Context				
Setting/School Roll (including ELC/ASC)	School: 16			
FME	*2*			
Attendance (%)	**Authorised**	2.07%	**Unauthorised**	2.48%
Exclusion (%)	*0%*			
Attainment Scotland Fund Allocation (PEF and SAC)	*£2,350*			

Our Vision: Being Ourselves – Together!

Values: Kindness, Safety, Happiness, Learning and Respect

Aims:
For all of our young people to achieve their potential.
Staff will work collaboratively in supporting our young people to succeed as learners.
That Largoward School is a nurturing environment with a focus on attainment and achievement for all.

Improvement for Recovery Priority Work
Session 2020 – 2021

Focused Priority 1:
Ensure learner wellbeing underpins all of our practise during the Covid-19 recovery period in order to maximise learner success and engagement.

NIF Priority Improvement in children and young people's health and wellbeing NIF Driver school leadership teacher professionalism parental engagement assessment of children's progress	HGIOS 4/ELC Quality Indicators 1.2 Leadership of learning 1.3 Leadership of change 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.4 Personalised Support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion

school improvement performance information	

Progress:

Back to school information booklet sent out to all parents in August 2020 outlining all of the Covid mitigations and how we would support pupils during their return to the school setting, including new pupils entering P1.

All P1-7 pupils completed the 14-week Emotions Works Covid recovery package, including baseline and end of package assessments to measure impact.

Kitbag and lego targeted interventions for pupils identified through the Emotions Works baseline assessments.

Promotion of school's vision and values and SHANARRI wellbeing indivators throughout the session, including the remote learning period. Introduction of new school values shout outs.

November inset with a focus on QI 3.1 from HGIOS 4 to identify strengths and areas for development.

Throughout the session questionnaires have been sent out to parents to gather their views on a range of areas including remote learning provision.

Covid recovery staffing used during remote learning period in term 3 to make weekly calls to identified families experiencing a range of challenges.

Impact:

All pupils returned to school in August settled, happy and engaging well in their learning. This was confirmed through pupil focus groups in term 2, information collated from Emotions Works baseline assessments and ongoing teacher observations. Parental survey in September 2020 and feedback from Parent Council meetings showed all parents felt that their child was safe in school.

Targeted HWB interventions have improved peer relationships, self-regulation and learner engagement for almost all pupils who participate. This is tracked through weekly session records and PSA liaison with SfL teacher.

Almost all children are able to discuss our school values and what these look like in practise.

Almost all parents, staff and children feel safe and listened to. Data gathered from questionnaire responses, staff meeting minutes and pupil focus groups and questionnaires, including P7 SHINE data.

All families who were supported by additional staffing during remote learning period reported that this had a positive impact.

Next Steps:

Continue to have well planned opportunities throughout the school session to gather views from parents, pupils and staff on wellbeing – planned through QI calendar.

Continue to monitor children's emotional wellbeing through qualitative and quantitative assessment data.

Embed the SHANARRI wellbeing indicators throughout the school and share with families and wider school community.

Focused Priority 2:

Ensure that staff health and wellbeing is underpinning our practice to enable staff to feel safe, confident and empowered to carry out their duties effectively during Covid-19 recovery.

NIF Priority	HGIOS 4 Quality Indicators
Improvement in children and young people's health and wellbeing	1.3 Leadership of change
NIF Driver	1.4 Leadership and management of staff
	2.6 Transitions
	HGIOELC Quality Indicators
	1.3 Leadership of change
	1.4 Leadership and management of staff
	2.6 Transitions

Progress:

All staff completed mandatory eLearning modules and staff induction (Aug 20) covering the Covid risk assessment ensuring all staff understood measures in place and their role in ensuring staff and pupil safety. All staff given individual risk assessments and additional mitigations put in place if necessary.

Increased frequency of staff meetings, particularly during term 1 and 2, to ensure regular opportunities for teaching team to share and connect. Staff wellbeing and Covid updates were a standing item on every staff meeting this session to ensure protected time to share any issues. All Covid updates shared with all staff when received using emails. DHT took on role of staff wellbeing representative for Lawhead and Largoward. Staff wellbeing survey issued at end of term 1 to gather views from staff.

Impact:

Mandatory eLearning, staff induction and risk assessments meant that all staff were clear on implementation of Covid-19 procedures and able to confidently support their pupils.

