



**PARKHILL**

**Standards and Quality Report 2023**  
*Achieving Excellence and Equity*

**Context**

<b>Setting/School Roll (including ELC/ASC)</b>	<p>Parkhill is a non-denominational school situated in the centre of the town of Leven.</p> <p>During session 2022-2023 the school had 10 classes. There is currently a roll of 282 pupils. The school has a joint Headteacher who has responsibility for Viewforth ELCC as well as Parkhill. The school has a leadership team of one Headteacher and one Depute Headteacher. 7% of children have English as an additional language and 2% of children are care experienced.</p> <p>The school had identified three areas of improvement this session.</p> <p>Parkhill Primary's vision is <b>Learning Together – Achieving Together</b>.</p> <p>Our school values are</p> <ul style="list-style-type: none"> <li>• <b>Positive</b></li> <li>• <b>Achieving</b></li> <li>• <b>Respectful</b></li> <li>• <b>Kind</b></li> </ul>
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<b>FME</b>	17%
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<b>SIMD Profile for establishment</b>		<b>Parkhill PS</b>	<b>SIMD Profile</b>		
	<b>SIM 1/2</b>	<b>SIM 3/4</b>	<b>SIM 5/6</b>	<b>SIM 7/8</b>	<b>SIM 9/10</b>
	121/270	83/270	17/270	34/270	20/270
	45%	30%	6%	12%	7%

<b>Attendance (%)</b>	<b>Authorised</b>	<b>66%</b>	<b>Unauthorised</b>	<b>34%</b>
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<b>Exclusion (%)</b>	0%
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<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£67,375.00
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**Improvement Priority Session 2022 – 2023**

(Duplicate section to reflect number of priorities from 2022- 2023 improvement plan)

<b>Priority 1</b> – To raise attainment across the school in literacy						
NIF Priority Improvement in attainment particularly literacy and numeracy		HGIOS 4 Quality Indicators 2.2 Curriculum HGIOELC Quality Indicators 2.3 Learning teaching and assessment				
NIF Driver Curriculum and Assessment						
Has this priority been: (please highlight)	Fully Achieved	Yes	Partially achieved		Continued into next session	
<p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>All staff received refreshed training in the Workshop For literacy approach</li> <li>Literacy is timetabled in all classes every day of the week.</li> <li>NCCT had a focus on listening and talking for all classes</li> <li>Playful Pedagogy was implemented from P1-3</li> <li>Groups of learners underwent targeted interventions from PSA staff and SFL as well as class teachers from August which were reviewed regularly, and new targets set.</li> <li>Extended writing lessons happened twice a week across the whole school and additionality teacher also supported groups of learners to improve writing.</li> <li>All of the schools ICT equipment has been refreshed and allocated throughout the school to increase the opportunities children have to use it</li> <li>Parental Workshop and an Open afternoon on literacy was well received and attended.</li> <li>Learning partnership learning in reflective reading approach has been shared with all staff</li> <li>Resources have been refreshed to ensure classes have novels and stories to use.</li> <li>Fife Writing Assessment Pack was shared with all staff</li> <li>SEIC Literacy in the Early Years documentation was shared with early years staff</li> <li>Consistent approach to the teaching of literacy lessons agreed with all staff and is part of our learning standard.</li> <li>QI methodology used across P7 in reading successfully raised attainment from 61% to 73%.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>In all classes there is more evidence of the workshop for literacy approach. Through increased use of approach staff are more confident in teaching literacy this way and can engage in professional dialogue around this at planning meetings. This in turn has led to better coverage of experiences and outcomes, more engaging lessons seen at class visits by SLT and children showing through their work better demonstration of a wide range of appropriate skills being taught.</li> <li>More frequent teaching of literacy has allowed for greater coverage of experiences and outcomes and opportunities to apply taught concepts across different disciplines. This in turn has allowed children to become more confident in demonstrating their learning and retaining what has been taught. All pupils who sat P4 NSA are Band 6 or above in Tools for Reading. In P7 all learners are Band 8 or above.</li> <li>Through focussed listening and talking lessons children's skills in listening and talking have improved and at this sessions learning partnership they came across as articulate within their learning. Class teachers planned with the NCCT teacher to ensure skills taught in lessons transferred across different disciplines enabling teachers to assess and be more confident in declaring progress or a level. Children particularly in the upper school are more confident in presenting and more children are volunteering to present to their class or whole school assemblies having acquired the appropriate experiences and progression.</li> <li>In all classes from P1 – 3 there has been an increased focus on delivering the playful pedagogy approach. This has been evident in all class visits and at the learning partnership. Children experienced a smooth transition with almost all settling quickly in to Primary 1 and beyond as a result. Teachers were better placed to meet the needs of learners as well as consolidate learning as well as extend learning. Base data showed good progress in literacy from the start to the end of the year. From BASE data there was a 40 % increase in P1 pupils who can decode simple words and sentences. (From 20% to 60%). There are now 40% of P1 pupils who can read complex words and beginning to understand simple sentences. (Start was 0 %)</li> <li>Almost all children who undertook targeted intervention in rapid reading, toe by toe and targeted work by our Support For Learning teacher showed progression in reading and writing with 39% of those</li> </ul>						

children showing an increased reading age of 12 month + and all children targeted for writing showing improvement

- Parental workshops were hosted 40 minutes prior to open afternoons to make the accessible to more parents. The workshop for literacy approach was shared and how they can support their child at home. Our support for learning teacher shared resources we have made to use consolidate learning and these were ordered by parents, made up and distributed. Feedback from the workshop was that parents understood better how their child may be learning in school and ways to support at home.
- Children have fed back that they have enjoyed the range of novels and literature on offer this year and that they like being able to use to book for reference during activities. Books link to topic work which is also allowing the children better opportunities for discussion, questioning and deeper understanding of subject areas.
- Through staff collegiate sessions staff have an agreed standard for each literacy lesson and an approach to maximise practising of concepts and skills. This will increase pace of learning and build in lots of opportunities for revisiting and building on learning. Whilst the impact is not seen this year it will be implemented next session.
- The QI methodology increased participation and engagement across the whole of P7. The targeted group of learners were identified as those scoring just behind in NSA. The children discussed how the aides helped them and that they had become much more confident. Due to the evidence gathered throughout the year almost all of the children then caught up and were back on track for moving on to Secondary in reading. The improvement in reading also had an impact on almost all of their writing as well showing improvement their too.

