



Context

Setting/School Roll (including ELC/ASC)	235			
FME	52%			
Attendance (%) 92.95%	Authorised	5.17%	Unauthorised	1.88%
Exclusion (%)	0			
Attainment Scotland Fund Allocation (PEF and SAC)	£93,115 plus £52,000 carry forward			

Lochgelly West Primary School

We have reviewed our vision, values and aims in line with our school community following the pandemic to ensure they were relevant for now and into the future. Our new school vision is **Shine Bright**. The pupil council wanted our vision to be closely linked to our community, the children's research revealed the meaning of Lochgelly is 'shining waters' and 'loch of brightness'. After consultation with our families, all children in the school voted on the vision and the logo, our pupils decided on Shine Bright to represent our vision as we all understand that we all shine bright in our own way.

It was agreed that our school values did not need any changes, they remain as Wee Westies are Caring, Ambitious, Respectful Learners. These values are represented by our school Westie dog – CARL. Our values are increasingly becoming embedded in school.

Full consultation with all stakeholders culminated in our aims being that everyone within the Lochgelly West community feel Happy, Safe and Included.

Improvement for Recovery Priority Work

Session 2021 - 2022

Focused Priority: Learning in Health and Wellbeing ensures the children, staff and parents further develop knowledge and understanding, skills and capabilities which they need for mental, emotional, social and physical wellbeing now and in the future

<p><u>NIF Priority</u> Improvement in children and young people’s health and wellbeing NIF Driver: School Leadership, Teacher professionalism</p>	<p><u>HGIOS 4 Quality Indicators</u> Quality Indicators Learning, Teaching and Assessment QI2.3 Theme: Learning and Engagement QI3.1 Ensuring Wellbeing Equality and Inclusion <u>HGIOELC Quality Indicators</u> QI3.1 Ensuring Wellbeing Equality and Inclusion</p> <p>Care Inspectorate: 1.1 National Care Standard: Criteria 2</p>
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Progress

Pupil wellbeing

- All pupils have engaged with Emotion Works which has provided the majority of pupils facing emotional regulation difficulties with a tool kit to support a positive outcome for their wellbeing and engagement in learning.
- A few children are now using the tool with parents/carers at home to allow for a consistent approach to self-regulation and building skills around using the support cogs, allowing them to practise these skills across all aspects of their life.
- Children with additional support requirements have engaged in small social groups to discuss emotions and triggers. The pupils involved in these groups have been reassured that they are not the only people to face these barriers and worries. Most children in these groups have a higher level of sense of self and have created a self-sustaining network for peer support which they access when they need it, allowing children to be in control of their supports leading to sustained self-management.
- A programme of support was generated to have an intensive time within the crystal room (nurture area) to develop self-regulation techniques and to focus on pupil centred planning. Following that was an additional programme where the children were reintegrated into mainstream whilst still having most of their time in the crystal room, this progressed to most time in mainstream with touch points to the crystal room throughout the day and finally full-time mainstream with a pop in opportunity. This allowed for support to ensure children with intensive needs around their wellbeing were more able to engage in their mainstream class. With the intensive nurturing approach, almost all children are back in class coping well full time. A few children need a longer-term plan to reintegrate into their mainstream class, however all children are now engaging and progressing in learning. All children where a Child’s Plan is necessary, now have appropriate planning in place with the pupil voice being a central component of the plan.
- With a clear focus on wellbeing for all our children, pupil support staff engaged in the pedagogy team nurturing approaches training, which allowed peer discussion and in-depth protected time to discuss the strategies for our children in our school, supporting better outcomes and wellbeing.
- To encourage peer support around wellbeing ten primary 6 children and the DHT engaged with the BEST OF ME programme to support their sense of self and wellbeing, this will progress into them being mentors and the pupil leaders of the wellbeing strategy as we move into next session.
- A pupil support assistant and three primary 6 children engaged on a 2-day mentoring course to enhance their skill sets to support pupil wellbeing in the playground and within the school. They have built capacity with some of their peers and volunteer to support younger children, who, without this support would not manage independently in the playground environment.

Staff Wellbeing

- Through staff questionnaires almost all staff feel valued and feel they have an authentic say in the leadership and direction of the school which makes leading and managing change a collective endeavour.
- One to one time with staff for support and challenge around aspects of their practice and links with school improvement have ensured all staff have real opportunity to express their opinions, concerns and successes to build on.
- Almost all staff feel that they have now got clear expectations of what is required from them and hence the majority have stated that this supports their wellbeing as they have timescales and in almost all cases staff knew what was expected of them.
- During staff meetings items of improvement and practice are fully discussed and in almost all cases a collective decision to any improvement priority is agreed.
- The attendance from staff has significantly increased with only Covid absences, which have been unavoidable.

Parents/Carers

- To support the wellbeing of parents/carers we have offered sessions with members of staff to discuss their own emotional wellbeing which in turn has support the dynamics of the family.
- There has been many families supported with referrals to agencies and partnerships to support them in a number of ways, improving wellbeing.

Nursery:

- Staff revisited the key principles of Solihull approach; this universal emotional health tool is used by all practitioners working with children and families. The Solihull Approach has allowed most practitioners to engage and work with families more effectively. Staff have a deeper understanding of the integration of well-established theories which has a strong emphasis on practice within our nursery. This has allowed communications to have a structure to support families and recognise the best support.

Impact:

Pupil Wellbeing

- Children who were facing barriers to engaging in their learning have had intensive planning put in place to ensure we are meeting their needs effectively. Through the planning process there has been an 85% increase in children having formal planning to support their learning. The majority of teachers are now confident with strategies for support, and these are integrated into the learning environment and pedagogical approaches. Families are involved in the planning process and now have regular reviews to keep them updated with progress. Of the children who have had child's plans implemented, they have all made progress with 65% of them making significant increase in engagement. By engaging with the wellbeing indicators all children have identified that they are happier in school, and they feel better about their learning.
- A group of 40 children were identified as either red, amber, or green based on the amount of time they felt unable to cope within a mainstream classroom. They were all supported, and their behaviours tracked on an individual basis. The programme of support was implemented and 62.5% of the children initially engaged in the programme are back in class full time with the opportunity to pop in if necessary. 30% of the children are in class almost all the time with only a few touch points at the beginning and end of the day. 7.5% of the initial cohort still spend either all or the majority of their time in the crystal room as their needs are still significant. Class teachers report success for almost all children having gone through the process and almost all families have reported during planning that there has been a change for their child at home as well as at school.
- All primary 6 mentors enjoyed the experience and reported they had learned new skills to support them taking a lead role in the school with peer engagements. All children they have supported claim that they have a very strong relationship, and they understand the boundaries the mentor puts in place for them. These boundaries are maintained for the majority of the time. Time spent without 1:1 adult supervision

within the playground environment has increased for the targeted group of children from between 56% - 80%, this allows more peer relationships to flourish and a sense of inclusion and equity whilst still meeting their needs by keeping them safe and the other children in the playground safe.

