**Standards and Quality Reporting/Improvement Planning Session 2022- 2023**

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| **Kirkton of Largo Primary**  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | Kirkton of Largo accommodates school children from Upper Largo and surrounding areas. Pre-school children attend nursery at Lundin Mill. Our roll at the beginning of 2021-22 session was 21 children total. Kirkton of Largo catchment children live in SIM Quintiles 2, 3 & 4. | | | | | **FME** | **24%** | | | | | **Attendance (%) 89.7%** | **Authorised** | **8.77** | **Unauthorised** | **1.52** | | **Exclusion (%)** | **0%** | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | **£4900** | | | |   Our vision at Kirkton of Largo is to focus on wellbeing at the core of all our efforts to ensure our learners exceed expectations and develop into successful, confident, resilient and ambitious life-long learners.  We aim to instil positive values and plan for achievement and enjoyment by listening to our learners and creating opportunity for them to develop their own interests and lead their own learning.  Our values are focused on kindness. We will ensure all our children know how to form positive relationships and are respectful to others as well as themselves. We want them to be independent and effective members of our community. We promote, ‘from *hill to sea be the best you can be!’* |

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| Priority 1:  **All children to be listened to, and involved in decision making about their care and relationships, with all those involved actively listening and responding to what children want and need.** | | |
| NIF Priority  Improvement in children and young people’s health and wellbeing  NIF Driver  Assessment of children’s progress  School Improvement  Teacher Professionalism | HGIOS 4 & HGIOELC Quality Indicators  2.1 Safe Guarding and Child Protection  3.1 Ensuring Wellbeing, Equality and Inclusion  1.1 Self Evaluation for Self - Improvement  1.2 Leadership of Learning  1.3 Leadership of Change | |
| **Progress:**   * All staff became familiar with “The Promise” and ensured its vision and values had a positive impact on all learners by ensuring a nurturing approach was engaged in all classes. * All teachers planned for the UNCRC Rights of the Child to be a key part of their everyday learning and teaching. * The wellbeing indicators and the four capacities from CfE were reinforced throughout the school to ensure all the children know and understand that their wellbeing is a priority and that they have a valued voice. * Pupil Support Assistant staff prioritised the children’s wellbeing and provided a daily ‘listening service’ to support the wellbeing of all of our children. * The PSA staff attended ‘Nurture’ training and show cased their work during an in-service day to the other cluster PSAs. * Pupil Support Assistant staff used the Glasgow Motivation and Wellbeing Profiles to assess the overall wellbeing of identified children. This was supported by our Learning Support teacher. * All staff planned to ensure all children felt safe and secure and built positive relationships. * Outdoor learning opportunities were provided by each class and most children were consulted to see where, what and how they wanted to learn. * P7 transitions started as soon as our risk assessment allowed. An outdoor activity day ensured all cluster P7s met before taking part in thier transition residential to Broomlee. * All P7s were also supported by Our Mind Matters ‘Branch Out’ programme alongside P7s from Lundin Mill Primary. * All children’s wellbeing was supported throughout the school from P3 to P7 by ‘Emotion Works,’ which is a tool that enables all the children to identify and name their emotions and triggers. Strategies and solutions were then practised, which in turn supports positive relationships between the children, their peers and staff. | | |
| **Impact:**  The children were surveyed twice times throughout the year and the data used is the average percentage across the school from their May ’22 questionnaire. The following data will help to shape our new priorities for session 2022-2023.  The majority of children felt safe in school, however considering the climate of fear during the Covid pandemic, it is not surprising that the results were not higher. The impact that Covid has had on our learner’s feelings about being safe is unprecedented. A minority felt safe sometimes and no one felt unsafe.    Most children stated that they have a positive relationship with their teachers. The minority of children stated they have positive relationships with their peers. The impact wasn’t as positive as had been expected, however, the high number of pupil and staff absences have had a major impact on how everyone in the school community felt and coped throughout the year. In term 3 staffing and pupil absence created levels of challenge unknown before.    The majority of children can talk about the Wellbeing Indicators and almost all children understand they have rights and are able to show this through their behaviours. The Wellbeing Indictors and UNCRC Rights are moving towards being embedded in daily practice in the classes.  