



Lochgelly West Primary and ELC

Standards and Quality Report 2022/23

Achieving Excellence and Equity

Context

School Roll (including ELC/ASC)	203			
FME	33%			
SIMD Profile for establishment	SIMD 3			
Attendance (%)	Authorised	6.85%	Unauthorised	2.49%
Exclusion (%)	0.02%			
Attainment Scotland Fund Allocation (PEF and SAC)	PEF Allocation 2023/24: £90,650 Underspend: £46,822			

Our **vision** is for all our children, staff and families to ‘**Shine Bright**’ and be the best they can be!



Our 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 our vision and our logo, our pupils decided on Shine Bright, as we all understand that we all shine bright in our own way.

As ‘Wee Westies’ our school and nursery embrace our **values** of being:

- **Caring**
- **Ambitious**
- **Respectful**
- **Learners.**



These values are represented by our school Westie dog – **CARL**.

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

Improvement Priorities - Session 2022 – 2023

Priority 1 – Outdoor learning to enhance engagement in learning and wellbeing.

<p><u>NIF Priority</u></p> <ul style="list-style-type: none"> • To improve children and young people’s health and wellbeing. • To improve attainment for all, particularly in literacy and numeracy <p><u>NIF Driver</u></p> <ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Curriculum and assessment 	<p><u>HGIOS 4 Quality Indicators</u></p> <ul style="list-style-type: none"> • 2.3 Learning, teaching and assessment. • 3.1 Ensuring Wellbeing, Equality & Inclusion • 3.2 Raising attainment and achievement. <p><u>HGIOELC Quality Indicators</u></p> <ul style="list-style-type: none"> • 3.1 Ensuring Wellbeing, Equality & Inclusion • 3.3 Developing creativity and skills for life and learning. • 3.2 Securing progress
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Has this priority been: (please highlight)	Fully Achieved	X	Partially achieved		Continued into next session	
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Progress:

- Key staff were identified through consultation to lead and develop implementation of a whole school approach to outdoor learning.
- Identified staff worked collegially to update and implement a whole school outdoor learning progression pathway, incorporating skills progression across each level and associated activities.
- All staff attended an outdoor activity at Lochore Meadows to develop a clearer understanding of the experience we were offering our children and the resultant range of feelings our children may have when accessing these activities throughout the year.
- Across the session, all class teachers have benefited from professional learning to build confidence and capacity in outdoor learning and teaching.
- Teaching, non-teaching staff and EYOs have benefited from a number of training opportunities in outdoor learning, including playground lessons, fire training and outdoor learning in nature.
- Loose parts play has been developed across nursery and all classes, resulting in timetabled slots for all.
- Close partnership working with active schools has enabled children from nursery to P7 to experience a variety of additional physical activities including; football, dance, badminton, multisport, bike-ability,
- Pupils in P5-P7 have all experienced 2.5 days sessions at Lochore Meadows where they were involved in team building activities, water-based activities and biking.

Impact:

- All children in nursery and school experienced enhanced outdoor learning through timetabled and targeted activities to support skills development, social interactions, and emotional wellbeing. Verbatim comments from children, staff and families highlighted the positive impact of these activities and the reported increase in children’s self-regulation and engagement.
- Targeted groups of children had tailored programmes to meet their needs and develop their sense of self and confidence.
- Quantitative data using the Leuven Scale of Engagement highlighted an increase in engagement in learning outdoors for the majority of targeted groups.
- Almost all teachers reported an increase in confidence in delivering quality outdoor learning through the Professional Learning opportunities and access to resources provided throughout the session. This led to improved outdoor learning experiences for almost all children.

Next Steps:

- Create a yearly overview of a sustainable outdoor learning programme to be embedded into a refreshed curriculum rationale.
- Incorporate outdoor learning pathways into forward planning.
- Identify further professional learning opportunities to ensure sustainability moving forward.

Priority 2 – To embed the newly revised school aims of happy, safe and included.

<p><u>NIF Priority</u></p> <ul style="list-style-type: none"> To improve children and young people’s health and wellbeing. To improve attainment for all, particularly in literacy and numeracy <p><u>NIF Driver</u></p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism School and ELC improvement <p><u>Fife Priority</u></p> <ul style="list-style-type: none"> Supporting Wellbeing 	<p><u>HGIOS 4 Quality Indicators</u></p> <ul style="list-style-type: none"> QI 2.3 QI 2.4 QI 3.1 QI 3.2 <p><u>HGIOELC Quality Indicators</u></p> <ul style="list-style-type: none"> 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 3.1 Ensuring wellbeing, equality and inclusion. <p><u>Care inspectorate</u></p> <ul style="list-style-type: none"> 1.1 Nurturing care and support 1.2 Children are safe and protected. 4.1 Staff skills, knowledge, and values
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Has this priority been: (please highlight)	Fully Achieved		Partially achieved	X	Continued into next session	
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Progress:

- All processes and systems updated regarding safeguarding and child protection (CP) which culminated in a successful scrutiny visit from Local Authority (see below)
- Sharing of CP information more transparent across the school community; posters, pamphlets, visitor badges and information added to website.
- CP overviews completed with added sections relevant to our school to enable weekly/termly updates to be completed more easily, this was highlighted as an area of strength, as well as the use of QR codes on visitor badges.
- Learning opportunities for all teaching staff in beginning to use the Circle Framework and implementation of The Circle resource (Education Scotland) to support learning environments, inclusive learning, and collaborative working.
- Eight members of staff attended the Local Authority De-escalation training and completed audit to identify next steps.
- The majority of class teachers began to use Emotion Works as a universal support for children in their class.
- Identified individuals and groups of children accessed targeted interventions to meet needs.
- Audit undertaken of current learning environment and subsequent environmental classroom checklist created for future use.
- The majority of teaching staff used the Circles Participation Scale for either an individual or a small group of learners to identify barriers to learning, evaluate current input and identify future strategies to use to support.
- Use of Dimension Toolkit used with families to identify their child’s needs and possible supports and neurodevelopmental disorders support information added to parent/carer section of school website.
- Sid and Shannari resource were introduced in nursery to enhance learning of wellbeing indicators and displays were created evidencing children’s experiences of wellbeing indicators.
- The fix-it folder is being used the majority of time in the nursery.

Impact:

- Through analysis of quantitative data and verbatim comments, all staff have knowledge and understanding of their safeguarding role to ensure we do our best to keep our children safe and healthy at all times.
- Through the audit of our safeguarding, all procedures and policies are embedded across our school community to ensure there is a consistency of approach, meeting legislative requirements and keeping all of our children safe.
- The majority of staff have improved understanding of the link between emotions and behaviours and have a shared understanding of the importance of emotional regulation. This ensures our children are all treated as individuals meeting any needs that arise for them without judgement.
- Through daily check-ins the majority of children in nursery can talk about their feelings, identify strategies to cope with them and thus experience more positive mental wellbeing.
- The majority of children across the whole school can talk about how to behave and treat others and link this to the school aims.
- Through observations and feedback, most Early Years Practitioners are confident in using a shared, consistent approach using the wellbeing indicators to ensure all children are happy, safe and included.

Next Steps:

- More structured process 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.
- Provide fix-it folders across the whole school to ensure a consistent restorative approach and use of shared language.
- Further develop use of Circle Framework to ensure Universal supports are used consistently across the school.

Priority 3 – Involve children in genuine participation.

<p><u>NIF Priority</u></p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. <p><u>NIF Driver</u></p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism School and ELC improvement <p><u>Fife Priority</u></p> <ul style="list-style-type: none"> Promoting Children’s Rights 	<p><u>HGIOS 4 Quality Indicators</u></p> <ul style="list-style-type: none"> 1.3 Leadership of Change 3.1 Ensuring wellbeing, equality and inclusion. <p><u>HGIOELC Quality Indicators</u></p> <ul style="list-style-type: none"> 1.3 Leadership of Change 3.1 Ensuring wellbeing, equality and inclusion. <p><u>Care Inspectorate</u></p> <ul style="list-style-type: none"> 1.1 Nurturing care and support 3.2 Leadership of play and learning 4.1 Staff skills, knowledge, and values
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Has this priority been: (please highlight)	Fully Achieved		Partially achieved	X	Continued into next session	
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Progress:

- An annual overview of participation across the ‘Four Arenas of Participation’ was created highlighting participation opportunities for all children across the school.
- Newly created action groups in T3 and T4 enabled children and staff to identify areas of interest and strengths they wished to participate in and thus take forward priorities and goals.
- An application for our Bronze Award submitted to Rights Respecting Schools was submitted in T4 and children in this action group organised resources for every classroom and shared information at school assemblies.
- Professional learning on the UNCRC as shared by Education Scotland was undertaken by all teaching staff.
- All children across the school and nursery took part in the National Discussion and this was shared this on social media.
- Audited practice using early years setting checklist mapping UNCRC articles along with GIRFEC from Children’s Parliament’s Rights-based practice in the Early Years.
- Use of HGIOS? questions across nursery and school.
- Plan for development of children’s participation using audits in the nursery and displays created in school and nursery to highlight focus and develop knowledge and understanding.
- Professional learning undertaken by early years practitioners to aid with understanding of UNCRC and GIRFEC, including introducing the unfearities code, Kate Wall’s ‘Look who’s talking’ posters and accessing webinars on Children’s Parliament’s.

Impact:

- Almost all staff have a clearer understanding of 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.
- The authentic focus on participation to address children’s rights has provided opportunities for most children to have a say in how Lochgelly West is run.
- The United Nations Convention on the Rights of the Child (UNCRC) is known by most staff and children which supports children in preparing to be effective citizens now and in the future.
- Practitioners and children in nursery are using the language of rights in the majority of interactions focused on this aspect.
- Most children’s ‘voices’ are being listened to and the majority of their views are acted upon.
- Almost all children’s ‘voices’ are being recognised and recorded to lead their own learning.