- The impact of meeting children's need more effectively was supported by staff perception of behaviour in the school which went from a whole staff score of 4.87 out of 5 being the worst and 1 being the best to October the score being 3.17 then in February the score going to 2.6. This shows that through getting it right for our children the general behaviour in school has increased by 53.3% as perceived by the staff.

Staff Wellbeing

- An initial situational analysis of staff wellbeing was conducted in June 2021, again in October 2021 and then in Feb 2022. The results have significantly increased from 1 staff member saying they felt valued, 4 not feeling valued and 10 sometimes feeling valued – this changed to 9 staff saying they felt valued, 3 sometimes and there were no staff identifying as not feeling valued. This supported the ethos and culture within the school which has been commented on by almost all visitors as a positive change and exceptionally positive for all children and staff.
- The school lost 533 days to staff absences in session 2018/19 and 2019/20. In 2021/22 we lost 18 days to staff absence (all figures excluding covid) Staff attendance this session to the previous 2 session (excluding Covid) has risen by 97.75 %. The impact of this significant change in the school staff absence figures indicates that staff wellbeing and stress levels within the school are significantly decreased.
- Due to staff feeling supported, not only professionally but also personally, means we have a happier workforce giving their best to enhance the achievement and attainment of our children. All children benefit from a consistency of teacher allowing the relationships which are key in our community to grow and ensure children feel safe, included and happy in class. Partners and parents have also commented through questionnaire feedback or verbatim comment that they see a positive climate growing within the school.

Staff questionnaires:

- Contribution to school improvement increased by - (2 to 9 as per the data)
- Collaborative working increased (2 to 8 as per the data)
- Collective responsibility in school - (5 to 10 as per data)

Staffwise:

- 2018/19 – effective communication: agree 44%, disagree 39%, strongly disagree 7%
- 2021/22 - effective communication: strongly agree 41%, agree 59%

Nursery: All practitioners have revisited the principles of Solihull and brain development and the majority of our families have benefited from containment approaches to support their wellbeing. This is reflected in verbatim comments from parents and carers. All staff use this knowledge at a universal level to support and nurture all children's emotional wellbeing in the setting. The majority of staff use the principles as an integrated part of their practice supporting wellbeing and redirecting children's engagement.

Next Steps:

Emotion Works – continue to provide professional learning session for staff to further develop the universal, additional and intensive supports.

Nursery: offer Solihull sessions for parents/carers with examples from nursery practice.

Focused Priority: Learning and Engagement – children’s experiences are consistent, appropriately planned for, challenging and enjoyable and well matched to their needs

NIF Priority Improvement in attainment, particularly in literacy and numeracy

NIF Driver Assessment of children's progress, Teacher professionalism

HGIOS 4 Quality Indicators QI2.3 Learning, Teaching and Assessment - Theme: Learning and Engagement
 2.4 Personalised Support
 3.2 Attainment and Achievement
 HGIOELC Quality Indicators QI2.3 Learning, Teaching and Assessment
 Theme: Learning and Engagement
 2.4 Personalised Support
 3.2 Securing children’s progress
 Care Inspectorate 3.1 Quality of setting for play and learning
 2.2 Children experience high quality facilities
 National Care Standard Criteria 6

Progress:

- Consideration and discussion took place as there were inconsistencies toward a pedagogical approach and engagement in learning was varying across the school. The existing practice was analysed to create the basis for moving forward.
- Through critically engaging with research, professional reading and looking outward at other schools, teachers decided on their preferred model for them to suit the context of the school. It was agreed this would be reviewed throughout the session.
- A 4-part teaching model which is visible on a learning board and supported with board maker symbols was agreed on, although the teacher has autonomy where and how that will look for them.
- Ongoing discussion with children allowed them to understand the 4-part model process and have their opinions and feedback taken into consideration ensuring they felt part of the change.
- Children knowing what they were learning, how they were going to be successful, how their work would be assessed and crucially how they would receive feedback, increased engagement for almost all children.
- Those who had barriers to engagement had a close focus using the Leuven scale and the levels of engagement for most of these identified children increased with this change alone. A few still needed significant support.
- New planning formats were introduced to the teaching staff, they analysed the pros and cons for each type of planning and decided on a consistent set of curricular plans for the session. This ensured moving forward, all teachers were planning on the same formats across all areas of the curriculum.

Nursery:

- All staff have received high quality professional learning on quality observations to ensure they have confidence in recording significant learning episodes.
- Professional learning and raising awareness and practice around the high five communication strategies
- Core provision continues to be evaluated but the richness of provision and the enhancement this session has motivated the children to engage in most core provision to explore, learn and be curious. It is now developed and planned for to take account of children's interests. This has resulted in most children progressing their learning experiences with the age stage appropriate levels.
- The new PLJ tracking system has been put in place for the staff to familiarise themselves with, for all new starts.

Impact:

- There was a 67% increase in teachers feeling that they were providing a rich broad general education supported by the new plans. All children were therefore receiving their entitlement to engage with experiences and outcomes across the curriculum.
- Feedback was recorded and offered – both from HT and through collaborative planning and moderation with peers, all staff felt more secure when planning appropriate learning following formats to support the delivery of the entitlement to experiences and outcomes for all children a few staff still require support with this process to ensure it is effective for the children’s progression, pace and depth of learning.
- All children have benefited from a rich curricular experience to enhance their engagement and develop skills, knowledge and understanding in all curricular areas, this has supported dialogue about skills and developing the young workforce leading the children to having high aspirations for themselves.
- The 4-part learning model is used for numeracy and literacy and each day for another area of the curriculum as a minimum expectation as agreed with staff. For most teachers this is now an integrated part of the learning in their class and flows through all their teaching. During the learning partnership it was noted that most children were highly motivated and engaged with the LI and SC, providing them with the opportunities of assessing their success in the intended learning, this led to most children being independent learners. Almost all members of the learning partnership spoke about the consistency across the school and the children were talking very confidently about their knowledge around the 4-part learning model.
- Pupil focus groups identified that 84% of them were more confident with their classroom learning as they were aware what they were learning and how to be successful. 47% of the focus group stated that if the teacher didn’t engage with the learning board for a lesson, children would remind them. 29% said they have a lot of control over the learning and identifying the success criteria, 31% said they are sometimes involved in co-creating the learning intention and success criteria. 15% of the focus group said they don’t always get their learning board updated every day.
- Feedback is an area where there were significant inconsistencies, but through the 4-part model a code has been identified to support feedback for all. Almost all staff use this effectively and the majority using this effectively for next steps in learning.
- Due to the increase in engagement and the delivery of a full broad general education, almost all children have commented on their enjoyment of learning which has seen improved attainment figures across the whole school:
2021/22 Numeracy - Predicted 66.5% Achieved 81.5%,
Reading Predicted 67.4% Achieved 82.4%
Writing Predicted 62.6% Achieved 80.6%
Listening & Talking Predicted 68.7% Achieved 85

Nursery

- Almost all practitioners are now confident when making high quality observations. This supports tracking learning to ensure a coverage of experiences and outcomes and support where necessary.
- Pupil voice “I love my folder it shows all the things I've been doing in nursery”
- Parent/Carer feedback – 85% of parents felt the PLJs allowed them to have a real understanding of the learning journey of their children.

Next Steps:

- More moderation out with school to support teacher judgement informing next steps in learning
- The development of an assessment policy within school to ensure consistency of data
- Continue to focus on feedback for next steps in learning through the TLG as requested by staff
- Move to online planning for sustainability, progression and to support resource allocation
- More professional learning around the 4-part model and taking practice from good to great around this approach

Nursery:

- Continue with a focus on staff professional learning as a high priority as many of our team are still in the early stages of their careers, highly skilled staff provide the best opportunities to increase experiences and outcomes for children.
- The new PLJ tracking system has been piloted for the new starts this session. Moving forward we will evaluate the opportunities these trackers provide and the challenges we have faced, to ensure we get the best usage and support from this tool to plan next steps in learning.

Focused Priority: Learners will be successful, confident, exercise responsibility and contribute to the life of the school. Systems will be in place to promote equity of success and achievement.

NIF Priority Closing the attainment gap between the most and least disadvantaged young people.

Improvement in employability skills

NIF Driver

Parental engagement

School leadership

HGIOS 4 QI3.2 Raising attainment and achievement

QI1.5 Management of resources to promote equity

HGIOELC Quality Indicators HGIOELC Quality Indicators

QI3.2 Securing Progress

QI1.5 Management of resources to promote equity

Care

Inspectorate: 1.4 Family engagement, 3.3 Leadership and management of staff and resources

National Care Standard – Criteria 6

Progress

- The Wee Westie News has been established by the P7 cohort. The teacher upskilled the first group of children to organise, prepare and produce the online Wee Westie News. The children then built capacity within their peer group to allow all P7 children the experience of developing their skill set. The Wee Westie News is a platform to share the successes of the children within the school to our community allowing parents/carers to join in the learning experiences of their children whilst unable to be in school.
- In most classes the children support the development of the class Sways sharing learning with parents and carers.
- School prefects, house captains and pupil council have all been implemented to allow pupil voice to be threaded through many aspects of school life.
- Staff have agreed on a wider achievement tracker which has been piloted this session with implementation moving forward. It allows the celebration of successes and wider achievements whilst highlighting those who do not have opportunities, so we can provide them with experiences. This ensures all children in our school can increase self-esteem through their achievements.
- Pupil Council led a whole school review of vision values and aims. All stakeholders were consulted with, and the statements were created whilst maintaining our original values and developing the new aims.

Nursery:

- There was a full programme of online bedtime stories to ensure all children had access to a story if this was not something the parents/carers felt they could do.
- Children’s voice has threaded through the decision-making process for new resources and upgrades to the provision.

Impact:

- Parents/Carers have continued to engage with the Wee Westie news and 78% of those asked confirmed that it was helpful to engage with the learning and have conversations with their children.
- There is a shared leadership throughout the school and all children with a responsibility have had opportunities to enhance their leadership skills leading to improved confidence and organisational approaches.
- The revisited Vision Values and Aims has been developed by the Pupil Council and all children had the opportunity to contribute, vote and have their voices heard about the updated versions.

Next Steps:

- Participatory budgeting with children and families
- Populate, monitor and use the data from the wider achievement information to inform improvement and equity for all.
- Vision, value and Aims to be further developed across the school.

Focused Priority: All staff and partners will have a collective responsibility and share a commitment for improvement as a whole school community and the focussed success of each child

NIF Priority Closing the attainment gap between the most and least disadvantaged young people.

NIF Driver

Assessment of children’s progress
School Improvement

HGIOS 4 Quality Indicators Learning, Teaching and Assessment

QI.1 Self Evaluation for Self-Improvement
QI.3 Leadership of Change

HGIOELC Quality Indicators

QI.1 Self Evaluation for Self-Improvement
QI.3 Leadership of Change

Care Inspectorate 3.1 Quality Assurance and Improvements are well led

4.1 Staff skills knowledge and values
National Care Standard – Criteria 1

Progress

- All staff have had many opportunities to have their voices heard and opinions shared to support the improvement of the school. There is therefore a degree of ownership, commitment and empowerment reported by almost all staff. The distributed leadership in school has not been in play for a number of years, this session we have most staff leading on aspects of the school improvement work. The leadership at all levels in the staff group is positively affecting the whole school community as there is authentic ownership and opportunity leading to highly motivated and committed staff.
- Processes and procedures have been collaboratively discussed and agreed. All staff know in advance the expectations of them, and the annual calendar allows for a robust quality assurance process to support and challenge all involved in improving outcomes for our children. Most quality assurance processes have supported improvement, however through consultation there will be amendments moving forward to ensure it is an adaptable and reactive process always striving to have a positive outcome.
- Almost all decisions are consulted on, but it has been agreed that although most things are negotiable there are some non-negotiables that are legislative requirements, aspects of the standard or a leadership decision taken and explained why it is a non-negotiable for the school.
- Parent Council group has met and had ownership of their plan for the session to support and influence change across school.
- Parent/Carer questionnaires analysed and communication sent back to them with a “you said we did” information sway to ensure they can clearly see their views have been acted upon.