Through observations and during our learning partnership it was noted that common themes were woven throughout the school. e.g. our health and wellbeing curriculum focussing on children’s rights and the wellbeing indicators. The impact is that most children can discuss and respond to their emotions.  Our PSAs appreciated the training sessions they took part in throughout the year. This encouraged autonomy and ensured they felt valued and enabled them to plan supportive activities independently.  An example of PSA feedback: I am proud that I support children to regulate their emotions and help them to use calming strategies and promote feelings of self-worth. I love making a difference to the children’s lives.  Our Learning Support teacher directed the PSAs to use The **G**lasgow **M**otivation and **W**ellbeing **P**rofile to support identified children. The terminology in the profile was matched to our Wellbeing indictors and the UNCRC rights of a child.   |  |  |  | | --- | --- | --- | | **GMWP** | **UNCRC** | **Wellbeing Indicators** | | Agency | Competence & skills | Achieving & Active | | Affiliation | Belonging | Nurtured & Included | | Autonomy | Capable & trusted | Responsible & Included |   The results were the average of all case studies and there was a positive impact noted in Affiliation, Autonomy and Healthy & Safe. An increase of 13.8% in Autonomy shows that the identified children feel more able to make positive choices to support their wellbeing. There was a large increase in Affiliation of 22.5% which helps people to have a sense of belonging and attachment. This is also reflected in Agency with an increase of 22.5%. Unfortunately, Health and Safety lessened by 12.5% this reflects the children’s survey results about feeling safe in school.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **TOTAL %** | Affiliation | Agency | Autonomy | Healthy & Safe |  | |  | September 21 | 55.7% | 47.5% | 56.3% | 60.0% |  | |  | April 22 | 80.0% | 70.0% | 70.0% | 72.5% |  | |  | **% Change** | 22.5% | 22.5% | 13.8% | 12.5% |  |   Outdoor learning has always played a prominent role in our curriculum, however, there is room for change around the planning as only a minority of children stated that they were asked about what they wanted from their outdoor learning experiences. The majority of children do enjoy taking part in outdoor learning.  Almost all P7 parents are confident that their child is emotionally ready to start secondary school in August. A few are concerned how their child’s emotional needs will be met. All parents agreed that the transition days at Waid were successful, however, most stated they would have liked earlier transition activities for their children. This year plans were restricted due to the Covid risk assessment so all transition activities took place in term 4 only.  During our recent learning partnership, the majority of parents stated they would like more transition activities with our partner school to ensure all children had opportunities to mix with their peer groups at Lundin Mill PS.  How much do you enjoy school?    4.06 Average Rating  Overall, most children have rated their school year as good.  This reflects how difficult a year it has been because last year it was 4.42 a decrease of 0.36. | | |
| **Next Steps:**   * To continue to support our children and young people’s overall Health and Wellbeing. * All children having more say over outdoor learning experiences. * Transitions have been highlighted as areas for improvement throughout the school. | | |
| Priority 2:  **Empowering children to ensure they are listened to and involved in learner participation.** | | |
| NIF Priority  Improving attainment particularly in literacy and numeracy.  Closing the attainment gap between the most and least advantaged children.  NIF Driver  Performance Information  Assessment of Children’s Progress  School Improvement  Teacher Professionalism | HGIOS 4 & HGIOELC Quality Indicators  1.1 Self-evaluation for Self-improvement  1.2 Leadership of learning  1.3 Leadership of change  2.3 Learning, Teaching and Assessment  2.4 Personalised Support | |
| **Progress:**   * All class teachers are using planning formats which supports the learner to be consulted about their prior learning and are given the opportunity to share what and how they would like to learn. * All learners were surveyed to provide feedback to their class teacher on how they perceived they were involved in planning, talking and leading their learning. * All teachers took part in professional dialogue and learning to support learner participation. * Focus groups were organised to support and develop the learner’s ability to talk about their learning. * Learning displays showed the focus of the learning and enabled the learners to share their thoughts. * Opportunities for the children to lead their learning has been promoted in all classes. * Professional learning supported ongoing questioning and effective feedback. * Termly consultations between class teachers, learning support teacher and head teacher were used to identify learners. Data from class, local authority and national assessments supported identification and planning interventions to close the gap. * Improvement methodology was planned by the additionality teacher and pupil support assistants. | | |