**Next Steps:**

- Implement reflective reading approach across the school initially from P3-7. Giving children the opportunity to practice skills in reading daily
- Continue with rapid reading and other targeted supports
- Implement a new structure and approach to literacy lessons which will increase pace and allow more revisiting of skills and have consistent aides and supports available to help structure work
- Use QI methodology from P4-7 to target learners just behind in reading and writing

Improvement Priority Session 2022 – 2023 (Duplicate section to reflect number of priorities from 2022- 2023 improvement plan)						
<b>Priority 2 – To raise attainment across the school in numeracy</b>						
<u>NIF Priority</u> <i>Improvement in attainment, particularly literacy and numeracy</i> <u>NIF Driver</u>			<u>HGIOS 4 Quality Indicators</u> <u>2.3</u> <u>3.2</u> <u>2.7</u>			
Has this priority been: (please highlight)	Fully Achieved	Yes	Partially achieved		Continued into next session	
<b>Progress:</b>						
<ul style="list-style-type: none"> <li>• Conceptual Numeracy was revisited with all staff at August INSET and further collegiate sessions</li> <li>• Numeracy is timetabled daily in all classes</li> <li>• Play in P1-3 has numeracy focus and numeracy lessons offer different ways to practise the skills and concepts being taught.</li> <li>• NCCT lessons have explored maths language and ways to solve maths problems.</li> <li>• All classes have access to ICT to enhance learning in numeracy.</li> <li>• Parental workshop of numeracy run in term 1 open afternoon</li> <li>• Resources refreshed to ensure basic conceptual materials are available in all classes</li> </ul>						

- Further collegiate sessions on open ended and hinge questions, as well as use of think boards and progression in maths for all staff
- Collegiate session for all staff on mental maths and how to incorporate this into a lesson.

**Impact:**

- In almost all classes there is evidence of conceptual numeracy approaches being used with all children. Through an increase in use of approach children are showing through their evidence of work and discussion during activities a greater understanding of concepts. Most children reported that they felt their work was challenging enough
- All classrooms have a numeracy wall which reflects current work and has conceptual supports as aides to learning. Most children can refer to these as things that help them in numeracy.
- An increase in play incorporating numeracy has meant that most children are starting to show the ability to apply strategies and learning across contexts.
- Through joint planning between NCCT teacher and class teachers strategies taught, and language used have been applied together and children were offered the chance to use this within word problems across all areas of numeracy. Most children in the upper school are now discussing how they work out strategies to use better and are becoming better at taking risks and justifying them.
- All parents who attended the maths workshop on the open afternoon found it helpful. Almost all said it had helped them to understand how to help their child and the current language and processes we use. They found the copy of the workshop being sent out by email useful in order to refer to when working with their child at home.
- Through investment in class resources, we have seen an increase in the variety of activities being offered and shift from procedural teaching to conceptual learning and almost all children engaged in active learning.
- A wider variety of ICT has been used in all classes to support numeracy. Almost all children engage well with this and use the device to demonstrate learning. Further challenge is now required for the most able learners.

**Next Steps:**

- Continue to use conceptual numeracy as the approach to numeracy and use the agreed standard for a lesson
- Better differentiate lessons and move away from whole class lessons
- Use of ICT to extend beyond Beebots and numeracy games
- Plan for questioning and use think boards to aide assessments
- Mental maths to feature in all numeracy lessons and be differentiated for the different groups of learners .
- Use QI methodology with groups of learners to close gap of those just behind in P5 and P3.
- Cluster PT to work with children in P5 and P7 to increase attainment in numeracy

**Improvement Priority Session 2022 – 2023**

(Duplicate section to reflect number of priorities from 2022- 2023 improvement plan)

**Priority 3 – To develop a consistent approach to assessment across the school**

NIF Priority

Improvement in attainment, particularly literacy and numeracy

NIF Driver

HGIOS 4 Quality Indicators

2,3  
2.2

Has this priority been: (please highlight)	Fully Achieved		Partially achieved	Yes	Continued into next session	Yes is a priority session 23/24
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**Progress:**

- All staff have had further input in assessment at collegiate sessions exploring formative assessment and summative assessment.
- All staff have undertaken moderation activities this session in areas other than writing.
- The writing assessment pack was shared and agreement reached to use.
- Fife's Assessment work on "What's in a level?" was shared with all staff
- At our Learning Partnership Learning Intentions and success criteria were used consistently in all classes. In past practice Success Criteria was co constructed.

**Impact:**

- Staff have shown a deeper understanding of formative assessment and through professional dialogue have become more reflective. In the majority of classes this has led to more evidence of formative assessment shown in children's work and in discussion with children.
- Staff have engaged well with summative data and are asking to see it and use it which in turn is leading to gaps in learning being addressed and they are starting to use it to identify learners who need challenged more. In the majority of classes this has led to targeted work with groups of learners to ensure gaps are addressed and children have work at the appropriate level.
- Almost all children know that their learning is shared with them and can talk about what they need to do to be successful. This now needs to be more explicit and wider used with learners
- Through exploring the "What's in a level" staff were able to reflect on the current ways they assess and see how this can be built upon and can be carried out as part of a lesson. Children have expressed to the Senior leadership team they would like to be more involved in their learning.
- Staff revisited Formative assessment in learning trios and presented to each other on each strategy this led to an increase in use of strategies within the class and this has led to the majority of children in P4-7n being able to discuss their learning and progress better with the Senior leadership team at pupil focus groups.
- This priority was hindered by the strike days and through work throughout the year it became apparent would need to be a longer-term target.