Impact:

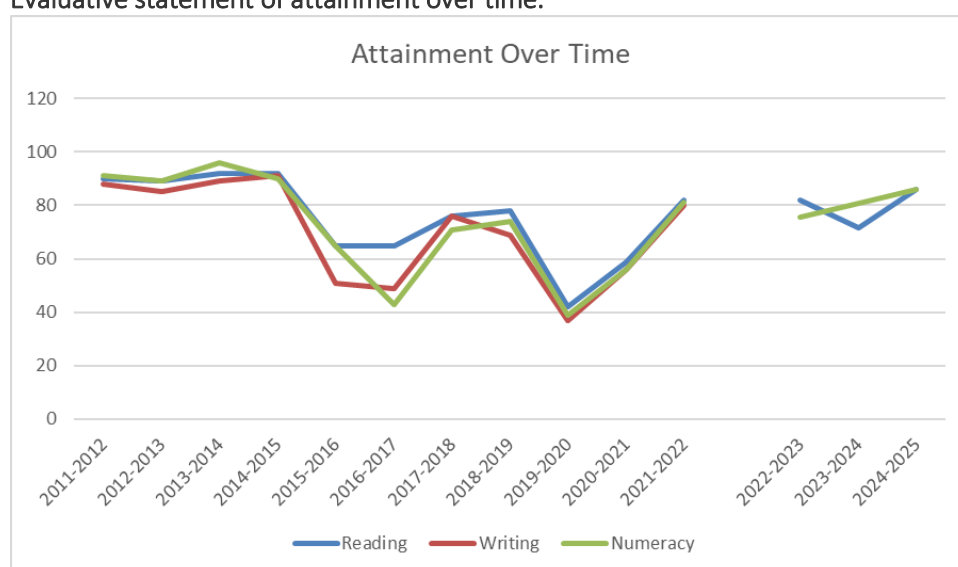
- Within the school SWOT analysis all staff commented on the improved team spirit and the collective desire to get it right for all children ensuring that decision making is making an improvement for outcomes.
- All staff have had the opportunity to lead within the school’s improvement agenda whether as a priority as laid out in the school improvement plan or as a key driver. Only 18% of the staff team were leading aspects of school improvement, now we have 69% of staff taking the lead in varying aspects of work across the school. Leadership is at all levels within the staff group which has increased engagement significantly.
- Through staff having their voices heard and through coaching style conversations, staff professional learning has also significantly increased. Alongside the PRD process where staff are recording impact of

their own learning, two members of staff engaged with Education Scotland's middle leadership course, two members of staff enrolled in Fife Leading Change, one teacher in Fife teacher leadership and three members of staff are engaging with Masters in Early Education. The desire to engage in professional learning will have benefits to the individuals, the other staff as they learn from them and better outcomes for our children through better pedagogy.

*Attainment evidence/Achievement within a level information from ELC/school from this session
Successes and gaps identified throughout session (this should link to improvement plan for session 2022 – 2023)*

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	72.7%	68.2%	72.7%	72.7%
P4	57.5%	52.5%	62.5%	65%
P7	67.6%	67.6%	76.5%	82.4%
S3				

Evaluative statement of attainment over time.



Attainment over time has shown a pattern of inconsistencies. It is therefore important that we work on moderation within and out with school to support our teacher judgements. Over the last 2 sessions there has been a marked increase in attainment, through triangulating jotter monitoring with assessment data and planning, most teachers are feeling confident with their declarations. We have met the stretch target for 2023-24 and will continue to work toward robust declarations of attainment to achieve our stretch aims for 2024-25.

Evidence of significant wider achievements

All children in school including the nursery class have had the opportunity to engage in outdoor learning at Lochore Meadows. This has allowed skills development in social interactions and team building. Some classes were involved in the instructor led sessions on the water and mountain biking. This allowed many of those children to have their first experiences on the water increasing their self-confidence and developing resilience and awareness of self. This led to an increased level of engagement in class from almost all children.

Through the analysis of community engagement data, targeted classes engaged in the hill walk challenge. They developed skills to push themselves beyond what they thought they could achieve and support their peers around them. A few continued to remain active out of school with their families. Thereafter, the support and team spirit within the classroom improved, there was a reciprocal desire of supporting others in aspects of their learning they were finding difficult, highlighting transferable skills.

Cost of the school day has been highlighted and social justice discussed with a few classes. A review of cost of the school day was undertaken and the idea around traditional requirements for parents/carers to contribute

financially was turned around. Instead of world book day dress up and pay £1 – every pupil in the school was given a book to take home. Breakfast club has shifted to allow fruit and a bar to be available to all children in school throughout the morning, therefore all children in the school can eat breakfast, giving them the best chance at productive learning. A Fare share project is in place and most families have used this service where there is a requested donation of £2 to cover our costs and families get approximately £15 of groceries. This allows for the cost-of-living pressures to be taken into consideration and low-cost good quality food to support families. School uniform swap days are in place and lost property is offered to the wider school community if it is not claimed.

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

Additionality in staffing (teaching/support)	
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Additional staffing supported the absence levels from Covid. When this absence cover was not needed, they were supporting within a specific class where attainment levels for a few children was more than 18 months behind. The focussed support with this class and the shared teaching and planning of learning had a significant impact and all children made good progress reducing the attainment gap to 1 year or less.

Scottish Attainment Challenge Funding

Progress:

- In August there were 40 returning children who were unable to maintain their place in a mainstream classroom. Their behaviours were having an impact not only on their wellbeing and learning but of the other children and the ethos in the school. A nurture base was set up to support the emotional needs of this targeted group of children. There was a significant attainment gap given the barriers to learning these children face.
- Resources were purchased and a teacher was identified who has a host of different experiences in PSS and ASC, she, along with the support for learning teacher, a pupil support assistant and the headteacher created the vision for a nurture base.
- The crystal room as it was named by the children after receiving crystal therapy supported self-regulation and provided children with the opportunity to be heard, cared for, and shown how much they were valued.
- All children across the school engaged in an outdoor learning experience as class cohorts to provide a sense of belonging to our community, outdoor learning and the ability to share experiences in the outdoors to support wellbeing.
- An Early Years Officer supported in the development and continuity of play from nursery to primary 1 as many of our cohort were still at an early development stage of play and social interactions. This enabled social and emotional support for targeted children who found the transition challenging, this allowed all of them to feel success in P1 as there was a continuation of relationship.
- Packs of schoolwork were issued to children during periods of covid absences. This required printing of materials to ensure all children had the same opportunities to access learning.
- Additional teacher time was part of the plan to ensure a teacher could have a focus on developing literacy and strategizing dyslexia supports.