| **Impact:**  The majority of children feel that their achievements are recognised and celebrated. Each week successes and achievements are shared at assembly. This could be a piece of work completed in school, something from the community or from one of their after-school clubs. All children have had opportunity to share their talents and interests with everyone in school. Most children opted to develop their interests during Wellbeing Wednesdays.  The majority of children can talk about their learning. They can explain their thinking about how they form their answers and responses. The majority of learners can identify, use and talk about their preferred strategies. This is becoming embedded throughout the school and has been supported by our professional learning on ongoing questioning and feedback.  The minority of children stated that they have the opportunity to lead their learning through masterclasses, topic presentations and school events. A minority also stated that sometimes they get the chance to lead the learning. All teachers acknowledge that there is room for improvement in providing opportunity for all children to have a chance to take the lead.    The minority of children stated that they do share their learning at home. This is mostly through regular homework and E-Portfolios. All children have recently been involved in sharing their learning at home through their involvement with community projects. A few children won first prize and another was highly commended for their efforts in creating models for the Fisheries Museum.    How confident are you in using ICT?  See the source image  4.22 Average Rating  Digital literacy has been promoted in all classes. This has had a positive impact on the children’s ICT skills and most children state they feel confident in using ICT to support their learning. Throughout the session children have experienced Pivot and Scratch lessons via Teams by Fife Pedagogy Team. | | |
| **Next Steps:**   * Develop learning pathways to ensure all learners are involved in informed decision making about their learning and understand what their next steps are. * Learning to be shared with home throughout the year e.g. homework, online learning and learning letters created by each class. * Continue to use assessment data to plan targeted interventions. | | |
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| **Attainment of Children and Young People (Primary and Secondary)** | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Kirkton of Largo | Listening & Talking | | | Reading | | | Writing | | | Numeracy & Maths | | | |  | P1 | P4 | P7 | P1 | P4 | P7 | P1 | P4 | P7 | P1 | P4 | P7 | | 2018-19 | 88% | 75% | 100% | 88% | 75% | 100% | 88% | 75% | 60% | 88% | 75% | 60% | | 2019-20 | 100% | 75% | 100% | 100% | 75% | 100% | 100% | 75% | 100% | 100% | 75% | 100% | | 2020-21 | 100% | 50% | 50% | 100% | 50% | 50% | 100% | 50% | 50% | 100% | 50% | 50% | | 2021-22 | - | 100% | 86% | - | 100% | 75% | - | 80% | 75% | - | 100% | 75% |   Our stretch targets for literacy in session 2021-22 was 73.6 and we averaged 84.2.  Our stretch targets for numeracy in session 2021-22 was 78.1 and we averaged 87.5.  The results in small schools can make the difference between percentages from one session to the next appear huge. This is due to small cohorts.  Literacy results have increased over the last session for P4 and P7 in all areas.  P4s attainment for Writing has increased by the least by an amount of 30%. This could be explained by the capacity of the P4 cohort; however, this could also be explained as one of the negative impacts that Covid has had on P4 learning. P4s foundation skills in literacy were not secure for them to progress during independent remote learning.  Numeracy results have increased over the last session with an increase of 50% in P4 and 25% in P7. Again, the size of the cohorts explains the significant difference in percentages. | |
| **Evidence of significant wider achievements** | |
| * All children took part in the Fisheries Museum competition. One child won first prize and another was highly commended for their efforts in creating models for the Fisheries Museum. The models will be on display throughout the summer. * All children had an opportunity to develop and lead their very own masterclass around their interests. This especially supported a few of our learner’s self-esteem. * All children took part in an outdoor performance to show their new ‘around the world’ drumming skills to parents. * All children contributed art work to decorate an old phone box that the community council have taken over. This will be part of Largo Arts Festival. * P7s won the relay race at the Waid cluster transition activity day. | |
| **Impact of Local/National resources to support recovery within your setting (additionality of staffing)** | |
