold Clicker 8 twilight  HT  SfL teacher  CTs  P5-7 Learners  HT  Mrs Farnaby and Mrs Rochow to lead implementation  CTs  HT  Gemma Sanderson  P1-4 CTs  HT  P4-7 CTs  P5-7CT’s  P5-P7 CT’s | | Records of collegiate discussions  Direct observations from SLT alongside collegiate observations and feedback, and Learning Partnership feedback.  Pupil focus groups  Pupil surveys  Staff survey  Staff survey  Pupil survey  Tracking of data  Sign in/out book  Pupil focus group  Staff discussion  Classroom observations  Staff feedback  Pupil survey  Classroom observations  Staff feedback  Pupil survey  Classroom observations  Parent feedback from workshops  Parent feedback  Pupil surveys  Staff evaluation  Parent survey  Pupil focus group  Staff evaluation  Parent survey  Pupil focus group  Staff evaluation | September  October - February  October to February  September  October - December  September Tracking and Planning meetings  September – February  October - June  Date of release to be confirmed  Training - September  Implement in October  Evaluate progress in January  November  October - December  September to June  January to April |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

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| **National Improvement Framework Priority:**  Improvement in attainment | | | | | |
| **Focused Priority:** All children to experience a more robust assessment process to ensure that they can apply their skills and learning to different contexts | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement  3.3 Creativity and Employability | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All pupils, in P1-7, will be assessed using a variety of summative and formative approaches, with opportunities to apply their skills and learning to a range of different contexts.  All pupils to have a quality body of evidence which is used to support assessment judgements and decisions about next steps.  All staff to use assessment information more effectively to be able to identify and address gaps in learning.  Almost all pupils in P4-7 will engage in self-assessment and peer assessment tasks in reading and numeracy to develop their understanding of where they are in their learning and what their next steps would be.  Almost all pupils will see their attainment increased. | All staff to engage in the identification and implementation of core AIFL strategies to ensure a consistent, progressive approach.  Staff to build upon and develop their skills in planning for high quality assessment tasks.  Staff to engage with the materials provided by Education Scotland in the moderation Hub to support the development of high-quality assessment tasks.  Summative assessments, in literacy and numeracy, to be planned as part of the learning, teaching and assessment cycle.  Assessment to be planned for at the start of a unit of learning clearly identifying what is to be learned and how it is to be assessed.  All pupils to be sufficiently challenged in their assessments which are well-matched to children’s interests  Staff to gather a range of assessment evidence to inform decisions made about attainment.  Staff to engage in moderation opportunities within the cluster and within school regarding next steps and attainment of a level.  Staff to engage with the Fife materials: ‘Developing Confidence in our Judgement’.  Staff to develop a consistent approach to assessment.  Review with staff, supports needed to help interpret and track data with confidence.  Staff to make better use of BASE data and NSA data, alongside personal tracking and monitoring of assessments, to identify gaps in pupils’ learning so that appropriate interventions can be put in place.  HT, SfL teacher and Class teachers to meet termly to discuss tracking and data.  Staff to use Fife Records of Understanding in Numeracy to track pupil attainment and identify gaps in learning based on assessments given.  Implement new reading and numeracy self and peer assessment sheets.  Weekly opportunities to be given to almost all pupils in P4-7 to use the self and peer assessment sheets.  The use of a wide range of assessments will enable a portfolio of evidence to be created, demonstrating the depth and breadth of learning.  Staff will be able to moderate more effectively given the range and challenge of assessments.  Tracking and planning meetings will be data focused. | HT, PT and all staff  Mrs Manson and Mrs Nelson to lead moderation activities  All teaching staff  HT and PT  All teaching Staff  HT  Cluster colleagues  HT  All teaching staff  All teaching staff  HT and all teaching staff  Teaching staff in P1, P4 and P7  Teaching staff in P4-7  Pupils in P4-P7  All teaching staff  HT  SfL  All pupils  All staff  Cluster colleagues  SfL teacher, CTs and HTs | | Evidence of assessments  Records of moderation activities linked to high quality assessment tasks.  All staff to evaluate  Classroom observations  Pupil survey  Discussion with pupil focus groups P1-P7  Evaluation of Fife materials used  Assessment evidence  Records of moderation  Records of moderation  Teacher self-evaluations  Staff feedback  Data gathered  Records of assessment  Classroom observations  Pupil Focus Groups  Pupil focus groups  Pupil surveys | August to December  January to April  April to June  November, February and April  November INSET day  August to February  November Inset Day  Termly meetings – September, November, February and April  August to December  Evaluate and adapt as appropriate on February INSET day.  August to June  Termly meetings: September, November, February, April |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