Next Steps:

- Extend Action Groups to include all age groups and develop a sustainable programme using the four arenas of participation.
- Continue to embed children’s rights into school life and the work we do each day through working towards our Silver Award for Rights Respecting Schools.
- Continue use of HGIOS? to truly involve our children in shaping quality learning and teaching at Lochgelly West PS.

Priority 4 – Develop and enhance our knowledge and skills in numeracy and maths (Nursery)

NIF Priority

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

NIF Driver

- School and ELC leadership
- Teacher and practitioner professionalism
- Curriculum and assessment
- Performance information

Fife priority

- Closing the Equity Gap

HGIOELC Quality Indicators

- 1.2 Leadership of Learning
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising attainment and achievement.

Care Inspectorate

- 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

Has this priority been:
(please highlight)

Fully
Achieved

X

Partially
achieved

Continued into next
session

Progress:

- Audit of numeracy and mathematics experiences indoors and outdoors was undertaken, and changes were made to ensure our core provision is full of opportunities to develop curiosity and problem-solving related to numeracy and maths.
- Identification of numeracy and mathematical opportunities within core provision and the links to LA trackers was done to build practitioners confidence.
- Practitioner engagement in professional learning using Education Scotland's Numeracy Professional Learning Resource, RtA: Being Me and ECCERS
- Small group planning of adult-initiated numeracy and maths experiences were linked to tracking and next steps, including meeting the needs of children requiring further challenge.
- Focus on counting skills in maths week Scotland, which resulted in language used more regularly in interactions and a display created.
- Sharing numeracy and mathematical skills information/activities with families to develop children's numeracy and mathematical skills through, stay-and-play sessions, seesaw posts and PEEP sessions.

Impact:

- All children experience a mathematic and numeracy rich environment considering spaces, interactions and experiences to promote their numeracy and mathematical skills.
- The majority of children can talk about what they are doing and learning using a range of mathematical language.
- Almost all practitioners are more knowledgeable about the progression of numeracy and mathematical development and able to plan for and extend learning in numeracy and mathematics for children.
- Almost all practitioners are more confident tracking children's learning across the three organisers of numeracy and maths resulting in improved attainment levels for all children.

Next Steps:

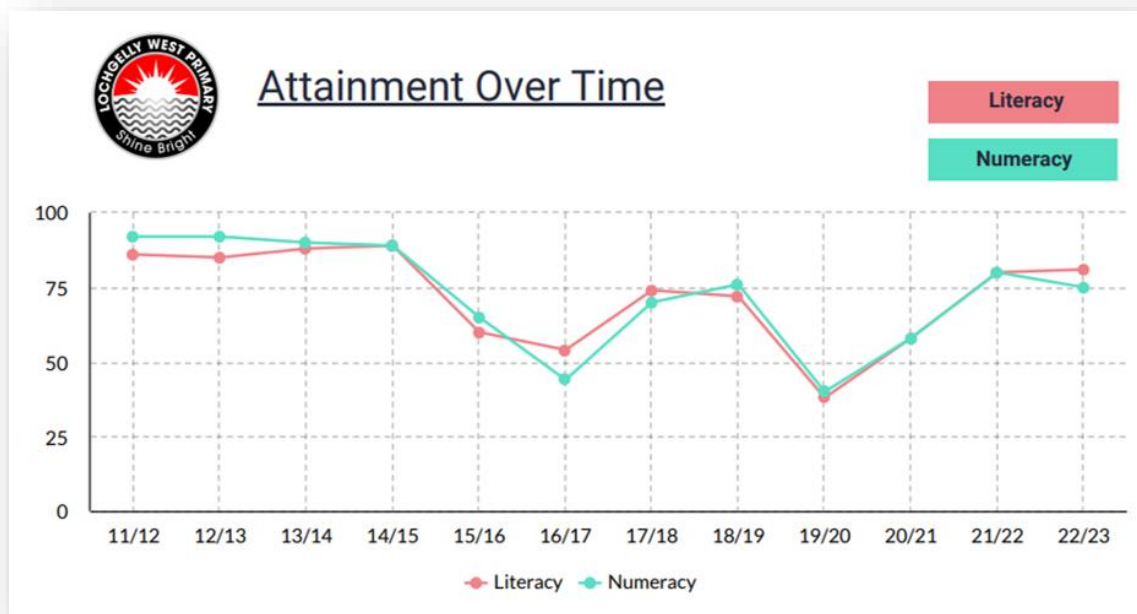
- Extend sharing numeracy and mathematical language, learning activities on seesaw, school website and at parent/carer sessions.
- Consider further actions for practitioners and children for numeracy and maths at learning conversations throughout the session.