Staff meetings and standing agenda item ensured that issues were raised promptly and all staff felt well supported, safe and able to carry out their duties effectively. All staff were kept well informed of updates and knew how to access support if required. Almost all staff reported a reduction in anxiety during term 1 as routines became embedded. All staff reported an increase in workload during term 3 remote learning period and adjustments were made to remote learning delivery to respond to this, whilst ensuring high quality learner provision.

Next Steps:

Ensure that systems put in place to support staff wellbeing this session continue into next session.

Focused Priority 3:	
Improved attainment in literacy and numeracy	
NIF Priority	HGIOS 4 Quality Indicators
Closing the attainment gap between the most and least disadvantaged children and young people	1.2 Leadership of learning
	1.3 Leadership of change
	1.5 Management of resources to promote equity
Improvement in attainment, particularly in literacy and numeracy	2.2 Curriculum
NIF Driver	2.3 Learning, teaching and assessment
	3.2 Raising attainment and achievement
	HGIOELC Quality Indicators
	1.2 Leadership of learning
	1.3 Leadership of change
	1.5 Management of resources to promote equity
	2.2 Curriculum
	2.3 Learning, teaching and assessment
	3.2 Securing children's progress

Progress:

New standardised expectations for forward planning, including the use of numeracy and literacy records of understanding, have been introduced from P1 to P7. Termly excellence and equity meetings have been introduced for class teachers with agenda agreed in advance.

Quality assurance calendar followed – school and LA.

BASE and SNSA data used to identify gaps in learning and pupils requiring challenge.

Continued use of Lexia for all individuals.

Two sets of collegiate high-quality assessments have been planned and moderated – one with a listening and talking focus and the other with a numeracy focus.

Impact:

All teachers are clearer on expectations and planning and recording is consistent across the school. This is ensuring that pace and challenge and all pupils are receiving their full BGE entitlement. Termly excellence meetings have ensured that all CfE declarations are now accurate following the periods of remote learning. Most pupils are making expected progress within and through CfE levels.

Quality assurance calendar has supported triangulation of evidence.

BASE and SNSA data has provided the basis for SfL discussions with class teachers and allowed for targeted literacy and numeracy interventions to be put in place for targeted individuals including SEAL maths, Lexia and phonics interventions.

All staff have increased confidence in planning high quality assessments and opportunities for pupils to apply their learning to unfamiliar contexts. All staff can identify that most pupils were able to successfully apply their learning to new or unfamiliar contexts.

Next Steps:

Introduce online planning through GLOW using our agreed planning expectations along with a three year topic rotation to ensure full coverage of experiences and outcomes.

Continue with termly excellence and equity meetings with increased focus on pace and progress.

Focused classroom visits as part of our enhanced quality assurance calendar, particularly around pupil voice.

Upskill staff on how to interpret and use SNSA, BASE and ELIPS data.

Continue to embed the use of high-quality assessments, collegiate planning and moderation activities.

Focused Priority 4:
Consistent practice across the school in using technology to support learning and teaching and home learning

NIF Priority	HGIOS 4 Quality Indicators
Closing the attainment gap between the most and least disadvantaged children and young people	1.2 Leadership of learning
	1.3 Leadership of change
	2.2 Curriculum
	2.3 Learning, teaching and assessment
	2.5 Family learning
Improvement in employability skills	3.1 Ensuring wellbeing, equality and inclusion
	3.2 Raising attainment and achievement
Improvement in attainment, particularly in literacy and numeracy	3.3 Increasing creativity and employability
	HGIOELC Quality Indicators
NIF Driver	1.2 Leadership of learning
	1.3 Leadership of change
	2.2 Curriculum
	2.3 Learning, teaching and assessment
	2.5 Family learning
	3.1 Ensuring wellbeing, equality and inclusion
	3.2 Securing children's progress
	3.3 Developing creativity and skills for life and learning

Progress:

The school has a well established Microsoft Team with dedicated homework channel. All pupils can access and use their class team from P1 upwards.

Collegiate activity sessions held in term 2 to upskill staff on Sumdog, GLOW, One Drive and Teams Assignments.

In September a parental questionnaire was issued to gather parental views on the remote learning experience. Responses received were used to inform our agile recovery planning for the session and our response to the second lockdown.

Audit of family access to internet and devices was held during the September parent teacher consultations to prioritise Chromebook and MiFi allocation. Three devices and two MiFi devices allocated to the families identified with most need.

In term 3 guidance was issued on conducting 2-way live video lessons which was implemented in term 3 with all staff delivering live lessons and high learner engagement with 100% pupil engagement during remote learning.