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| **National Improvement Framework Priority:**  Improvement in attainment | | | | | |
| **Focused Priority:** To develop and implement increased access to play-based learning in P1-3 | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement  3.3 Creativity and Employability | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| Continue to develop and embed a playful pedagogical approach for all P1-P3 children, as appropriate for their age and stage.  All staff to engage in observations of play to inform future learning and identify progress made. All children to be provided with opportunities to lead their own learning.  All P1-P3 pupils to have access to an outdoor learning space which supports curiosity and enquiry in learning. | Develop a wide range of open-ended play opportunities for the children.  Continue to purchase resources for play, especially those to support learning in numeracy and literacy.  Develop use of tuff trays for activities and enable children to use them during soft start and learning time.  The learning environment to provide play spaces which are varied and interesting. These should be regularly refreshed to foster children’s curiosity, enquiry, socialisation, resilience and creativity.  Staff to devise a meaningful document to observe children in their play.  Observations made should inform next steps in learning.  Develop staff confidence in planning for high quality play-based learning experiences and for assessing children within play experiences.  Staff to provide opportunities for children to explore own interests and to regularly lead own learning and demonstrate independence.  Resources to be regularly refreshed to keep children’s interest fresh.  Create an enclosed outdoor space which keeps the children safe.  Purchase resources appropriate for the outdoors.  Utilise the natural resources readily available to create learning experiences.  Continue to build on and develop loose parts play.  Provide open-ended learning experiences which enable the children to explore and be led by their natural curiosity | P1-P3 teachers  PSAs  HT  SfL teacher  P1-3 class teachers  PSAs  HT  P1-P3 Teachers | | Classroom observations  Staff evaluations  Pupil focus groups  Informal classroom visits  Staff evaluations  Records of observations  Pupil Focus Groups  Photographic evidence  Staff evaluations  Pupil Focus Groups  Learning walks | August – February  October – April  October - June |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

**Session 2023- 2024 Improvement Plan**

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| **Attainment Fund Rationale**  Remove barriers to learning for dyslexic children | | **Amount of Fund: TBC still waiting for costs** | | |
| We have 9 learners in the school who currently have an identification of dyslexia. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Impact on learners**  **Ongoing evaluation Dec/June** |
| **Intervention 1**  By October 2023, 9 identified learners who have dyslexia across P4-7 will have access to a netbook and headphones with a microphone. Currently, 55% of dyslexic learners are on track in their attainment. By removing the barrier of spelling, we aim to increase this to 89% by June 2023. | 1. The purchase of 15 netbooks and headphone sets exclusively for use with dyslexic children. 2. Training from SFL teacher in using supportive functions such as spellcheck, setting a buff background, Ivona reader and speech to text software. 3. Parental communication for identified learners. | | 1. SFL teacher to consult with CTs to ensure children with an identification of dyslexia have access to a netbook. 2. Pupil views sought. 3. Attainment in writing to reach 89% across the dyslexic cohort. | What has been the impact? |