Attainment of Children and Young People (Primary)

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	76%	76%	76%	80%
P4	78%	78%	78%	76%
P7	86%	89%	89%	69%

Overall Attainment for 2022 - 2023		
	Literacy	Numeracy
P1	76%	80%
P4	78%	76%
P7	88%	69%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
69%	80%	74%	75%



Attainment over time has shown a pattern of inconsistencies, however, we wish to maintain the improvements over the last two sessions. As such, we will therefore continue to work on moderation to support our professional judgements. In session 22/23 we utilised a range of formative and summative assessments including BASE (P1), SNSA (P4 and P7), single word spelling tests, high quality numeracy and literacy assessments and writing moderation tasks (cluster) to track and monitor attainment. This range of evidence is supporting our teaching staff to make informed judgements about our children's progress. Over the last two sessions there has been a marked increase in attainment, as through triangulating jotter monitoring with assessment data and planning, most teachers are feeling confident with their declarations. We have met the stretch target for 2022-23 and will continue to work toward robust declarations of attainment to achieve our stretch aims for 2023-24.

Evidence of significant wider achievements

Lochgelly West- achievement impacting on outcomes for learners



External trips, taster sessions, participation in events, and developing our LWPS lesson cycle has resulted in children being enthusiastic and motivated to learn.

These opportunities have also enabled children to use their literacy, communication and numeracy skills, develop their skills in learning independently and with others, as well as applying new learning in different contexts.



Attending clubs, presenting shows, assessing risk when outdoors and being successful when trying new things has resulted in children developing their sense of self-respect and their own values and beliefs.



These opportunities have also enabled children to further develop self-regulation strategies, become more self-aware and make informed decisions with increasing confidence.

To enable ALL young people to become

Regular visits to local care homes, churches, businesses and events in the local community and children participating in a range of action groups has resulted in children being respectful to others and participating responsibly in the social and cultural life of our school community.



These opportunities have also enabled children to develop their knowledge and understanding of our community, begin to understand different beliefs and cultures and develop their own ethical views.



Taking part in National Events, sharing views and opinions and working in teams with peers and other age groups within school and the wider community has resulted in children developing resilience and self-reliance to inform thinking.



These opportunities have also enabled children to take the initiative and lead, be creative and develop communication skills.

Feedback from External Scrutiny

Safeguarding and Child Protection Support Visit – Nov 2022 (Strengths and Areas for Improvement)

Focus on – 3.1 Ensuring wellbeing, equality and inclusion.

Key Strengths

- Clear systems and processes in place
- Adaptations to overview pertinent to context enables Child Protection Co-ordinators to track and monitor effectively.
- Use of QR codes to guide visitors to information on school website highlighted as good practice to share with others.

Areas for Development

- Slight changes to storage and recording of medicines and recording of information in chronologies.
- Consistent use of recording behaviour incidents on semis.

Extended Learning Partnership – Feb 2023 (Strengths and Areas for Improvement)

Focus on - 1.3 Leadership of Change

Key Strengths

- Positive ethos and culture resulting in strong positive relationships within the team.
- Impressive self-evaluation journey in nursery.
- Increasing development of parent/carer groups having positive impact on school community.
- Strategic planning for continuous improvement is evident.
- There is strong leadership across school in moving forward nurture and self-regulation to support children and families and improve outcomes.

Areas for Development

- The depth and range of data to be considered.
- Further develop children's participation.
- Consider the direct impact and measures of success for interventions used for Pupil Equity Fund.

PEF Evaluation/Impact

Targeted Interventions

Targeted interventions included tackling low attendance rates, reducing barriers to learning, raising attainment in numeracy, delivering quality outdoor learning experiences and enhancing leadership capacity. Click [HERE](#) to access our Thinglink for more information or use the QR code.



Click on each icon for more information

Progress:

- Local Authority guidance on **attendance** shared termly in school newsletter and identified staff led on processes to engage with identified families.
- Termly meetings and phone calls with families to support with increasing children's **attendance**.
- Individuals and groups identified for nurture, social and outdoor focused interventions to **reduce barriers to learning**, these were evaluated each term in response to children's needs.
- Numeracy resources purchased and created to support children who were significantly behind in their **numeracy attainment**.
- Team teaching, direct 1 to 1 support and group teaching undertaken with identified classes, groups and individuals to **raise attainment in numeracy and maths**.
- Extensive outdoor learning programme created with Active Schools, Lochore Meadows and Learning through Landscapes to ensure all children experienced **high quality outdoor learning** experiences.
- Additional **leadership** capacity to meet needs of our context supported through PEF funded DHT, due to our school being in an area of high deprivation with 77% of our children in SIMD 1-3, 67% of our children have an identified Additional Support Need and 37% of our children have had support through our child protection processes.