| Kirkton of Largo had an additionality teacher for 0.2 FTE and a 25hr post for PSA Support.  The additionality teacher was also the LS teacher and planned interventions along-side the Headteacher. Various assessments for Reading, Spelling, Writing and Numeracy & Maths took place to provide data to be used to identify groups of children. SNSA data, CfE predictions and teacher led assessments were all used to identify what interventions were needed. Unfortunately, the planned interventions for P4 literacy and numeracy were shelved due to the additionality teacher being used to keep classes open between our partner schools.  The additionality 25hr PSA hours post had a positive impact as they had time to plan and deliver various lessons that supported the children’s self-esteem and confidence. A listening service was set up for all children to access, this was very busy to begin with but settled throughout the year to be a valuable service that individual children could access when need be.  In Term 4 the additionality teacher supported P7 transitions to secondary. P7 cohorts from partner schools met up each Friday to work together on the ‘Our Mind’s Matter’ project, ‘Branch Out’ which supported their transition and overall health and wellbeing. | |

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| **Scottish Attainment Challenge Funding** |
| **Progress:**  It was planned to source a resource PM writing which would support our identified learners however this was postponed due to the training being cancelled because of Covid restrictions.   * Clicker 8 was used to develop identified children’s writing skills. Words are programmed into a database to support the learner’s sentence structure. Diagnostic data can be requested by the teacher, to show the learning gaps. This supports individual planning to ensure the learner is working on their own gaps. * Sumdog Spelling is a digital tool that supported identified children to improve their spelling. Words are programmed in by the teacher and the learners have various games to try and ensure their spelling is improving. This allows the learners to be independent and see their progress by winning their games. * Toe by Toe was also sourced to support decoding skills for our identified children, this is to support their reading fluency. * Stile is a support tool used to support our identified learners who have dyslexia. It is patterns that follow a code. This develops visual perception and organisational skills which in turn supports the learner’s reading development. * Fine motor and visual perception activities were sources to develop our learner’s handwriting, these activities develop muscle strength as well as hand to eye coordination, which supports the fluency of handwriting. * Sumdog Numeracy is a digital diagnostic tool that supports our learners as accurate assessment data is readily available. This tool uses the CfE Numeracy & Maths benchmarks, which supports teacher judgement. * Emotion Works is a digital resource and programme of lessons which is licenced for three years. This was used throughout the school to support all our identified learner’s emotional literacy and develop their resilience. |
| **Impact:**   |  |  |  |  | | --- | --- | --- | --- | | 2021-2022 | Writing | | | | P1 | **P4** | P7 | | - | 80% | 75% |   Due to daily writing and access to digital support tools, all identified children’s writing skills improved by at most 6 months. Almost all can now form sentences independently using correct sentence structure while using more varied vocabulary to support descriptions.  Spelling ages also increased for our identified children, due to daily use of Sumdog spelling tool and the phonics programme Toe by Toe.  Our identified children spelling ages increased which supports closing the gap.  **Child A - 10 months Child B – 6 months**  Child B’s rate of improvement dipped as they suffered from a long absence at the beginning of the year, however once back in school, intensive support was reintroduced and the gap lessened. This also shows the impact regular attendance has on improvement.  Our identified children closed their gap for Reading by a significant number of years and months.  **Child X – 2 years 6 months Child Y – 3 months**  During the intensive reading interventions and one to one support, supported Child X way beyond expectations. It was like something clicked and off they went making super progress to close the gap and secure the next level. This wasn’t predicted but shows the impact that can be had during a small test of change. For Child Y the pace was slower to begin with but then attendance and emotional anxiety took over and they could not pull themselves back to where they had been previously.  All children in the fine motor group’s have shown improved handwriting as they have strengthened the muscles in their hands. Their letter formation has improved dramatically which allows them to progress to the next stage of joining up letters. This in turn supports their ability to write with more fluency.  Sumdog Numeracy supported identification of children’s learning gaps for; Number, Money and Measure, Shape, Position & Movement and Information Handling. This supported specific targeted interventions for our identified children. The learning gaps closed for almost of the identified children as their CfE predictions increased. This enabled one of our learners to achieve their expected level at the appropriate age and stage.  Emotion Works has had a positive impact for our identified learners. (FME and SIM2&3.) These learners are more confident in naming their emotions and identifying their triggers. They are now more aware that there are various strategies that can be used for coping. All children involved have shown an increased ability to resolve conflict independently and their resilience skills have improved. |