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| **Attainment Fund Rationale**  Raise engagement in learning and support well-being | | **Amount of Fund £931.14** | | |
| We have identified a group of 16 pupils who are displaying increased distressed and anxiety related behaviours. This is having a negative impact on their attainment and well-being. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Impact on learners**  **Ongoing evaluation Dec/June** |
| .  **Intervention 3**  By October 2023, all PSAs and teachers will have had training/input on the use of kitbag, both as a whole class Health and Well-Being support, as well as an individual intervention for those in greatest need.  By October 2023, new Lego sets will be purchased to replenish the existing sets. This is to enable Lego therapy sessions to run. | 1. Regular kitbag ‘check ins’, led by class teachers at a whole class level. 2. Individual or group kitbag for the 16 children who have expressed a need for more than solely the whole class approach. 3. Group lego therapy for those children identified as requiring a social and emotional intervention. 4. Leuven’s scale of engagement completed for each identified pupil on a termly basis. Strengths and difficulties and individual plans adapted. | | 1. Teachers to discuss their ‘toolkit’ of health and well being interventions during consultations with HT and SFL teacher. 2. SFL teacher to timetable individual interventions. 3. PSAs will gather 6 weekly Leuven scale data to measure impact. 4. SFL teacher will tweak interventions as necessary, using the Leven scale data. | What has been the impact? |

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| **Attainment Fund Rationale**  Raise attainment in reading | | **Amount of Fund £150.00** | | |
| We have identified 8 children across the school who are currently 6 – 18 months behind the chronological age in reading. They all have difficulty with speed of phonic blending. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Impact on learners**  **Ongoing evaluation Dec/June** |
| **Intervention 4**  By May 2024, 8 children will be well established on the Toe by Toe programme. We envisage this will enable a 6 month reading attainment gain. | 1. SFL teacher to conduct up to date reading age assessments. 2. SFL teacher to timetable daily 10 minute to-by-toe slots for the 8 children identified. 3. Termly reading age assessments to be carried out to monitor impact. 4. PSA will support individuals as identified. 5. HT will monitor attainment gains at consulting time. | | 1. Baseline reading age assessment – September 2023. 2. Pupil views. 3. Termly reading age assessments. 4. Monitor of attainment gains. | What has been the impact? |

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| **Attainment Fund Rationale**  Supporting children who have experienced loss and change | | **Amount of Fund** | | |
| We have identified 11 children who are have experienced significant loss or change in their lives that has led to a decreased sense of well being and engagement in learning. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Impact on learners**  **Ongoing evaluation Dec/June** |
| **Intervention 5**  By December 2023, 11 children will have taken part in an 8 week loss and bereavement programme: Seasons for Growth. | 1. Purchase of Seasons for Growth books and resources. 2. Identify pupils and seek parental permission. 3. Train PSA in SFG (SFL teacher already trained, 2 companions are required). 4. PSA will prepare resources. 5. Programme delivered, with SFG evaluations being done weekly. 6. End of programme celebration with parents and carers invited. | | 1. Weekly SFG evaluations. 2. End of programme evaluation. 3. Seek views of pupils. 4. Seek views of parents and carers. | What has been the impact? |

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| **Attainment Fund Rationale** | | **Amount of Fund £29,046.00** | | |
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| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Impact on learners**  **Ongoing evaluation Dec/June** |
| .  **Intervention 6**  PEF PSA to support literacy and numeracy interventions as directed and supported by the SfL teacher. This will raise attainment   * from 70% to 100% in the achievement of 1IE in reading in P3. * from 65% to 100% in achievement of 1IE in P3, and from 76% to 97% in the achievement of 2IE in P6 in writing. * from 74% to 100% in the achievement of 1IE in P3 and from 79% to 97% in P6 in numeracy | 1. SFL teacher to consult with class teachers and headteacher to identify those children not on track. 2. SFL teacher to plan interventions in consultation with CTs. 3. PEF PSA used to deliver some interventions, some interventions will be delivered by SFL teacher. | | 1. Termly HT, SFL and CTs consultations to discuss progress and impact. 2. SFL teacher to conduct baselines and end of block assessments to measure impact. 3. Pupil views. | What has been the impact? |