**Next Steps:**

- Revisit Formative Assessment strategies and develop using a tapestry approach to ensure all strategies are being used and age-appropriate techniques are widening children's voice and understanding of their own learning and next steps.
- Introduction of assessment folders which gather evidence of progress and assessment across all curricular areas
- Moderation sessions termly across different curricular areas and wider than writing.
- All staff to use Fife's Writing Assessment Pack
- All staff to ensure lessons contain not only the learning intention and success criteria but a plenary as well. A focus on assessment methods to be used throughout

**Attainment of Children and Young People (Primary and Secondary)**

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	82%	79%	82%	82%
P4	76%	70%	70%	70%
P7	73%	69%	77%	71%
S3 (Level 3)				
S3 (Level 4)				

**Overall Attainment for 2023 - 2024**

	Literacy	Numeracy
P1	79%	82%
P4	71%	71%
P7	71%	69%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
77.7%	71.2%	80%	74%

## Evaluative statement of attainment over time.

Almost all children are making good progress from their prior levels of attainment across literacy and numeracy. By the end of Primary 1, most children achieve early level in reading, writing, talking and listening and numeracy. By the end of P4, a majority of children achieve first level in reading, writing, talking and listening and numeracy. By the end of P7, a majority of children achieve second level in reading, writing, talking and listening and numeracy.

Overall attainment in literacy is good. Most children achieve CFE levels as expected at early level. BASE data shows that almost all children have made good progress within literacy this session from start to end. Most children achieve national expected levels of attainment at second level in listening and talking. Majority of children achieve expected levels in reading and writing at first and second level. The majority of children in P4 attained expected levels of literacy with 26% of children in P4 sitting at Band 8 or above in the NSA assessment in Reading. 32% of children in P4 achieved Band 7 or above in writing in the NSA assessment. From NSA data in P7 20% of learners attained Band 10 or above in Reading and 18% attained Band 10 or above in writing in the NSA assessment. The use of Quality Improvement methodology in primary 7 this session in reading raised attainment for the learners targeted the success of this approach will be rolled out from P4-7 next session.

Overall attainment in numeracy is good. Most children achieve CFE levels across all areas of numeracy at early level. Majority of children achieve expected levels across all areas of numeracy at first and second level. The majority of learners in P4 attained the expected levels or above in the numeracy NSA assessment. From NSA data in P4 10% of learners attained Band 8 or above. In P7 the majority of learners attained the expected levels or above in NSA assessments. 18% of learners in P7 attained band 10 or above in NSA assessment.

Overall, all year stages have seen improvement in attainment this session due to a return to teaching approaches Workshop for literacy and conceptual numeracy further embedding of these approaches next session along with quality improvement work and other planned improvement work will see this increase again.

## Evidence of significant wider achievements

- House captains have led some of our assemblies this session and we have also ensured cross year stage work at them. Our House Captains have been involved in decision making and have organised whole school events. They have been involved in the recruitment of our new house captains presenting to the whole school what the role entails, reading applications and interviewing with the Senior Leadership Team. They were able to recognise the leadership opportunities and the importance of being role models for the learners in our school. Their decision making has helped them make informed choices and decisions as well as showing respect for all, developing their skills in becoming responsible citizens. Their skills in becoming effective contributors have also developed in the communication with different stakeholders and through their attitudes and work throughout the year to tasks set.
- Primary 5 worked with the Youth Music Initiative and participated in the Big Sing with Linn Marsh. This then led to a in school performance to the whole school and then their parents. The children have developed skills in becoming confident individuals seeing the benefits of using music for their mental wellbeing. Through working together as a team to produce the performance they developed skills in becoming effective contributors knowing that everyone had their role to play in the performances.
- Children in P5, 6 and 7 all participated in the Big Strum practising and performing on the ukulele. Again, this developed skills in confidence and resilience.
- After school clubs (football, dance, multisport, netball). Through PEPAS the school ran and participated in several afterschool clubs and cluster tournaments. This again developed skills across the 4 capacities in resilience, respect and increased confidence. In the cluster tournament the school came 4<sup>th</sup>.