| **Next Steps:**   * To identify our FME and/or SIM 2&3 children to provide support to enable them to achieve their expected levels for reading and writing and numeracy. * Target our P5 -7 children that that are FME and/or SIM 2&3 for intensive support in Writing and Numeracy. * SIM 2&3 and/or FME to be supported with their overall Health and Wellbeing throughout the year. * Identified children of Sim 2&3 and/or FME to join an environmental ‘Beach Comber’ group to support their equity of experiences to build knowledge of their local environment as well as encouraging sustainability for the future by learning outdoors about sustainability. |

**School/Setting Name: Kirkton of Largo**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2019 – 2020** | **2020 - 2021** | **2021- 2022** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Good | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Raising attainment and achievement** | Good | Good | Good |  |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2019 – 2020** | **2020 - 2021** | **2021- 2022** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | **N/A** | **N/A** | **N/A** |  |
| **2.3 Learning, teaching and assessment** | **N/A** | **N/A** | **N/A** |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | **N/A** | **N/A** | **N/A** |  |
| **3.2 Securing children’s progress** | **N/A** | **N/A** | **N/A** |  |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2019 – 2020** | **2020 - 2021** | **2021- 2022** |
| **Quality of care and support** | **N/A** | **N/A** | **N/A** |
| **Quality of environment** | **N/A** | **N/A** | **N/A** |
| **Quality of staffing** | **N/A** | **N/A** | **N/A** |
| **Quality of leadership and management** | **N/A** | **N/A** | **N/A** |

**Session 2022 -2023 Improvement Plan**

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| **National Improvement Framework Priority:**  Improvement in Health and Wellbeing | | | | | |
| **Focused Priority 1:** All children to take part in activities that ensure equitable opportunity for all, leading to an improvement in their overall Health and Wellbeing. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.1 Self Evaluation for Self - Improvement  2.1 Safe Guarding and Child Protection  2.6 Transitions  2.7 Partnerships  3.1 Ensuring Wellbeing, Equality and Inclusion | | | * 1. Self-Evaluation for Self – Improvement   1.3 Leadership of Change  2.1 Safe Guarding and Child Protection  2.6 Transitions  2.7 Partnerships  3.1 Ensuring Wellbeing, Equality and Inclusion | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All children to feel safe and secure in school.  All children to have positive relationships within school.  All children & parents to contribute their views on positive relationships and bullying  All children’s wellbeing will be promoted throughout the school.  All parents to have an awareness that their child’s wellbeing matters in school and nursery and they have opportunity to share their views.  All staff to form progressive pathways for HWB curriculum in their classes, ensuring resilience strategies and safeguarding are a priority.  All children to be able to name and talk about the UNCRC children’s rights focussing on the key principles of Survival, Development, Participation and Protection.  All children and families to have more awareness around internet and social media safety.  Children’s wellbeing to be monitored throughout the session and interventions planned to support when needed.  Regular outdoor learning opportunities to be planned for, weekly in Terms 1, 3 & 4.  Transition activities to be planned with our partner school for all stages.  Parents to be invited into schools regularly. | All staff to ensure their learning environment is safe and secure. All staff to invest time in building positive, trusting relationships between adult/child and child/child.  Pupil Working Group to work on School Bullying Policy. Reference ‘The Promise’ Children’s Rights and Pupil & Parent Voice  All staff to refer to the wellbeing indictors on a daily basis. Interactive displays in each room. 4 Capacities to reinforce  Communications group to survey parents & partners and communicate with all colleagues in school. The Promise used as reference alongside Children’s Rights  All teachers ensure progressive pathways support their HWB planning.  Working Group to frame expectations around HWB over the year. Emotion Works to support delivery.  Introduce new UNCRC articles about children’s rights at weekly assembly.  Class to follow the articles weekly as reinforcement and display the articles to ensure they are used to support the Health and Wellbeing curriculum.  Internet Safety Policy to be developed.  Community Police to come in and share with children and families.  HWB groups planned to support wellbeing.  PSA groups, Kitbag, Kimochis, Listening service, Seasons for Growth. Partner agencies contacted when need be.  All children should have an input around choice of what and how they will be learning outdoors.  Partners from the local community groups and specialised groups to be involved, e.g. outdoor rangers, woodlands trust, parents etc  Regular partner planning with Lundin Mill PS to strengthen our partnerships within the community.  