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| **Attainment Fund Rationale**  Children who exhibit a need for sensory feedback in order to be ready to learn will have this need met. | | **Amount of Fund: £931.14** | | |
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| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Impact on learners**  **Ongoing evaluation Dec/June** |
| **Intervention 2**  To provide a 10 minute sensory circuit built into the day of key children who display sensory seeking behaviours. The purchase of sensory equipment will be necessary for this. | 1. PSA trained by SFL teacher in the use of sensory circuits. 2. HT and SFL teacher to purchase necessary equipment. 3. SFL teacher to arrange for plan for the circuit activities and arrange for storage of the equipment. 4. PSA to be timetabled to provide the circuit for 2 key children initially. 5. CTs to monitor impact on readiness to learn. 6. HT and SFL teacher to monitor intervention and discuss with Educational Psychology at well-being meetings. | | 1. Is the equipment purchased, activities planned and timetabled in? 2. What are the pupil views on its impact? 3. What are the class teacher views on readiness to learn? |  |

**Pupil Equity Financial Plan Session 2023- 2024**



**Appendix E**

**Name of Establishment**

**Name of Headteacher**

**Education Manager**

**Standards and Quality Report Session 2022- 2023**

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|  | **Comments** | | | | | |
| Agreed format for SQR 2022- 2023 has been used |  | | | | | |
| Context table completed  Shared vision and values shared |  | | | | | |
| **Improvement Work 2022 – 2023**  **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**   * Quantitative or qualitative data to support this impact * Written evaluatively |  | | | | | |
| Limited number of next steps identified |  | | | | | |
| **Improvement Work 2022 – 2023**  **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**   * Quantitative or qualitative data to support this impact * Written evaluatively |  | | | | | |
| **Limited number of next steps identified** |  | | | | | |
| Attainment Overview Completed |  | | | | | |
| Evaluative Statement about Attainment |  | | | | | |
| Attainment overview/Achievement of a Level/Outcomes for Young People   * Successes and gaps identified * Destination trends (secondary) |  | | | | | |
| Wider achievement – impact on children and young people  (evidence of skills developed rather than a list of achievements/experiences, this can be linked to four capacities) |  | | | | | |
| Feedback from External Scrutiny   * LP/ELP * Education Scotland * Care Inspectorate |  | | | | | |
| 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   * Quantitative or qualitative data to support this impact * Written evaluatively |  | | | | | |
| NIF quality Indicators are evaluated using six point scale (School) |  | | | | | |
| NIF quality Indicators are evaluated using six point scale (ELC) |  | | | | | |
| Care Inspectorate Grades included (where relevant) |  | | | | | |

**Improvement Plan Session 2023- 2024**

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|  | **Comments** |
| Are priorities identified supporting recovery?   * Do they cover school, ELC and ASC? |  |
| Are relevant QI’s identified for priority identified? (including Early years if relevant) |  |
| Expected impact   * Is this focused on children and young people * Is this written evaluatively * Is this linked to data |  |
| Strategic Action/tasks identified:   * High level * Realistic |  |
| Responsibilities   * Identified * At all levels |  |
| Measure of Success (including Triangulation of evidence/QI Methodology)   * Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session. |  |
| Timescales   * Realistic |  |
| PEF Plan (included) |  |
| PEF Financial Plan (included) |  |

**Appendix F**

**Measure of Success – QI Methodology**

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

A few suggested approaches to consider are :

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| **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. | A visual diagram of a Plan-Do-Study-Act (PDSA) Cycle | Download Scientific  Diagram |
| 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. | Education Sciences | Free Full-Text | Implementing High-Leverage Influences  from the Visible Learning Synthesis: Six Supporting Conditions | HTML |
| Practitioner Enquiry/professional Enquiry Process |  | The Flow Inquiry of Practitioner Enquiry | Download Scientific Diagram |