- P6 children ran an after-school ART group for P3 children in term 3 supervised by SLT. They developed skills in planning, preparation and delivery of activities. Another P6 group organised a Lunchtime Club in the playground. They were involved in gathering feedback from P1-P3 on games and activities pupils would like. Consequently sourcing, purchasing resources and planning and implementing activities.
- Two P7 pupils lead the delivery of British Sign Language throughout the school at assembly and ran a lunchtime club for pupils in P5-7. This raised awareness of different ways to communicate and by us all learning this we can be more inclusive. This is helping all the children learn how to become responsible and respectful members of society.
- Our Travel Action group has produced a radio advert about walking to school and not parking at the school and attended the JRSO Conference at Rothesay Halls. They have worked with Marta Ramage and local councillors to effectively contribute to the development of Leven and the rail link. They successfully came up with the idea for a competition encouraging everyone to walk to school, planning, sources prizes and running the competition daily for a week. They are developing as responsible citizens and trying to encourage the adults in our school community to be responsible too. They give their voice and the voice of their peers in a respectful way.
- Children in the upper school have had opportunities to be Playground buddies helping the younger children to play games in the playground. Through this they developed skills across all 4 capacities.
- 6 children in P6 undertook peer mediation training this session. They presented to assembly and have worked with children at break and lunchtime.
- This year our P7 Rotary Quiz team retained the trophy through being cluster winners and went on to come 4<sup>th</sup> at the regional event. They developed skills in planning, studying, dealing with pressure, resilience and respect for their fellow competitors.
- Our Coronation Celebration was supported by carers, parents and the community - art activities singing and dancing took place. The school Parent Staff Association worked in partnership with the school, where the school's vision was evident- Learning Together -Achieving Together.
- Open afternoons have shown good parental engagement and feedback has enabled parents to see how their children are learning and better support this at home.
- All P7 have participated in the John Muir Award this session. They have developed partnership working with The Shed at Bayview and the Dandelion Project. Through all 3 of these projects almost all children demonstrated skills in decision making, helping their community, resilience and respect, as well as developing confidence in knowing their values and beliefs in community work.
- Primary 6 and 7 girls took part in Together we can which increased their self-esteem and confidence. During and after the sessions we saw an increase in girls continuing to engage with sports and other group activities
- An after-school club for P5-7 children saw them perform a dance at both the Lochgelly 5,6,7,8 dance festival and the Levenmouth dance showcase for parents. All children thrived in developing skills under the 4 capacities but in particular, showed each other and other performers respect and a commitment to participating responsibly.
- Almost all children in Primary 7 undertook a trip to a Scottish Rugby game. The pupils had to be responsible citizens as they were in a large, busy venue. Listening skills and following rules was paramount. The opportunity allowed them to watch professional athletes skills in resilience, teamwork and respect being modelled. Some pupils spoke about how the experience made them think about applying to Levenmouth Academy's School of Rugby or after school club.
- P6 Enterprise developed world of work skills and entrepreneurial skills through their class enterprise. They organised, planned and made resources or designed activities which they then sold at a stall at the Christmas Fair. Money raised was then put to see Joseph at Edinburgh Playhouse.
- Junior leaders have run lunchtime clubs (with support of staff) both indoors and in playground They have been responsible for organising rotas, equipment and planning activities; thinking about the age and stage of the group they are supporting.
- Our RAR group organised a collection for the Foodbank. They were able to communicate with children and parents and the Foodbank. The organisation was very well done and the group felt a huge sense of achievement as did the whole school school community.
- RAR group's Sustainable Fashion Show was a success where the focus was Global Goal 12- Responsible Consumption and Production and UNCRC 27. They effectively collected and organised donated clothes which could be either recycled or reused. Confidently they delivered a commentary for the show or modelled the clothes. After the show pupils could choose items of clothing at no cost and take them home.
- Almost all our P7s attended 3 day residential at Dalguise and took part in outdoor activities. Evaluations from the pupils have highlighted increase in resilience, social interactions with their peers and a positive mindset.
- Sports day- The change of venue (from King George V park to Leven Beach) and whole day format has had positive feedback from pupils, staff and parents/carers where they felt it brought the school community together. Throughout the day pupils were achieving their personal best both in the beach activities and sports races. The blend of both allowed for pupils to be challenged but also had an element of personalisation and choice.



- During World of Work Week Employability skills were promoted and linked with parental and visitor engagement. Talks and activities were given in all classes and pupils had the opportunity to develop higher order questioning skills. They could also see how the four capacities and their learning in class prepare them for the future.
- Staff reviewed the standard for the wider achievement and this session 60% of children received their bronze park award, 22% achieved their silver and 3% have achieved gold this session. The children have responded to the high standards expected of successful learners. A wider achievement progression for P1 – 7 is ready for implementation for August. These are shaped round the school values and the four capacities as well as taking into account skills for life and work.

### **Learning Partnership Strengths and Areas for Improvement**

- We have a clear vision of the improvements that need to be made at Parkhill Primary School. A clear focus on raising attainment and analysis of data is helping target support
- Almost all pupils are keen, well behaved, engaged and motivated to learn.
- Almost all children in almost all classes were engaged in learning and teaching and interacted well during learning opportunities.
- Workshop for literacy approaches were evident in the classes doing literacy at the time of observations.
- Promoting Playful Pedagogy is at the early stages but has progressed over the course of the year throughout the entire infant department. Teachers should ensure this is offered at all times within the day and learning experiences. Further development of core provision areas is planned.
- Almost all the classroom displays showed current work and a clear learning journey. In best practice this reflected the broad general education. A mixture of conceptual supports and children's work was evident in most classes. There is clear value placed on literacy throughout all learning environments this should now be developed further to ensure the full curriculum is developed and displayed. Pupil voice should also be reflected more in these areas.
- Almost all classes referred to the learning boards and, in all classes, learning intentions were shared and referred to. In almost all classes the success criteria was shared and in best practice was co constructed with learners
  - In most classes instructions and explanations were clear, questioning was varied and effective and the teacher made well timed interventions
  - There was evidence of the 4-part model throughout the school. Though pace of lessons could improve with less teacher talk. A more consistent approach to plenary's is required.
  - There was evidence of a series of lessons which were linked to previous learning and were discussed prior to new learning.
  - In most classes' ICT is available to pupils and being used to support learning however this should now be developed further than games and clicker. It should be used more to support teaching as well.

### **Moving forward the school needs to develop**

- A clear and consistent approach to differentiation linking this to a clear approach to assessment and feedback. Develop a consistent language of learning across the school.
- A focus on developing the learning environment in particular further developing play within the infant department and through effective use of the walls to reflect the entirety of the curriculum with the learner's voice clearly evident within each learning journey.
- Develop questioning throughout the school with a planned approach to plenary sessions which review and assess learning.
- Continue to increase learner voice across learning to allow pupils to feel more involved and greater ownership over their learning.
- Revisit conceptual numeracy and maths talk to ensure the same progress is made in numeracy as has been in literacy.
- Revisit Nurturing approaches and trauma informed practice to ensure this is available to all at a universal level as well as at the targeted intervention stage

### **PEF Evaluation/Impact**

## Priority 1 – Raise Attendance

### Targeted Interventions

- Communicated all messages from Fife Council around attendance to parents and all stakeholders
- Attendance approach developed
- Reviewed at weekly Senior leadership meetings
- PSA targeted pupils identified by absence to work with and catch up on work missed
- PSA and Support for learning ran anxiety groups and kitbag groups for children who were showing patterns of non attending

### Progress:

- The analysis of data weekly showed that non-attendance tends to largely be around holidays and genuine illness.
- Through regular communication sent out by the council it has been a recurring item on cluster meetings and parent council meetings keeping it at the forefront of what we do. Parents have been more aware and have helped to speak with the wider school body about this.
- Comparison with data over the last few years shows that we are nearly back to pre-covid attendance levels and were at our stretch target in May however holidays will take us under this in June
- Anxiety groups have been very successful in helping the identified children to not only attend but come into school more readily and calmer

### Impact:

- Key members of the senior leadership team and the teacher named in the PEF priority formed relationships early in term one with pupils and parents of children with poor attendance from the previous year and this has led to an improvement in almost all the children's attendance. Attendance for the school overall from session 2021/2022 from 90.9% to session 2022/2023 to 92.6% which met the schools stretch target.
- Anxiety groups and regular kitbag sessions have allowed the children to normalise their feelings and see they are not alone. All of the children have reported enjoying the groups and have said they have given them strategies that have helped.
- Through being a recurring item on our SLT meetings each week we have been able to spot patterns quickly and work with families to increase attendance.