All parents to be provided opportunities to come into school on a regular basis. e.g. shared starts and finishes, planned performances and parent interviews. | J Barker to compile children’s wellbeing survey  K Wyer to lead pupil working party and consult with parents & staff  Class & Additionality Teacher  K Brocklebank  A Leverton  K Brocklebank to lead communications group  K Brocklebank & A Leverton  A Leverton &  K Brocklebank  K Brocklebank  K Wyer – LS teacher to support additionality teachers and PSA to plan and deliver support interventions.  Class and Additionality Teacher:  K Brocklebank  A Leverton  Class teacher to consult and plan with leaders from our partner school.  Class and Additionality teacher.  K Broklebank  A Leverton | | Almost all children will self-report positively against Safe, Nurtured and Included in our wellbeing survey ≥ 91% - very good.  All children are aware of what a bully is and how their actions have a negative impact on others.  Almost all children to self- report positively against all wellbeing indictors, ≥ 91% - very good.  Parents to be surveyed during parent interviews about their child’s wellbeing.  Almost all children will be able to talk confidently about their rights.  Feedback from Pupil Voice groups.  Almost all children will be able to talk confidently about their rights.  Feedback from Pupil Voice groups.  All children and their families surveyed on their improved awareness of how to be safe on the internet.  All children and their families surveyed on their improved awareness of how to be safe on the internet.  Scaled responses using the resilience toolkit and the GWMP profiling tool at the beginning and end of intervention groups  Almost all children will be able to ask questions and share one thing they have learned.  Almost all children will positively feedback after each outdoor learning session and support planning for their next session.  Feedback from partners to be gathered.  All children to feedback after transition activities. Pupil Voice to gather evidence and share with all.  Parent feedback to be gathered.  Feedback gathered from all parents each session. e.g. voting systems, written feedback, verbal feedback, questions with options. | Term 2 – Nov ’22  Term 4 - May ‘23  Term1 -Sept-Oct’22  Term 3 – Feb – Mar‘22  Term 1 – Aug ’22  Term 3 – Jan ’23  Term 4 - May ‘23  Term 1 - Sept ‘22  Term 3 – March ’22  Terms 2 - Nov ’22  Term 3 – Feb ’23  Term 4 – May ‘23  Term 1 – Sept’22  Term 2 - Nov ’22  Term 3 – Feb ’23  Term 4 – May ‘23  Term 3 – Feb’22  Weekly evaluation meetings  of PSA, LS & HT  Gather evidence to feedback in Term 3 for Learning Partnership.  Term 1 – Oct ’22  Term 3 – Mar ’23  Term 4 – May ’23  Term 2 – Nov ’22  Term 3 – Mar ’23  Term 4 – May ’23  Weekly evidence gathered and presented Termly.  Term 1- Sep ’22  Term 2 – Nov ’22  Term 3 – Mar ’23  Term 4 – May ’23 |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**  Improving attainment, particularly in literacy and numeracy. | | | | | |
| **Focused Priority 2:** Raise attainment in literacy through developing a shared understanding of learning pathways and effective pedagogy. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 3.2 Raising Attainment and Achievement  1.2 Leadership of learning  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support | | | 3.2 Raising Attainment and Achievement  1.2 Leadership of learning  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All learners in P5 -7 gain the expected levels of combined achievement of the school’s stretch targets for 22/23.  Literacy 78.3%, Numeracy 82.3%  Almost all learner’s needs are met through flexible learning pathways which are shared with the learner.  All learner’s assessments are shared with the learner to enable them to make informed decisions about their next steps.  Almost all children’s Writing makes a significant increase in their CfE predictions.  Almost all children’s reading skills improve.  All targeted children show improvement in their reading and numeracy skills.  Almost all children’s listening and talking skills improve.  Almost all children in P5 - 7 can talk confidently about their literacy improvements.  All parents and carers are kept up-to-date with their child’s learning. | All teachers to take responsibility for developing flexible learning pathways for literacy and numeracy which leads to raising attainment through meeting all learners’ needs including challenge.  All staff to consider the design principles of CfE to ensure all learners needs are met. Cross-curricular links, application of skills, digital literacy and locality must be taken into account.  Assessments are planned at the onset, however, need to be flexible to follow the direction of the learner’s dialogue.  Teachers take part in professional reading, ‘Outstanding Formative Assessment - Part 3’  SEIC to support all teacher’s development in teaching writing.  Fife Quality Improvement Writing Programme to support.  Fife Pedagogy QIO to support all teacher’s development in effective pedagogy for writing.  Professional learning around Stephen Graham’s approach to teaching writing explored.  Ind choice for methodology  - Model for Improvement  - Visible Learning Cycle  - Practitioner Enquiry Process  Collaborative Teaching for Writing.  All class teachers carry out routine assessments e.g. Burt’s reading assessment and PM Benchmarks.  