Impact:

- The majority of identified learners across P1-7 with attendance rates below 80% in Term 1 increased attendance to over 85% or above by end of session.
- The majority of identified children with 80-90% attendance increased their attendance between 5-10% (this varied between individuals)
- Almost all children experienced high quality outdoor learning experiences at Lochore Meadows and verbatim comments from children highlighted their enjoyment and newfound confidence in trying new things.
- Most children involved in targeted nurture and outdoor learning interventions gave positive feedback and recorded higher levels of indicators on wellbeing webs.
- Most children identified as requiring additional support and direct interactive teaching with numeracy and maths have improved their attainment levels.
- 62% of our children had not actively spent time in the outdoors, impacting on their developmental stage of social and emotional interactions. All children have now experienced several outdoor activities to enable children to work together, develop skills and enjoy the outdoors to enhance their wellbeing and increase engagement. Quantitative data from wellbeing webs and verbatim comments supports this.
- Additional staffing across the school and at leadership level has enabled more robust planning, tracking and monitoring of the additional and complex needs of our children and families due to the socio-economic status of our school and the resultant stresses this can bring.

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

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation (since August 2022)
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 Securing children’s progress	Good	Good	Good	

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

Headteacher: Amanda Sloper (Acting Headteacher)



**Lochgelly West PS and Nursery
Improvement Plan
Session 23/24**

National Improvement Framework Priority: Improvement in children and young people's health and wellbeing				
Focused Priority 1: (ELC and school)				
Developing a whole school approach to mental wellbeing across the school community through;				
<ul style="list-style-type: none"> • Providing professional learning for staff and the development of an inclusive framework to ensure that children, families and staff have high levels of positive mental health wellbeing. • Creating a clear and consistent approach from all staff to meeting mental wellbeing (MW) needs across the school as part of our inclusive practice. 				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
KEY 1.2 Leadership of learning 1.4 Leadership and management of staff 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion.	RELEVANT 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.1 Safeguarding and child protection 2.2 Curriculum 2.5 Family learning 3.2 Raising attainment and achievement	KEY 1.2 Leadership of learning 1.4 Leadership and management of practitioners 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion.	RELEVANT 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.1 Safeguarding and child protection 2.2 Curriculum 2.5 Family learning 3.2 Securing children's progress	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>All staff clear on actions and interventions for children's MW linked to the wellbeing indicators ensuring we're getting it right for every child.</p> <p>Most children are able to self-regulate through their highly developed emotional literacy and empowered to support their own MW.</p> <p>All staff have an increased awareness of MW both personally and professionally to ensure they are meeting our children's mental wellbeing needs and</p>	<p>Wellbeing warriors identified from each class to share strategies for framework</p> <p>Professional Knowledge & Development of Staff</p> <ul style="list-style-type: none"> • Use of national audit tools • SAMH – Mental Health Training • On their own wellbeing • Adaptation of Professional Learning Resource from Education Scotland • Emotion Works <p>Whole School Focus using Glasgow Wellbeing & Motivation Profile (GWMP) to develop knowledge of wellbeing indicators</p> <p>Development of referral process from class/SfL/Nurture teachers</p> <p>Weekly check-ins between NT, SLT and SfL – linking to class teacher consultations and PSAs.</p>	<p>DHT and class teachers</p> <p>AHT, DHT, class teachers, EYOs and PSAs</p> <p>SfL teacher, nurture teacher, SLT</p> <p>Nurture teacher, class teachers, children's action groups</p>	<p>Quantitative and Qualitative data will be collated and analysed, including;</p> <p>Observations SLT classroom/playroom observations SfL consultations Monitoring use of wellbeing strategies Understanding of wellbeing indicators</p> <p>People's Views Parent/carer feedback Self-evaluation findings from staff Pupil Focus Groups Wellbeing warriors feedback</p> <p>Data Leuven scale data analysis GMWP data analysis QI data QI posters on changes in behaviour Creation of mental wellbeing framework</p>	<p>Review end of each term</p> <p>Baseline data – June inset Review end of each term</p> <p>Allocated time in session 23/24 inset days and QA calendar Regular self-evaluation over session</p> <p>Start term 1 and continuing over each term, added to QA calendar</p> <p>Start term 2</p>

<p>increasing their readiness to learn.</p> <p>Through an improved knowledge and understanding of MW across the school community, universal and targeted supports will be more robust to support needs of our children and improve outcomes.</p>	<p>Looking outwards to other setting for examples of effective practice and how they may be adapted to use in our context</p> <p>Implement interventions for individuals, groups, classes, families, using emotion works, Boxall Profile, seasons for growth</p> <p>Children’s action group created to consult on positive relationships and positive behaviour policy</p> <p>Home activities, parent/carer workshops website, displays</p> <p>Development of Inclusive Framework linked to Mental Wellbeing,</p>	<p>SLT, SfL teacher, nurture teacher</p> <p>SLT, SfL teacher, nurture teacher, PSAs, EYOs</p> <p>Children’s action groups, house captains, nurture teacher, EYLO</p> <p>SLT, SfL teacher, nurture teacher, PSAs, EYOs</p> <p>Children’s action groups, wellbeing warriors, nurture teacher and SLT</p> <p>Children’s action groups, nurture teacher, SLT</p>	<p>Analysis of parent/carer engagement with activities/strategies</p> <p>Measure impact of interventions and triangulate data with children’s, staff and families views, observations</p> <p>Impact analysis of above to inform next steps.</p> <p>.</p>	<p>Start term 1</p> <p>Start term 2</p> <p>Start term 2</p> <p>Start term 2</p> <p>Start term 3</p> <p>Ongoing and completed by June 2024</p>
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Ongoing Evaluation