## PEF Evaluation/Impact *(primary, special and secondary sector only)*

Raise attainment in literacy and numeracy through targeted PSA support

### Targeted Interventions

- In June review data and identify groups of learnings for targeted work in both literacy and numeracy
- PSAs take children across the school for short, targeted work daily
- SFL teacher and NCCT teacher to co-operative teach writing with identified classes
- NCCT teachers to teach maths topics and problem solving – followed up by extra consolidation inputs from teacher and PSAs
- Use of technology rapid reader and Education City

### Progress:

- Children were identified in June 2022 and work started immediately in August
- As there were a number of children leaving class and displaying distressed behaviour in August a quieter classroom was set up with individual workstations and nurture times.
- Nurture groups ran across the school with 3 groups of children at the start of the week setting children up for the week and the end of the week to review and set targets for the next week. The children who attended found this helpful in making their week more successful
- The additionality teacher and support for learning teacher worked with year stages with identified children in writing this have increased the independence and confidence in almost all who they worked with.
- Education City, rapid reading and other technologies have provided increased support for those targeted
- Extra inputs from PSAs and support for learning across literacy and numeracy have happened each term with identified children
- A nurture start and end to the week helped settle children on a Monday and allow them to get to a place to learn and then review their week ready for the next at the end of the week

**Impact:**

- Almost all children who undertook targeted intervention in rapid reading, toe by toe and targeted work by our Support For Learning teacher showed progression in reading and writing with 39% of those children showing an increased reading age of 12 month +. The children and their parents reported that the children were more confident, and they could see a big improvement within their reading. Almost all children said they enjoyed reading more because of rapid reading.
- All children targeted for writing showed improvement. Children fed back that they felt they benefitted from being part of the smaller writing group through:
  - ◆ Being able to chat through ideas with an adult
  - ◆ Room is quiet
  - ◆ Planning time with an adult helps
  - ◆ Easier and not embarrassing to ask for help
  - ◆ Less people makes it easier to focus
  - ◆ Teacher can help everyone as small group
  - ◆ You get lots of hints and tip
- The setting up and operating of the quieter working classroom has been accessed by 12 children successfully reducing the number of incidences of distressed behaviour.
- The rainbow room and sensory room have allowed children quiet places to use when needed and have helped them to calm down quickly and return to work.
- PSAs working with children on targeted work has meant that those seen frequently throughout the week for short spells of time are retaining learning better and are growing in confidence.
- Nurture start and end to the week the children evaluated that the calm start to the week helped them to be ready for the week in the class. They had an adult to listen and almost all of the children reported they felt more able to discuss their emotions in an appropriate way.

**School/Setting Name Parkhill Primary School**

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

**Headteacher Jill McEwan**



## Appendix B - Session 2022 -2023 Improvement Plan

<b>National Improvement Framework Priority:</b> Improvement in attainment in particular literacy and numeracy				
<b>Focused Priority: To have a consistent whole school approach to assessment and moderation.</b>				
<b>HGIOS4 Quality Indicators</b>			<b>HGIOELC Quality Indicators</b>	
2.3, 3.2, 2.4				
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<p>All learners will have work that is appropriate for them. It will challenge and set an appropriate pace for learning.</p> <p>All teachers will have increased confidence in assessing work and the range of ways we assess leading to improved knowledge of children's attainment through internal and external moderation.</p> <p>Using assessment folders there will be a more robust evidence base, which will allow teacher to plan appropriate next steps in learning and will allow children to discuss their progress and next steps.</p> <p>Through the exposure to and planned approaches to assessment children will be able to discuss their learning and next steps.</p> <p>Gaps identified for groups of children or individuals using hard data will set learning which will be</p>	<ul style="list-style-type: none"> <li>Moderation Activities set up termly focussing on Literacy, Numeracy, Topic and HWB. This will be done in year stage partners or partners at the same level</li> <li>Link with Mountfleurie for moderation activities</li> <li>Introduction and use of assessment folders showing pre topic, mid way piece and end of block of learning for each group of learners (Learner 1,2, and 3) (Revisit Teaching Backwards)</li> <li>Approaches to ongoing assessment visited on a 3 weekly cycle in a TLC format looking at professional learning and then an implementation period with review built into the next session.</li> <li>Summative data shared with each class teacher using last BASE or NSA data to identify gaps in</li> </ul>	<ul style="list-style-type: none"> <li>Jill McEwan HT Julie Brown DHT All teaching staff</li> <li>Cluster HTs All teaching staff</li> <li>Julie Brown HT All teaching staff</li> <li>Julie Brown DHT Hollie Thomson CT And all teaching staff</li> <li>Jill McEwan HT</li> <li>Julie Brown DHT</li> </ul>	<ul style="list-style-type: none"> <li>Assessment folders will be updated and the start, middle and end of each term</li> <li>Moderation will take place 4 times across the school year and with Mountfleurie Moderation sheets will be kept by SLT</li> <li>Records of staff development on assessment will be kept by SLT. Will be filled out and updated 3 weekly.</li> <li>Planning Tracking and attainment meeting records.</li> <li>Staff Collegiate and Assessment network presentations</li> <li>Class observations to have a bigger focus on assessment, language of learning and differentiation</li> <li>Pupil focus groups</li> </ul>	<ul style="list-style-type: none"> <li>Moderation twice termly <ul style="list-style-type: none"> <li>T1 – Literacy</li> <li>T2 – Numeracy</li> <li>T3 – Theme</li> <li>T4 - HWB</li> </ul> </li> <li>Moderation with Mountfleurie</li> <li>Assessment on 3 weekly cycle throughout year</li> <li>Differentiation input then action plan for that term. Eg top and tail strategy.</li> <li>Termly Planning Tracking and assessment meetings</li> </ul>