Additionality teacher to focus on data to plan for intensive interventions for identified children from P5 - 7.  All staff to plan flexible learning pathways for listening and talking using the benchmarks regularly to assess the learners.  Pupil focus groups for literacy in P5 - 7.  Sharing learning walls, E-Portfolios, Learning Letters. Invite parents/carers in regularly e.g. soft start and finish. | All class and additionality teachers.  K Brocklebank  A Leverton  All class and additionality teachers.  K Brocklebank  A Leverton  Teachers to explore various formative assessment techniques and strategies, including digital options.  All class and additionality teachers.  All classes and additionality teachers.  All class and additionality teachers.  Each class and additionality teacher to choose their preferred method.  LS and additionality teachers to collaborate with class teachers.  All staff in school.  Additionality teacher  K Brocklebank  All staff in school.  Additionality and LS teachers.  All staff in school. | | All class and additionality teachers to take part in progress and attainment meetings to share attainment evidence.  Assessment questions displayed.  Interactive displays and E-Portfolios showing next steps and expectations.  Learning dialogue observed during class lessons and focus groups.  Planning meetings to share evaluations and reflections.  Progress and attainment meetings to share evidence of learner’s attainment and input.  QI methodology - Professional sharing around approaches and data.  Feedback from CAT sessions with SEIC (Kenny Manson.)  Feedback from QI writing (Steven Eaglesham)  Feedback from CAT sessions with Fife Pedagogy Quality Improvement Officer (Greg McCafferty.  QI methodology - Professional sharing around approaches and data.  QI methodology - Professional sharing around approaches and data.  Quantitative data for reading ages and qualitive data for improved skills, e.g.  interactive displays in class.  Qualitive and quantitative data for reading ages and improved numeracy skills to share during Learning Partnership.  Learner assessment evidence shared during progress and attainment meetings including CfE tracking.  Feedback on learning dialogue from focus groups.  Feedback from parents throughout the year. | Term 1 – Aug ’22  Term 3 – Jan ’23  Term 4 - May ‘23  Term 1 – Aug ’22  Term 3 – Jan ’23  Term 4 - May ‘23  Term 1 – Aug ’22  Term 3 – Jan ’23  Term 4 - May ‘23  Term 1 – Sept ‘22  Term 2 – Nov ‘22  X 9 monthly sessions from Aug ‘22 – May ‘23  X 5 sessions  Sept’22 & Nov’22  X 4 monthly sessions from Jan ‘23 – April ‘23  Term 3 - April ‘23  Term 1 – 3 April ‘23  Term 1 - Aug ’22 (School)  Term 3 - March ’23 (School)  Term 3 - March ‘23  Term 3 – Feb ‘22  Term 4 – May ‘23  Term 2 – Nov ‘22  Term 3 – Feb ‘23  Terms 1 - 4 |
| **Ongoing Evaluation** | | | | | |
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**Session 2022 -2023 Improvement Plan – PEF Plan**

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| **Attainment Fund Rationale**  Improve attendance | | **Amount of Fund £4900** | | |
| Over the session 2021-22, our attainment for FME children’s attendance has reduced from an average of 94% in 2020-21 to 83% in 2021-22. For session 2022-23 we aim ensure our 4 FME children collectively achieve an average of ≥ 90% attendance. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Impact on learners**  **Ongoing evaluation Dec/June** |
| **Intervention 1**  By June 2023, 4 identified learners across P5-7 will have attendance of 90% or above from on average 83% | 1. Pupil Support Assistant to liaise with the families of the identified children to identify and remove barriers to attendance. 2. Parental communication for identified learners will include attendance discussions 3. Weekly SLT attendance meetings to monitor attendance rates across the identified children and the school as a whole. | | 1. Pupil Support Assistant will identify and collate potential barriers to attendance. 2. Parents and pupil’s views on attendance barriers sought. 3. Attendance records will identify trends and improvements. Attendance % for identified learners will be monitored weekly. |  |

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| **Attainment Fund Rationale**  Raise attainment in Writing P5 & P6 | | **Amount of Fund £4900** | | |
| Writing attainment for pupils in P5 has decreased from 100% in session 20-21 to 75% in session 21-22. For session 2022-23 we aim to secure ≥ 90 % for P5 Writing and 80% for P6 writing. P7 are on track for 100% to achieve second level for Writing. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Impact on learners**  **Ongoing evaluation Sept - April** |