Empty content area for Ongoing Evaluation

National Improvement Framework Priority:				
<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy. 				
Focused Priority 2: (school)				
<ul style="list-style-type: none"> Staff will develop the LWPS lesson cycle through professional learning and dialogue to improve learning and teaching and ensure consistency of approach across the school. 				
HGIOS4 Quality Indicators				
KEY			RELEVANT	
1.2 Leadership of learning 2.3 Learning, Teaching & Assessment 3.2 Raising attainment and achievement			1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.2 Curriculum	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
All staff have a clear understanding of learning and teaching expectations at LWPS resulting in a consistent approach across the school leading to most children making good progress in learning.	<p>Enhance use of Thinglink to share resources, professional learning and relevant documentation linked to school lesson cycle.</p> <p>Develop planned approach with staff leading on elements of the lesson cycle</p> <p>Develop use of Local Authority planning formats</p> <p>Use of Westie Wonderwall to use questions form HGIOurS? on learning & teaching</p> <p>Professional Knowledge & Development of Staff</p> <ul style="list-style-type: none"> Self-Evaluation using challenge questions in HGIOS4? Identification of own development needs Differentiation on PL focusing on staff strengths and skills Workshop for Literacy and writing focus from Cluster PT <p>Creation of a learning and teaching policy</p>	<p>AHT, DHTs</p> <p>AHT, DHT, then identified leads from consultations.</p> <p>Teachers</p> <p>SLT and class teachers</p> <p>DHT, class teachers,</p> <p>DHT and identified leads</p>	<p>Quantitative and Qualitative data will be collated and analysed, including;</p> <p>Observations SLT classroom observations Jotter Monitoring Planning & Tracking Discussions SfL consultations</p> <p>People's Views Parent/carer feedback Parent Council feedback Self-evaluation findings from staff Pupil Participation Groups</p> <p>Data ELips data analysis CfE declarations/predictions analysis NSA and regular assessment data analysed P1 BASE data analysis QI data</p>	<p>Start Term 1</p> <p>Regular self-evaluation over session</p> <p>Review end of each term</p> <p>Start Term 2</p> <p>Allocated time in session 23/24</p> <ul style="list-style-type: none"> inset days QA calendar <p>Start term 3</p>
Ongoing Evaluation				

National Improvement Framework Priority:				
<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy. 				
Focused Priority 3: (ELC)				
<ul style="list-style-type: none"> Practitioners will enhance their understanding of early language development to improve outcomes for our learners. 				
HGIOELC Quality Indicators				
KEY			RELEVANT	
1.2 Leadership of learning 2.3 Learning, Teaching & Assessment 3.2 Raising attainment and achievement			1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.2 Curriculum	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
All staff have a clear understanding of early language development resulting in a consistent approach across the playrooms leading to improved outcomes for almost all children in the nursery setting.	<p>Develop planned approach with staff leading on elements of SEIC literacy document.</p> <p>Further develop use of LA literacy trackers</p> <p>Professional Knowledge & Development of Practitioners</p> <ul style="list-style-type: none"> Self-Evaluation Focus on elements of SEIC document Further develop understanding of Fife SALT Communication Handbook National Module - revisit <p>Family Learning Focus on Early Literacy</p> <ul style="list-style-type: none"> Stay and play sessions, rhyme time, family time, on Seesaw, school website, use of 50 things to do before you're five app 	<p>AHT, DHTs, EYLO and EYOs</p> <p>DHT, Nursery Teacher and EYLO</p> <p>Nursery Teacher and EYOs</p> <p>DHT, EYOs and EYLO,</p>	<p>Quantitative and Qualitative data will be collated and analysed, including;</p> <p>Observations SLT playroom observations PLJ monitoring Floorbook monitoring Tracking conversations</p> <p>People's Views Parent/carer survey Self-evaluation findings from staff Pupil Voice Sessions</p> <p>Data ELips data analysis CfE declarations analysis P1 BASE data analysis (retrospect) QI data Tracking conversations</p>	<p>Regular self-evaluation over session</p> <p>Review at tracking conversations</p> <p>Allocated time in session 23/24</p> <ul style="list-style-type: none"> inset days QA calendar <p>Start Term 2</p>
Ongoing Evaluation				