<p>reviewed at PTA meetings each term. This will help decrease the gap.</p> <p>Properly differentiated work will help all learners to achieve their potential</p>	<p>learning and plan next steps. Documented in PTA meetings</p> <ul style="list-style-type: none"> <li>• Work from the assessment network shared in a timely manner with all teaching staff and key messages shared and implemented.</li> <li>• Creation of an agreed approach to assessment to sit alongside the learning and teaching standard.</li> <li>• Approaches to differentiation will be looked at using Sue Cowley's Ultimate guide to differentiation will be explored each term with different approaches implemented and then reviewed.</li> <li>• The language of learning will be planned into each lesson and developed across the whole school.</li> </ul>	<ul style="list-style-type: none"> <li>• Hollie Thomson CT</li> <li>• Whole staff</li> <li>• Jill McEwan HT</li> </ul>		
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<b>Ongoing Evaluation</b>

**Appendix B - Session 2022 -2023 Improvement Plan**

<b>National Improvement Framework Priority:</b> Improvement in attainment in particular literacy and numeracy	
<b>Focused Priority:</b> To develop a consistent approach across the school to the teaching of literacy and numeracy to raise attainment	
<b>HGIOS4 Quality Indicators</b>	<b>HGIOELC Quality Indicators</b>

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Attainment in reading will rise from 75% in P4-7 to 83% By April 2024</p> <p>Attainment in numeracy in p4 - 7 will rise from 70% to 80% By April 2024</p> <p>An increased pace of lessons with learning happening in shorter more frequent episodes will allow children to retain and revisit learning more often helping it to become secure.</p> <p>Increased pace from structure and expectations agreed in June 2023 will ensure learning is consistent and allows all learners to progress and learn across contexts.</p> <p>Through the use of QI methodology in literacy and numeracy groups of learners from P3 - 7 will have targeted work and supports in order to help them progress in the core subjects.</p> <p>Playful pedagogy in P1 – 3 will allow learners the same exposure to learning across contexts and revisiting concepts taught.</p>	<ul style="list-style-type: none"> <li>• Teachers will plan and teach numeracy and literacy in shorter blocks of time with lessons being made up of</li> <li>• PTA meetings will have section to record targeted work</li> <li>• Maths Talk follow up from June input and evidence in Numeracy lessons</li> <li>• Use of Reflective Reading: Engaging and Practical Ideas for Teaching Reading Comprehension in the Primary Classroom By Anne Glennie.</li> <li>• Choice of activity using timed shorter activities to teach literacy skills more frequently across the week</li> <li>• Open ended questions are planned for as part of planning for each week.</li> <li>• Link with other cluster schools (Buckhaven) around Maths development</li> <li>• Curriculum Pathways to continue to be used and coverage to be ensured across all areas at planning tracking and attainment meetings</li> <li>• Cluster PT will work with groups of learners in P3 and P6 to close the gap in</li> </ul>	<ul style="list-style-type: none"> <li>• Lead on QI methodology – Maddy Wood CT</li> <li>• Accelerated reading – Rachel Wheway and PSAs</li> <li>• PTA – Jill and Julie</li> <li>• Reflective Reading – Jill and teaching staff</li> <li>• Lynne Graham Cluster PT</li> </ul>	<ul style="list-style-type: none"> <li>• Pareto’s</li> <li>• Start and end evidence</li> <li>• Pupil voice</li> <li>• Class visits</li> <li>• Collegiate session records</li> <li>• Feedback sheets</li> <li>• Learning environment walk round sheets</li> <li>• Accelerated reading records</li> <li>• Base and NSA data</li> <li>• CFE declarations</li> </ul>	<ul style="list-style-type: none"> <li>• Planning, tracking and attainment meetings termly</li> <li>• QI methodology carried out in a step by step way <ul style="list-style-type: none"> <li>– Inset – Introduction and how to create pareto etc</li> <li>– T1 Collegiate – create pareto for literacy and numeracy</li> <li>– Term 2 and Term 3 carry out the work using the supports created and identified</li> <li>– Term 2 and 3 support and feedback sessions</li> </ul> </li> <li>• Collegiate sessions tied into assessment sessions for maths talk and language of learning, questioning</li> </ul>

<p>Cluster PT will work with groups of learners in P3, P6 and P7 using QI methodology to identify targeted work over P3 and P6 term 1,2 and 3. P7 term 2 and 3</p>	<p>learning to get learners on track. In P7 to close gap for moving on to secondary</p>			
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**Ongoing Evaluation**

**This should be updated as part of on-going cycle of self-evaluation**

**Appendix B - Session 2022 -2023 Improvement Plan**

<p><b>National Improvement Framework Priority:</b> Improvement in children and young people’s health and wellbeing</p>
<p><b>Focused Priority: To embed nurturing approaches and emotional wellbeing supports across every class.</b></p>



HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
3.1, 2.4		Linked to all relevant QIs as well as key QIs		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Learner will have supports in class that will help them at times of dysregulation</p> <p>Learners will have supports in the playground to help them calm and resolve issues as they arise</p> <p>Whole school use of relate, regulate and respond will give all learners the strategies which will allow them to independently regulate and respond to things</p>	<ul style="list-style-type: none"> <li>• De-escalation training and trauma informed practice done with all staff</li> <li>• Revisit readiness to learn input.</li> <li>• Use relate, regulate and reason pack</li> <li>• Revisit universal supports</li> <li>• Emotion works to be used at each assembly then followed up in class.</li> <li>• Complete nurturing approaches audit for class and set target for improvement. - Recorded on INSET day</li> <li>• Toolkits to be used in class and available to all</li> <li>• Parental engagement – look at ways of supporting and increasing engagement</li> <li>• Rainbow room, quiet room and room 5 to continue to support outwith the universal supports</li> <li>• Pupil Leadership Group RRSA</li> <li>• Pilot Boardmaker school-training booklet to be shared with all staff.</li> <li>• All staff to use the circles framework</li> </ul>	<ul style="list-style-type: none"> <li>• Rachel Wheway SFL, Alana Clark PSA, Jayne Clews CT, Rachel Gardner PSA</li> <li>• Julie Brown – emotion works</li> <li>• Nurture – Jill</li> <li>• Parental engagement – Rachel Wheway</li> <li>• Room 5 and rainbow room etc – Rachel Wheway, Rachel Gardner</li> <li>• Relate regulate reason – Jill and Julie</li> <li>• RRSA Hollie Thomson and RRSA group</li> <li>• Rachel Wheway, Shannon Laybourne PSA, Roberta Pudney PSA</li> </ul>	<ul style="list-style-type: none"> <li>• Leuvin scales with groups of children</li> <li>• Feedback from pupil focus groups</li> <li>• Seemis – identifying a reduction in incidents</li> <li>• Classroom displays</li> <li>• Evidence of classroom work from P1-7</li> <li>• Nurturing approaches audits and then updates</li> <li>• Parental feedback</li> <li>• Circles paperwork</li> <li>• Teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>• De-escalation and Trauma informed practice shared at August INSET</li> <li>• Readiness to learn AUG</li> <li>• Introduce relate regulate and reason from Sept</li> <li>• Emotion Works whole school weekly from August to January then revisited at an individual class level</li> <li>• Nurturing approaches audit Aug Inset then sessions twice termly until December. Four sessions Jan – June each term with record of plan and progress</li> <li>• Pupil and parent feedback termly</li> <li>• RRSA and leadership groups minutes and displays fortnightly</li> <li>• Boardmaker ongoing</li> <li>• Circles ongoing</li> </ul>

**Ongoing Evaluation**

**This should be updated as part of on-going cycle of self-evaluation**

<b>Attainment Fund Rationale</b> <a href="#">Raise attainment in Reading in P5-7</a>	<b>Amount of Fund</b> <b>£14341.86</b>
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Attainment data for the last two years has shown a continual decrease in attainment from P5 to P7

<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>
<p><u><b>Intervention 1</b></u>            To raise attainment in P5, 6 and 7 in reading by</p> <ul style="list-style-type: none"> <li>• 75% to 83% in P5</li> <li>• 76% to 83% in P6</li> <li>• 73% to 80% in P7</li> </ul>	<ul style="list-style-type: none"> <li>• Rapid reading to be done 3 times a week with PSA</li> <li>• Reading for enjoyment areas to be set up and run by PSA</li> <li>• PSA to work with parents on carrying out rapid reading twice a week at home</li> <li>• Daily reading for enjoyment with small groups of learners to try to increase motivation (include comics etc)</li> <li>• PSA will support individuals in reflective reading tasks</li> <li>• SFL will take groups based on NSA data across P5-7 to work on identified gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial pupil questionnaires on how they feel about reading to be done before during and after inputs and periods of improvement</li> <li>• Rapid reading data</li> <li>• Parents views before and after</li> <li>• Photographs</li> <li>• Children's work</li> </ul>	<p><i>What has been the impact?</i></p>

<b>Attainment Fund Rationale</b> Raise engagement in learning	<b>Amount of Fund</b> £29214.90		
<p>What is the rationale behind your identified actions?  What are your gaps?</p> <p>We have identified a group of 18 pupils who are displaying increased distressed and deregulated behaviours. This is having a negative impact on their attainment and achievement especially in reading, writing and numeracy.</p>			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>
<p><b><u>Intervention 2</u></b>  By June 2024, all identified pupils for nurture intervention (18 pupils and possibly 2 new P1's) will have improved wellbeing, their barriers to learning will have been reduced.</p>	<ol style="list-style-type: none"> <li>1. Daily nurture sessions for identified pupils first thing in morning (3 age and stage appropriate groups) Breakfast to be offered to all children</li> <li>2. Relate, regulate and reason extra sessions to be run</li> <li>3. Boxall Profile for each identified pupil termly.</li> <li>4. Leuven's scale of engagement completed for each identified pupil on a termly basis. Strengths and difficulties and individual plans adapted.</li> <li>5. Anxiety groups, kitbag groups and seasons for growth to run termly</li> <li>6. Quiet working room to be available with Support for learning and PSA working with children in there.</li> <li>7. Circles framework to be used for all children identified</li> <li>8. Increased sessions with PSA on emotion works</li> <li>9. Conflict resolution games to be played with PSA throughout week</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance and engagement data will be gathered daily.</li> <li>2. Individual pupil targets will be created and monitored based on a range of data sources including,</li> <li>3. Boxall Profile data will be analysed</li> <li>4. Leuven's scale data</li> <li>5. Evaluations for small group work</li> <li>6. Observations</li> <li>7. Circles Framework paperwork</li> <li>8. Child centred planning</li> </ol>	<p>What has been the impact?</p>

<b>Attainment Fund Rationale</b> Raise attainment in numeracy	<b>Amount of Fund</b> £20716.02		
<p>What is the rationale behind your identified actions? What are your gaps?</p> <p>We have identified children across the school who are currently behind the chronological age in numeracy. They all have difficulties with addition, subtraction, multiplication and division. Their rapid recall of maths facts is less than expected.</p>			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>
<p><b>Intervention 3</b> By June 2024, to raise attainment in numeracy from</p> <ul style="list-style-type: none"> <li>• 76% to 80% in P4</li> <li>• 70% to 78% in P5</li> <li>• 61% to 75% in P6</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments to be carried out by Support for Learning teacher to determine gaps alongside BASE and NSA data</li> <li>• Daily numeracy practice to be done with groups by PSA</li> <li>• Individual support in class</li> <li>• QI methodology to be used with these groups</li> <li>• Education city and numicon online to be used to build confidence and further consolidation of learning</li> <li>• Support for learning teacher to run bespoke workshops for parents</li> </ul>	<ol style="list-style-type: none"> <li>1. Ongoing assessment throughout session utilising in-school numeracy assessments, including holistic assessments on termly basis.</li> <li>2. Pupil feedback</li> <li>3. Education City Data</li> <li>4. Parental feedback</li> </ol>	<p>What has been the impact?</p>