Impact:

. The attainment gap has decreased with the overall attainment across the school exceeding the predicted levels. The children displaying the most distressed behaviours are now all engaging much more with their learning. The additional teachers have allowed targeted interventions to ensure individualised goals are being met by children to support their outcomes. The crystal room has provided a safe place for those who otherwise felt a sense of vulnerability.

Next Steps:

- Maintain the Crystal Room as a nurture base and further develop the implementation of the intervention.

- Involve families much more in the life and work of the school, especially those most vulnerable families.
- Staffing levels to increase to allow for the necessary support for our children based on our school aims – we want all children to feel happy safe and included. Develop universal inclusion with the necessary additional and intensive planning more effective. The circle framework will be a key tool to support this development.

Lochgelly West Primary School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	Satisfactory	Satisfactory	Good	
2.3 Learning, teaching and assessment	Satisfactory	Satisfactory	Good	
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Good	Good	
3.2 Raising attainment and achievement	Satisfactory	Satisfactory	Good	

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

Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	satisfactory	Good	Good	
2.3 Learning, teaching and assessment	satisfactory	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Securing children’s progress	satisfactory	Good	Good	

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

School Improvement Plan
2022/2023



Appendix B

Session 2022 -2023 Improvement Plan

<p>National Improvement Framework Priority: To improve children and young people’s health and wellbeing. To improve attainment for all, particularly in literacy and numeracy</p>	<p>National improvement Driver: School and ELC leadership Teacher and practitioner professionalism Curriculum and assessment</p>
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Focused Priority: Outdoor learning to enhance engagement in learning and wellbeing

<p>HGIOS4 Quality Indicators</p> <p>2.3 Learning, teaching and assessment 3.1 Ensuring Wellbeing, Equality & Inclusion 3.2 Raising attainment and achievement</p>	<p>HGIOELC Quality Indicators</p> <p>3.1 Ensuring Wellbeing, Equality & Inclusion 3.3 Developing creativity and skills for life and learning 3.2 Securing progress</p>
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Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>All children will have enhanced learning experiences by utilising the outdoors to support skills development, social interaction, and emotional wellbeing. This will increase self-regulation and engagement which will lead to increased attainment and achievement.</p> <p>Targeted groups will have tailored programmes to meet their needs and develop their sense of self and confidence. Each group will have different goals and targets. 85% of the targeted groups will have at least 10% increase in their engagement in learning when outdoors. 70% of the intensive groups will transfer skills developed in outdoors to support learning in school.</p>	<p>Policy and shared definition of and IDL planning associated with:</p> <ul style="list-style-type: none"> • learning in the outdoors • outdoor learning <p>Focus on wellbeing – Each child will track their wellbeing throughout the session.</p> <p>Create a Skills Progression</p> <ul style="list-style-type: none"> • Analyse by looking outward the skills progressions across the sector, • compare these to looking inwards and the skills progression the school used to use. <p>Targeted nurture groups with a specific focussed outcome will be identified. These groups will continually be assessed and adapted based on need.</p> <p>Termly overview to include - School grounds/Community space Wooded areas/ Beach/ Lochore Meadows</p>	<p>Leadership at all levels</p> <p>HT/DHT with an oversight</p> <p>CD-F – teacher lead AH – Nurture lead MR/LC - PSA leads LJ – Nursery lead</p> <p>All staff to agree on a progressive skills framework</p> <p>Nursery team to share professional learning around early years in the outdoors</p>	<p>Data from Baseline and termly updates Family engagement time in the local community. Wellbeing indicator survey for each child, termly. Engagement in the outdoors and in the classroom using the Leuven Scale Parent/Carer feedback and sustained engagement in the outdoors as a family QI methodology to evidence improvement for targeted groups Skills development tracker Attainment levels</p> <p>Using local areas to explore their learning children and families will take pride in the local environment and commit time to enjoying it as a family. Of the 47% of families identified as not utilising the outdoors, the aim is to decrease this to 25%</p>	<p>The lead practitioners to work together in T1 to have the relevant documentation to share with colleagues at the end of T1 for implementation in T2:</p> <ul style="list-style-type: none"> • Wellbeing booklets • IDL for the 4 overarching aspects of outdoors within the curriculum part and shared with staff team by the end of T1 <p>Children will be identified to participate in targeted groups based on their need. AH crystal room lead will have a programme mapped out for September</p>

<p>National Improvement Framework Priority: To improve children and young people’s health and wellbeing. To improve attainment for all, particularly in literacy and numeracy To improve the learning process of every child, by reducing inequality in education</p>	<p>National Improvement Framework Drivers: Placing the human rights and need of every child and young person at the centre of education</p>
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Focused Priority: To embed the newly revised school aims of happy, safe and included

HGIOS4 & HGIOELC Quality Indicators QI 2.3, QI 2.4, QI3.1, QI3.2

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success	Timescales
<p>All staff will have the knowledge and understanding of their safeguarding role. this will ensure we do our best to keep our children safe and healthy at all times.</p> <p>Through the audit of our safeguarding all procedures and policies will be embedded across our school community to ensure there is a consistency of approach, meeting legislative requirements and keeping all our children safe.</p> <p>All staff to have improved understanding of the link between emotions and behaviours and have a shared understanding of the importance of emotional regulation. This will ensure our children are all treated as individuals meeting any needs that arise for them without judgement.</p> <p>More structured ways to gather information regarding children’s wellbeing and needs, to ensure there is robust universal, additional, and intensive approach to inclusive practice ensuring we work towards happy healthy children who will be in a better place to learn effectively.</p>	<p>Child Protection Training for staff Recap of child protection termly Child protection Co-ordinator and Depute information and phot/posters to be available throughout school Information on website for families related to our policy and procedures. Audit completion Audit Action Plan Action the priorities within the plan Share with stakeholders</p> <p>Establish a strategy for building on the Best of You programme for children and families.</p> <p>Implementation of The Circle resource (Education Scotland) to support learning environments, inclusive learning, and collaborative working.</p> <p>Use the Dimension tool to inform strategy and planning for interventions to meet needs.</p>	<p>Amanda Sloper DHT EP to deliver trauma informed sessions.</p> <p>Graduates and AS – DHT</p> <p>AS – DHT & LMCK SFL</p>	<p>Feedback from staff Number of staff safeguarding discussions Calendar of check ins Baseline data and Actioned data Follow ups with children Wellbeing</p> <p>Evaluation of training and personal learning.</p> <p>Data from the wellbeing indicator profile</p> <p>Questionnaires, Pupil, Staff Feedback from parents/carers</p> <p>Questionnaires Ongoing evaluations 10 graduates will No playground</p> <p>Working party to develop the implementation and training associated with the Circle framework.</p>	<p>Term 1 – Circles tool for learning environment</p> <p>Term 2 – Dimensions tool to support identified learner's profiles</p> <p>T2 – strategy and planning</p> <p>T1 – T2</p>