| **Intervention 2**  To raise attainment in P5 writing by 10% from 80% to 90% by May 2023.  To raise attainment in P6 by 9% from 71% to 80% by May 2023. Focus on spelling and grammar. | 1. Baseline writing assessments to be completed with identified learners. 2. Phonics and grammar assessments will be used to identify gaps and next steps. 3. Identified learners will focus on core skills, which will be explicitly taught for a minimum of 4 week blocks of interventions. 4. Increased time will be allocated for writing on a weekly basis. Each pupil will complete meaningful writing activities on a daily basis and an extended writing piece each week. These will include clear success criteria. 5. Collaborative Teaching for writing will follow Stephen Graham’s approaches to writing. 6. PSA will support individuals as identified. 7. Regular attainment meetings will identify the progress for the identified children (at least every 6 weeks). | | 1. Baseline assessments will produced diagnostic information to set targets for individuals. 2. Additionality teacher will work closely with class teacher to ensure taught skills are being applied in class. 3. Quality Improvement Methodology will be completed by class and Additionality teachers for targeted pupils. 4. Progress & Attainment meetings will support tracking and monitoring. 5. PSAs & Additionality teachers to meet with LS and HT weekly to discuss impact. |  |

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| **Attainment Fund Rationale**  Raise attainment in Numeracy for FME children | | **Amount of Fund £4900** | | |
| 4 children across the school are classed as FME. 3 out of the 4 are on target for Numeracy and Maths which equates to 75%. For session 2022-23 we aim to secure ≥ 100% which is an increase of 25%. This increase is down to small numbers, so the percentage is high. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Impact on learners**  **Ongoing evaluation Aug - May** |
| **Intervention 3**  To raise attainment for our FME children in Numeracy & Maths by 25% from 75% to ≥ 100% by May 2023 | 1. Completion of MALT and Sumdog assessments for analysis of assessment data and results. 2. All pupils to begin Numeracy programme (4 x weekly) using SEAL Numeracy Programme. 3. Regular assessment on Sumdog at the end of every intensive 4 week block will be used to track progress. 4. PSA will support individuals as identified. 5. Regular attainment meetings will identify the progress for the identified children (at least every 6 weeks). | | 1. MALT in June 2022 to be used as baseline (appropriate to age and stage). Final MALT assessment, May 2023. 2. Sumdog assessments used after each intervention 4 week block. 3. Ongoing assessment of application of skills by class teacher. 4. PSAs & Additionality teachers to meet with LS and HT weekly to discuss impact. 5. Progress & Attainment meetings, with teachers and PSAs, evidence based and tracked. |  |

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| **Attainment Fund Rationale**  Raise attainment in reading | | **Amount of Fund £4900** | | |
| 4 children across the school are classed as FME. 3 out of the 4 are on target for Reading which equates to 75%. For session 2022-23 we aim to secure ≥ 100% which is an increase of 25%. High percentages due to low number of children. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Impact on learners**  **Ongoing evaluation Aug - March** |
| **Intervention 4**  To raise attainment for our FME children in Reading by 25% from 75% to ≥ 100% by May 2023 | 1. Completion of Burt’s and PM Reading assessments & analysis of assessment data and results. 2. All pupils to begin Reading programme (4 x weekly) 3. Increased time will be allocated for reading on a weekly basis. Each pupil will read age and stage appropriate books with a PSA on a daily basis. Reading focus on comprehension strategies, understanding of text, summarising and word attack strategies. 4. PSA will support identified individuals. 5. Termly Progress & Attainment meetings will track the progress for the targeted children. | | 1. Baseline assessments in Aug’22 (appropriate to age and stage). 2. PM Reading assessments carried out after every 4-week block of interventions, finalised in March 2023. 3. Reading Assessments ongoing by class teacher to assess application of skills throughout the session. 4. Progress & Attainment meeting with teachers and PSAs, evidence based and progress tracked. |  |

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| **Attainment Fund Rationale**  Improve Health & Wellbeing for all | | **Amount of Fund £4900** | | |
| Outdoor learning is very much a part of Kirkton of Largo and we wish to sustain this by travelling further a field for case study work around Ecological issues and sustainability. Since the number of FME children is low at Kirkton of Largo it is important to provide equity of opportunity for all children. Funding from PEF will support equity by ensuring our FME kids have the equipment and resources needed for outdoor learning. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Impact on learners**  **Ongoing evaluation Sept - June** |
| **Intervention 5**  All children from P5-7 will take part in a Beach Comber Project. | 1. Additionality teacher to liaise with the families of the identified children and ensure they have the necessary equipment, clothing and resources to take part in outdoor learning. 2. Additionality teacher to monitor the attendance of our FME children to ensure they are joining in as many opportunities as possible. 3. Resilience toolkit assessment used as a baseline. 4. After each weekly session each child to record their progress, e.g. scaled or traffic lights depending on age. | | 1. FME children attending all outdoor learning days.  2. Attendance tracked, to aim for ≥ 90% for the group.  3. All children’s feelings tracked as the weeks pass.  4. Sharing Learning session and feedback after each outdoor learning day recorded. |  |