Lochgelly West PS and Nursery

Pupil Equity Plan

Session 23/24

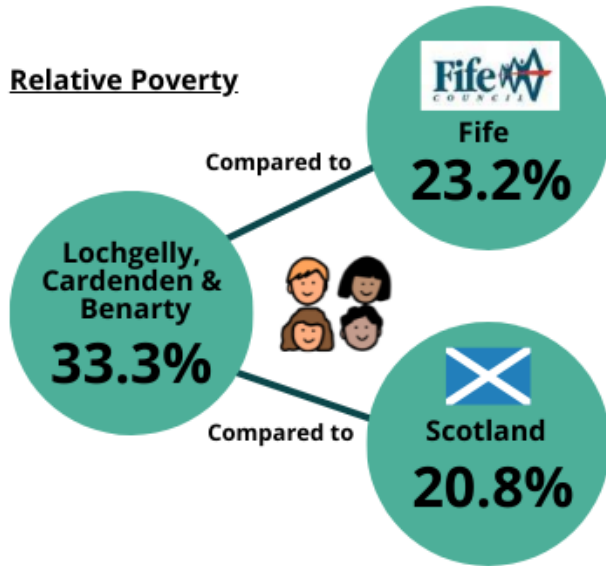


Lochgelly West Primary School

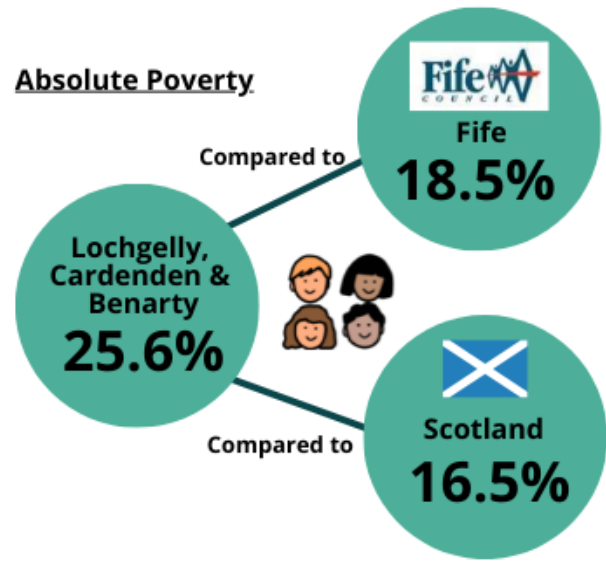


Percentage of Children aged under 16 living in Relative and Absolute Poverty - Mar 23

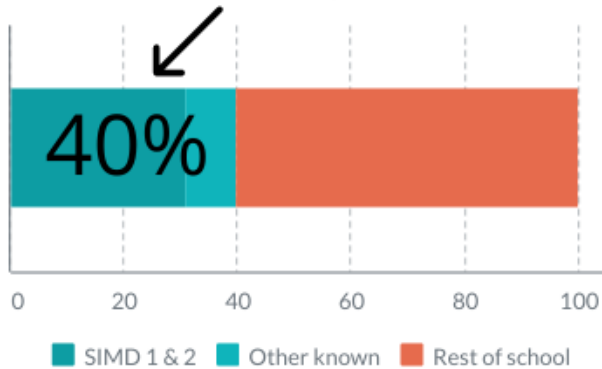
Relative Poverty



Absolute Poverty



Possible % of children living in poverty at Lochgelly West PS



Poverty Statistics



40%
Of children living in poverty in Lochgelly 21/22 - Child Poverty Map



26%
Of households in Fife are living in fuel poverty



70%
Of families in Scotland have cut back on essentials in first 6 months of 2023 - JRF

Percentage of children at Lochgelly West PS living in a child poverty priority group.



Lone Parent Families
55%



Families with a young mother
6%



Ethnic Minority Families
4%



Families with a child under 1
3%



Families with a disabled adult or child
6%



Larger families (3+ children)
26%





The Child Poverty (Scotland) Act 2017 places duties on public authorities to take action to reduce and mitigate child poverty.



The mission of the Scottish Attainment Challenge is to use education to improve outcomes for children and young people impacted by poverty. The Pupil Equity Fund (PEF), launched in 2017, is allocated directly to schools and targeted at closing the poverty-related attainment gap.

We have used robust contextual analysis and the Scottish Attainment Challenge Logic Model to inform our rationale and enable identification of interventions, activities and approaches to provide additional support for our children affected by poverty.



Through our analysis of data (see above) and our in depth knowledge of our context, we also know of additional families affected by poverty who do not sit within SIMD 1 & 2. We have therefore calculated a closer prediction of the percentage of children affected by poverty at Lochgelly West PS as 40%. This is consistent with the average child poverty rates in Lochgelly for 21/22 (<https://scotland.shinyapps.io/is-Child-Poverty-Map/>).

The current cost of living crisis has made it more difficult for many families with almost one in four children in Fife living in poverty before housing costs. At Lochgelly West PS, we have 55% lone parent families and 26% larger families, both child poverty priority groups. Across the whole school, 65% of children are in child poverty priority groups and/or live in SIMD 1 & 2. We mitigate costs for our families through addressing Cost of the School Day, redistributing food through Fare Share, referrals to The Big Hoose and engaging in community activities which assist our families.