National Improvement Framework Priority: Placing the human rights and every need of every child and young person at the centre of education

Focused Priority: Participation

HGIOS4 & HGIOELC Quality Indicators QI 2.3, QI 2.4, QI 3.1, QI 3.2

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>All staff will have a clearer understanding and engage with the principles and practice of learner participation. This includes the ways children engage in practices and dialogue with educational staff, parents, carers, and community members to create positive outcomes and changes with a collective ownership.</p> <p>There will be an authentic focus on participation to address children’s rights, provide opportunities for all to have a say in how Lochgelly West is run, brings improvements in achievement, attainment, and in the quality of provision.</p> <p>The United Nations Convention on the Rights of the Child (UNCRC) will be known by the staff and children. This will support the participation, ownership of school and meet the legislative requirement within Scotland, preparing children to be effective citizens now and in the future.</p>	<p>Through shared professional learning the ‘Four Arenas of Participation’ will provide a framework to help staff understand and develop when, where, and how learners can have a say in school</p> <p>Annual overview of participation across all 4 arenas.</p> <p>Rights Respecting Schools: Self-evaluation process to be completed to inform further improvement planning in relation to RRS</p> <p>Recognising and realising Children’s Rights training – SEIC UNCRC training. All staff to participate in training and complete Rights Respecting Child, School and Community Baseline Questionnaires.</p> <p>Newly created action groups in school will take forward priorities and goals.</p> <p>Participatory budgeting for classrooms to embed the right to play and the right to learn</p>	<p>SLT</p> <p>DHT – AS and working party</p> <p>SLT – RRS nursery and school leads</p> <p>SLT</p> <p>Class teachers – upper school</p>	<p>Staff / Parent & Pupil Views</p> <p>Feedback and the planning, monitoring and evaluation of participation.</p> <p>All children to have the opportunity for authentic participation and see changes they have been part of implementing</p> <p>Participatory budgeting outcomes will be visible and actioned</p>	<p>Term 1 a plan and action groups will be developed</p> <p>Term 1 start of term 2 all self-evaluation documentation will be completed</p> <p>Action groups established late term 1 – meet every 3rd week in T2 and T3 – reporting in T4</p>

Attainment Fund Rationale Improve attendance	Amount of Fund £10,000		
Since covid recovery some children have struggled to maintain a good attendance which has had a direct impact on their attainment and achievement.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>By June 2023, 15 identified learners across P1-7 will have increased attendance of over 85% or above from being under 80% - each child's increase in attendance will vary.</p> <p>Children in the 80-90% category will have increased attendance between 5-10 %</p>	<ul style="list-style-type: none"> • Pupil Support Officer (PSO) to be appointed across the cluster. • PSO to liaise with the families of the identified children to identify and remove barriers to attendance. • Parental communication for identified learners will include attendance discussions • Weekly SLT attendance meetings to monitor attendance rates across the identified children and the school as a whole. 	<ul style="list-style-type: none"> • Pupil Support Assistant will identify and collate potential barriers to attendance. • Parents and pupils views on attendance barriers sought. • Attendance records will identify trends and improvements. • Attendance % for identified learners will be monitored weekly 	<p>Appointment of PSO – term 1</p> <p>Identified pupil focus group – term 1</p> <p>Family engagement – term 2</p> <p>Support plans – term 2</p> <p>Monitoring and evaluating T3</p>

Attainment Fund Rationale	Reducing barriers to learning.	Amount of Fund	£57,815
<p>We have identified a group of pupils who are displaying signs of trauma through distressed and deregulated behaviours which are having a negative impact on their attainment and achievement. Class teacher will be out of class to focus on the continued success of the crystal room</p>			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>By June 2023, all identified pupils for nurture intervention, social groups or outdoor focussed interventions will have improved wellbeing, their barriers to learning will have been reduced. Increases will be determined on an individual basis.</p>	<ul style="list-style-type: none"> • Daily nurture sessions for identified pupils (appropriate groups) • Skills analysis completed for all pupils. • Boxall Profile for each identified pupil termly. • Leuven’s scale of engagement completed for each identified pupil om a termly basis. Strengths and difficulties and individual plans adapted. 	<ul style="list-style-type: none"> • Attendance and engagement data will be gathered. • Individual pupil targets will be created and monitored based on a range of data sources including, • Boxall Profile data will be analysed • Leuven’s scale data • Identified pupils engagement in their learning will increase (age and stage dependent). • Wellbeing Web 	

Attainment Fund Rationale	Raise attainment in numeracy	Amount of Fund	£37,967
We have identified children across the school who are currently 12 – 18 months behind the chronological age in numeracy. There is also a large group of children who are just behind the attainment curve who we will target with additional support and direct interactive teaching. Maths resources will be purchased to support additional understanding using concrete materials.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation - Dec/June
<p>By June 2022, 25 children who are currently 12 months – 18 months behind their chronological age will have closed that gap by 50%</p> <p>37 children in middle school who are less than 1 year behind their chronological age will be working within expected levels.</p>	<ul style="list-style-type: none"> • Analysis of baseline assessments and data • PSA will support individuals as identified with numeracy teacher • CT will work with small groups to enhance conceptual knowledge • Regular attainment meetings will identify the progress for the identified children. 	<ul style="list-style-type: none"> • Attainment • Confidence levels • Engagement 	