November Inset PSA staff were upskilled on GLOW, Teams and One Drive which resulted in PSA staff being able to successfully support pupils during remote learning period and within class.

Teams used for staff meetings, collegiate planning and moderation sessions.

Impact:

All staff and all learners have demonstrated increased confidence and skill accessing and using a variety of digital platforms to support learning and teaching.

Next Steps:

Use of GLOW for all planning next session.

Ensure consistent use of the Fife PICT resource from P1 to P7 next session.

Support new staff members to upskill on necessary platforms.

Continue to work with Parent Council to enhance our school IT provision.

Ensure that digital skills continue to be a priority in the event of any future blended/remote learning.

Attainment of Children and Young People

83.3% of pupils from P1-7 are on or ahead of track for reading.
66.7% of pupils from P1-7 are on or ahead of track for writing.
88.9% of pupils from P1-7 are on or ahead of track for listening and talking.
72.2% of pupils from P1-7 are on or ahead of track for number, money and measurement.
72.2% of pupils from P1-7 are on or ahead of track for shape, position and movement.
72.2% of pupils from P1-7 are on or ahead of track for information handling.

Evidence of significant wider achievements

JRSO's recruited from current P5 and P6 and in place for session 2021-22 to work across the school community to address ongoing issues in relation to traffic around our school.

All pupils completed the 12-week Emotions Works Covid recovery to support the mental and emotional wellbeing of learners during the recovery period.

P7 pupils enjoyed a day trip to 'Blown Away' at the end of term 4 and had the opportunity to experience surfing and kayaking, developing confidence and resilience through outdoor experiences. Largoward has been approved as a referral school to the 'Wave Project' and one pupils was referred for a 6-week intensive surf therapy programme.

Establishment of pupil leadership groups – pupil council, playground assistants, groundskeepers and JRSO's – to promote pupil leadership skills and pupil voice. Groups have been involved in development of school garden and establishing a tuck shop so far this session.

What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)

Successes:
- Shared, consistent expectations for remote learning delivery from P1-7. All staff used same template and tools for delivery.
- High learner engagement – 100%. This was monitored weekly.
- Use of live 2-way video sessions on Teams supported learner engagement and motivation.
- Use of Covid recovery additional staffing to provide individual support to learners and families and to support remote learning delivery.
- Parental survey issued in March indicated that almost all parents felt remote learning delivery had significantly improved since the first lockdown.
- Almost all pupils can independently access GLOW, teams and One Drive to share documents.

Challenges:
- Balancing the demands of remote learning delivery and staffing the in-school provision for keyworker/vulnerable pupils, especially when P1-3 pupils returned.
- Differentiation of remote learning provision within a P1-7 multi-composite. All pupils were emailed differentiated work daily.
- Staff workload was very high. Adjustments had to be made to make the workload more manageable for staff including agreed expectations on learner feedback, responding to messages on Teams and a change to learning delivery on a Friday.

Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)

Number of devices provided to support learning at home	2
Additionality in staffing	0.2 FTE Robyn Clenaghan 4.5 PSA2 hours

0.2 FTE teaching post was used to support team teaching with a particular focus on writing as attainment data shows this is a priority for the school

Additional PSA hours used to deliver extra kitbag sessions for pupils demonstrating anxiety or distressed behaviour as well as daily phonics and SALT inputs for targeted pupils.

Attainment Scotland Fund Evaluation (PEF/SAC)
Progress: Pupil equity funding for session 2020-21 was used entirely to fund additional PSA hours. The PSA has been involved in professional learning sessions with the Fife pedagogy team on the role of the PSA and conceptual numeracy. PSA staff member has also been upskilled by the SfL teacher on how to conduct kitbag and lego therapy sessions.
Impact: At the universal level the PSA has worked with all pupils in the school to support particularly within literacy, numeracy and HWB. At the additional level of support PSA staff have led kitbag, lego therapy, SEAL maths interventions and phonics recovery interventions with identified individuals and groups of learners. Observations are recorded after each session and adjustments made where required.

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	**2018 - 2019**	**2019 - 2020**	**2020-2021**	**Inspection Evaluation** *(within last 3 years)*
1.3 Leadership of change	Satisfactory	Good	Good	
2.3 Learning, teaching and assessment	Satisfactory	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Very Good	Good	
3.2 Raising attainment and achievement	Weak	Satisfactory	Good	