Using the Scottish Attainment Challenge Logic Model we have identified actions (see below) and outcomes for this session. Our long-term aim is to close the poverty related attainment gap and embed a culture of excellence focused on equity and equality of opportunity, through our curriculum and learning environments. We aim to achieve this with medium term outcomes focused on leadership, high-quality learning and teaching and refining our use of data and evidence each school session. Our identified short-term outcomes for this session will focus on **Readiness to learn**: A sustained focus on children and young people’s readiness to learn through focusing on engagement and attendance, confidence and wellbeing and **Focus**: Sustained focus on physical and mental health and wellbeing, literacy and numeracy using pedagogical skills to improve personal achievement, attainment, and positive destinations for children and young people living in poverty. These aims are cognisant with our School and Nursery Improvement Priorities for session 23/24.

Attainment Fund Rationale		Improve confidence and wellbeing and thus readiness to learn.	Amount of Fund	£78,500
We have identified a group of 5 pupils who display increased distressed and deregulated behaviours. This is having an impact on their engagement and achievement.				
We have identified a large group of children who would benefit from nurture interventions to promote their confidence and wellbeing.				
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June	
<p>By June 2024, all identified pupils for nurture interventions will have improved wellbeing, their barriers to learning will have been reduced.</p> <p>All targeted pupils will meet individual targets.</p> <p>Progress and Impact Reviewed termly by SLT.</p>	<ul style="list-style-type: none"> • Mental health and wellbeing professional training for all staff. • Individualised timetables in nurture spaces for identified children requiring intensive support, supported by Nurture Teacher out of class full-time and additional PSAs • SfL/CT consultations will highlight children’s needs • A variety of daily/weekly wellbeing sessions for identified groups of children led by SfL teacher, nurture teacher and PSAs. • SfL and nurture teacher leading Seasons for Growth sessions for identified children • Glasgow Motivation & Wellbeing Profile (GMWP) completed by all children as baseline data (awareness that measuring wellbeing will naturally fluctuate) • Boxall Profile used to intensively support identified children where appropriate to identify achievable targets (reviewed termly) • Weekly SLT and nurture team meetings to monitor progress. • Playground training for PSAs to address issues in playground 	<ul style="list-style-type: none"> • Attendance and engagement data will be gathered daily/weekly from nurture interventions. • Individual pupil targets will be created and monitored using Boxall Profile data. • GMWP data analysed. • Identified pupils distressed and deregulated behaviours will decrease – QI Small test of change • QI methodology to measure impact of change in playground behaviours 		

Attainment Fund Rationale	Raise attainment in literacy	Amount of Fund £38,000
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We have identified 30 children across the school who live in SIMD 1 & 2 and who are currently behind the expected level within CfE for their reading.

Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>By June 2024, the children identified will have improved their reading level to have moved at least one phase closer to the expected CfE level date</p> <p>Progress and Impact Reviewed termly by DHT responsible for equity.</p>	<ul style="list-style-type: none"> • Completion of Standardised assessments & analysis of assessment data and results. (Phonics, Schonell and SWST) • PSA and SfL teacher will support individuals as identified through a variety of interventions best suited to the child’s needs. • CT’s will have reading focus on comprehension strategies, understanding of text, summarising and word attack strategies. • Regular attainment meetings will identify the progress for the identified children (at least every 6 weeks). • Further targeted support for P4 and P7 children prior to NSA in December and February. 	<ul style="list-style-type: none"> • Assessment data from June 2023 along with formative assessment to be used as baseline (appropriate to age and stage) • Catch-Up assessments and SfL consultations • Ongoing assessment throughout session utilising in-school literacy assessments. 	

Attainment Fund Rationale		Improve attendance		Amount of Fund	£19,500
Last session we had an attendance gap of 5.8% between Quintile 1 and Quintile 5. We have identified a group of 15 pupils within Quintile 1 and 2 with attendance rates between 50% - 79%.					
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June		
<p>By June 2024, all identified pupils across P1 – P7 will have improved their own attendance rates by 10 - 20%.</p> <p>By June 2024, we will have reduced the attendance gap between Quintile 1 and Quintile 5 to < 5.8%.</p> <p>Progress and impact reviewed termly by DHT responsible for equity.</p>	<ol style="list-style-type: none"> 1. PEF DHT to liaise with the families of the identified children to identify and remove barriers to attendance using Local Authority policy and guidance. 2. Parental communication for identified learners will include attendance discussions and referrals to outside agencies where further support required. 3. Weekly SLT attendance meetings to monitor attendance rates across the identified children and the school as a whole. 	<ol style="list-style-type: none"> 1. PEF DHT will identify and collate potential barriers to attendance. 2. Parents and pupils views on attendance barriers sought. 3. Attendance records will identify trends and improvements. 4. Attendance % for identified learners will be monitored weekly 			