Attainment Fund Rationale Outdoor Learning	Amount of Fund £10,000		
62% of our children do not actively spend time in the outdoors. the developmental stage of social and emotional interactions have been inhibited throughout the pandemic. We have therefore introduced a full outdoors learning programme for children to work together, develop skills, enjoy the outdoors to enhance wellbeing and increase engagement.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>All children across nursery and school will have a number of outdoor experiences which will enhance their wellbeing and skills development. this will create a</p>	<ul style="list-style-type: none"> • Pupil Support Officer (PSO) to be appointed across the cluster. • PSO to liaise with the families of the identified children to identify and remove barriers to attendance. • Parental communication for identified learners will include attendance discussions • Weekly SLT attendance meetings to monitor attendance rates across the identified children and the school as a whole. 	<ul style="list-style-type: none"> • Pupil Support Assistant will identify and collate potential barriers to attendance. • Parents and pupils views on attendance barriers sought. • Attendance records will identify trends and improvements. • Attendance % for identified learners will be monitored weekly 	<p>Appointment of PSO – term 1 Identified pupil focus group – term 1 Family engagement – term 2 Support plans – term 2 Monitoring and evaluating T3</p>

Attainment Fund Rationale	DHT – Jan 2023 – Jul 2024	Amount of Fund	£42,000
<p>Leadership is key for the promotion of successful improvement across our school community. The attainment gap we have identified has many different complexities for our children and their families.</p> <p>There is a significant number of protected characteristics within our children facing an attainment gap and significant issues with poverty and safeguarding. Research from Leithwood et al 2017, state “Just as high quality teachers and teaching are necessary for building resilience and capturing the missing talent of pupils from disadvantaged backgrounds, it is arguably a universally agreed principle that the quality of school leadership is equally vital and can have a significant, if not transformative, impact on a pupil’s future prospects (Fullan, 2003; Day et al., 2009; OECD, 2011, 2015; Donaldson, 2011; Kerr et al., 2010; Sosu and Ellis, 2014; Blanden et al., 2015).</p>			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Jan 23 – Jul 23
<p>Leadership capacity in school will be focussed on closing the attainment gap by serving the children and families, support the complexities that they face to ensure there is approach for some children to close their attainment gap. A DHT will further support the safeguarding procedures and ensure our children feel happy, safe and included in our school.</p> <p>Building capacity in other staff to understand and use the key strategies of meetings needs and nurture principles for all.</p>	<ul style="list-style-type: none"> • Circle framework intervention to support the children within the attainment gap • Safeguarding processes and procedures for targeted children • Training and building capacity in the staff team • Working with families • Leading aspects of learning and teaching • Focus on moderation within target groups • Plan, monitor and review interventions • Growth Mindset intervention 	<p>Attainment Wellbeing grades Pupil voice Attendance Engagement</p>	<p>Learners within the attainment gap will have interventions, planned for, monitored and the impact evaluated. The children will be a central component to these interventions and have targets to achieve with support.</p> <p>Increased self esteem Achievable targets will be met Increased sense of self and worth</p>

School Improvement Plan

Nursery

2022/2023



Nursery Focused Priority 1: Develop and enhance our knowledge and skills in numeracy and maths				
HGIOELC:	Care Inspectorate Quality Framework:	Fife Priorities:	NIF drivers:	NIF Priorities:
1.2 Leadership of Learning 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement	1.3 Play and learning 2.1 Quality of the setting for care, play and learning 3.1 Quality assurance and improvement are led well 3.2 Leadership of play and learning 4.1 Staff skills, knowledge, and values	Closing the Equity Gap	Improvement in attainment, particularly in literacy and numeracy Closing the gap between the most and least disadvantaged children	School and ELC leadership Teacher and practitioner professionalism Curriculum and assessment Performance information
Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success
<p>Almost all children will be on track for numeracy and maths.</p> <p>Almost all children will be able to talk about what they are doing and learning using a range of mathematical language.</p> <p>Practitioners will be knowledgeable about the progression of numeracy and mathematical development and be able to plan for and extend learning in numeracy and mathematics for children.</p> <p>Families will become more confident in developing their children's numeracy skills.</p>	<p>Audit of numeracy and mathematics experiences indoors and outdoors.</p> <p>Questionnaires for practitioners and families on their understanding of early numeracy and mathematical skills</p> <p>Identification of numeracy and mathematical opportunities within core provision.</p> <p>Practitioner engagement in professional learning using Education Scotland's Numeracy Professional Learning Resource, RtA: Being Me and ECCERS</p> <p>Small group planning of adult-initiated experiences linked to tracking and next steps, including meeting the needs of children needing further challenge.</p> <p>Focus on counting skills in maths week Scotland</p> <p>Sharing numeracy and mathematical skills information/activities with families to develop children's numeracy and mathematical skills through;</p> <ul style="list-style-type: none"> • stay-and-play sessions • seesaw posts • peep sessions • Bookbug sessions • numeracy bags/activities for learning at home 	<p>EYOs</p> <p>NT and EYLO</p> <p>EYLO</p> <p>SLT & NT</p> <p>EYOs, EYLO and NT</p> <p>EYOs</p> <p>EYOs, EYLO and NT</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Nov 22 Feb 22 May 22</p> <p>T1 and T3 focus on N5s</p> <p>T2 and T4 for N4s</p> <p>Term 1</p> <p>Planning in T1 Implementation over T2 – T4</p>	<p>Audits of environment pre and post inputs</p> <p>Evidence within staff development floorbook.</p> <p>Observations and self-evaluation</p> <p>Feedback from families, practitioners and children</p> <p>Observations in responsive and intentional planning and PLJ's</p> <p>Data on tracking from learning consultations</p> <p>PLJ monitoring</p> <p>Family engagement on seesaw, stay and plays, bookbug sessions, peep sessions</p> <p>Uptake and feedback from home learning activities</p> <p>Feedback from families: comments on Seesaw; parent/carer chats, family time, stay and plays</p>

Nursery Focused Priority 2: To ensure all children are happy, safe and included

HGIOELC:	Care Inspectorate Quality Framework:	Fife Priorities:	NIF drivers:		NIF Priorities:
1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 3.1 Ensuring wellbeing, equality and inclusion.	1.1 Nurturing care and support 1.2 Children are safe and protected 4.1 Staff skills, knowledge, and values	Supporting Wellbeing	School and ELC leadership Teacher and practitioner professionalism School and ELC improvement		Improvement in children and young people's health and wellbeing
Expected Impact	Strategic Actions Planned		Responsibilities	Timescales	Measure of Success
<p>Almost all children can talk about their feelings, identify strategies to cope with them and experience more positive mental wellbeing.</p> <p>Children can talk about how to behave and treat others and link this to the school aims.</p> <p>Practitioners confident in using a shared, consistent approach to ensure all children are happy, safe and included.</p>	<p>Develop children and families understanding of wellbeing indicators and their links to school aims</p> <p>Develop use of Fix-it folder to promote school aims</p> <p>Embed restorative approaches and use of scripts to promote school aims.</p> <p>Use of emotion works to promote positive mental wellbeing of children.</p> <p>Use of the Circle framework to ensure inclusion of all children</p> <p>Revisit school positive behaviour policy</p>		<p>EYOs</p> <p>EYLO and EYOs</p> <p>SLT and team</p> <p>EYLO</p> <p>SLT and NT</p> <p>SLT and team</p>	<p>Planning in T1 Implementation over T2 – T4</p> <p>Term 1</p> <p>Planning in T1 Implementation over T2 – T4</p> <p>Introduction on inset day Nov 22</p> <p>Feb 23</p>	<p>Staff and children able to talk about wellbeing indicators and links to school aims.</p> <p>Observations in PLJ's of relevant health & wellbeing/RME experiences.</p> <p>Observations in responsive and intentional planning.</p> <p>Evidence within staff development floorbook.</p> <p>Staff feedback on confidence and knowledge in using circle framework to promote inclusion.</p> <p>Observations of interactions between children, the language they are using and their use of the fix-it folder.</p> <p>Feedback from families: comments on Seesaw; parent/carers chats, family time, stay and plays</p> <p>Children's wellbeing recorded through the Leuven Scale</p>

Nursery Focused Priority 3: Involve children in genuine participation					
HGIOELC:	Care Inspectorate Quality Framework:	Fife Priorities:	NIF drivers:	NIF Priorities:	
1.3 Leadership of Change 3.1 Ensuring wellbeing, equality and inclusion.	1.1 Nurturing care and support 3.2 Leadership of play and learning 4.1 Staff skills, knowledge, and values	Promoting Children’s Rights	School and ELC leadership Teacher and practitioner professionalism School and ELC improvement	Placing the human rights and needs of every child and young person at the centre of education	
Expected Impact	Strategic Actions Planned		Responsibilities	Timescales	Measure of Success
Practitioners and children able to discuss some rights Children’s ‘voice’ being listened to and acted upon. All children’s ‘voice’ being recognised and recorded to lead their own learning.	Audit practice using early years setting checklist mapping UNCRC articles along with GIRFEC from Children’s Parliament’s Rights-based practice in the Early Years. Complete rights respecting schools audit Use HGIOS and adapt for ELC Plan for development of children’s participation using audits Professional Learning to develop early years practitioners understanding of UNCRC and GIRFEC, and how it links to our context including <ul style="list-style-type: none"> introducing practitioners to the unfearities code using Kate Wall’s ‘Look who’s talking’ posters accessing webinars on Children’s Parliament’s Rights-based practice in the Early Years 		EYLO, EYOs and NT EYOs and EYLO SLT and team SLT, EYOs, EYLO and NT SLT	Term 1 Beginning of Term 2 Term 2 Term 2 Inset Nov 22 Feb 23	Results of audits and self-evaluation, with resulting actions taken Baseline of staff understanding of UNCRC and Audits of practice pre and post inputs Feedback from practitioners and children Practitioners and children’s use of language in regards to rights Evidence of children’s participation in planning, plj’s, Evidence of staff feedback and consultation on UNCRC Evidence of children’s voice on displays, planning and consultations based on HGIOS Evidence of changes made due to children’s participation Feedback from families: Microsoft Forms, questionnaires, comments on Seesaw; conversations,

Appendix E

Name of Establishment

Education Manager

Standards and Quality Report Session 2021- 2022

	Comments
Agreed adapted format for SQR 2021- 2022 has been used	
Context table completed Shared vision and values shared	
Improvement Work 2021- 2022 Progress noted 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	
Clear impact shown for children and young people <ul style="list-style-type: none"> • Quantitative or qualitative data to support this impact • Written evaluatively 	
Limited number of next steps identified	
Attainment Overview/Evaluative Statement	
Attainment overview/Achievement of a Level/Outcomes for Young People <ul style="list-style-type: none"> • 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)	
Impact of Local/National resources to support recovery within your setting (additionality of staffing)	

Attainment Scotland Fund Evaluation (PEF/SAC) Progress: Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc	
Impact <ul style="list-style-type: none"> 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 2022- 2023

	Comments
Are priorities identified supporting recovery? <ul style="list-style-type: none"> Do they cover school, ELC and ASC? 	
Are relevant QI's identified for priority identified?	
Expected impact <ul style="list-style-type: none"> Is this focused on children and young people Is this written evaluatively Is this linked to data 	
Strategic Action/tasks identified: <ul style="list-style-type: none"> High level Realistic 	
Responsibilities <ul style="list-style-type: none"> Identified At all levels 	

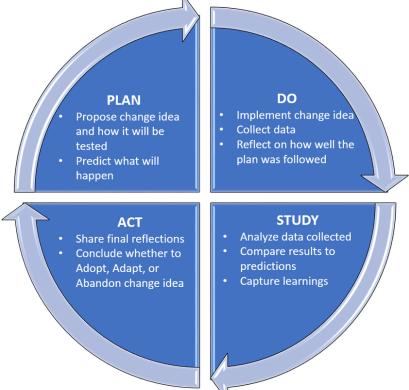

<p>Measure of Success (including Triangulation of evidence/QI Methodology)</p> <ul style="list-style-type: none"> • Is there evidence that evidence will be gathered from different stakeholders and through different ways 	
<p>Timescales</p> <ul style="list-style-type: none"> • Realistic 	
<p>PEF Plan</p>	
<p>PEF Financial Plan</p>	

Appendix F

Measure of Success – QI Methodology

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

A few suggested approaches to consider are :

Approach	Description	Visual
Model for Improvement	Rapid cycle process involving Plan, Do Study, Act (PDSA) cycles to test the effects of small changes, make them and ultimately spread the effective changes through the system if they have the desired effect.	
Visible Learning – Impact Cycle	Gather and consider/analyse evidence/data to determine a focus, introduce an idea or element to your practice and measure the impact that it has based on evidence.	
Practitioner Enquiry/professional Enquiry Process		