Pupil Equity Funding Projected Spend



School (select from drop d	Parkhill Primary School
PEF Allocation 2022/23:	£67375.00

2022-2023 Projected/Anticipated Spend

Literacy		
Category	Brief Description	Cost
<b>Total Spend</b>		£ -

Numeracy		
Category	Brief Description	Cost
<b>Total Spend</b>		£ -

Health & Wellbeing		
Category	Brief Description	Cost
		£500
		£800
<b>Total Spend</b>		

Staffing (Aug 23 to March 24)		
other (please detail)	FTE	Cost
PSA 2	27.5 hours	29214.9
PSA 2	19.5 hours	20716.02
PSA 2	13.5 hours	£ 14,341.86
	=)	
<b>Total Spend</b>		£ 64,272.78

Other		
Category	Brief Description	Cost
other (please detail)		
<b>Total Spend</b>		£ -



Amount of spend planned	£ 64,272.78
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Unallocated spend	£5,553.18
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## Appendix E

Name of Establishment

Name of Headteacher

Education Manager

Standards and Quality Report Session 2022- 2023

	Comments					
Agreed format for SQR 2022- 2023 has been used						
Context table completed Shared vision and values shared						
<b>Improvement Work 2022 – 2023</b>	<b>Fully Achieved</b>		<b>Partially Achieved</b>		<b>Continued next session</b>	
<b>Priority 1</b>						
<b>Progress</b> <b>Clear progress been made with planned strategic actions</b>						
<b>Clear impact shown for children and young people</b> <ul style="list-style-type: none"> <li>Quantitative or qualitative data to support this impact</li> <li>Written evaluatively</li> </ul>						
Limited number of next steps identified						
<b>Improvement Work 2022 – 2023</b>	<b>Fully Achieved</b>		<b>Partially Achieved</b>		<b>Continued next session</b>	
<b>Priority 2</b>						
<b>Progress</b> <b>Clear progress been made with planned strategic actions</b>						
<b>Clear impact shown for children and young people</b> <ul style="list-style-type: none"> <li>Quantitative or qualitative data to support this impact</li> <li>Written evaluatively</li> </ul>						
<b>Limited number of next steps identified</b>						
Attainment Overview Completed						
Evaluative Statement about Attainment						



<p>Attainment overview/Achievement of a Level/Outcomes for Young People</p> <ul style="list-style-type: none"> <li>• Successes and gaps identified</li> <li>• Destination trends (secondary)</li> </ul>	
<p>Wider achievement – impact on children and young people (evidence of skills developed rather than a list of achievements/experiences, this can be linked to four capacities)</p>	
<p>Feedback from External Scrutiny</p> <ul style="list-style-type: none"> <li>• LP/ELP</li> <li>• Education Scotland</li> <li>• Care Inspectorate</li> </ul>	
<p>PEF Evaluation (per priority) Progress: Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc</p>	
<p>Impact</p> <ul style="list-style-type: none"> <li>• Quantitative or qualitative data to support this impact</li> <li>• Written evaluatively</li> </ul>	
<p>NIF quality Indicators are evaluated using six point scale (School)</p>	
<p>NIF quality Indicators are evaluated using six point scale (ELC)</p>	
<p>Care Inspectorate Grades included (where relevant)</p>	

### Improvement Plan Session 2023- 2024

	Comments
<p>Are priorities identified supporting recovery?</p> <ul style="list-style-type: none"> <li>• Do they cover school, ELC and ASC?</li> </ul>	
<p>Are relevant QI's identified for priority identified? (including Early years if relevant)</p>	
<p>Expected impact</p> <ul style="list-style-type: none"> <li>• Is this focused on children and young people</li> <li>• Is this written evaluatively</li> <li>• Is this linked to data</li> </ul>	
<p>Strategic Action/tasks identified:</p> <ul style="list-style-type: none"> <li>• High level</li> <li>• Realistic</li> </ul>	

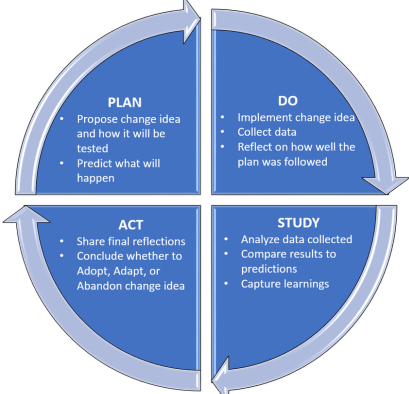

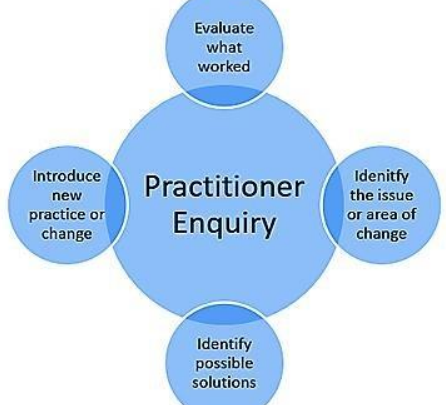
Responsibilities <ul style="list-style-type: none"> <li>• Identified</li> <li>• At all levels</li> </ul>	
Measure of Success (including Triangulation of evidence/QI Methodology) <ul style="list-style-type: none"> <li>• Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session.</li> </ul>	
Timescales <ul style="list-style-type: none"> <li>• Realistic</li> </ul>	
PEF Plan (included)	
PEF Financial Plan (included)	

## Appendix F

### Measure of Success – QI Methodology

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

A few suggested approaches to consider are :

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.	 <p>The diagram illustrates the PDSA cycle as a circular process with four quadrants: PLAN, DO, STUDY, and ACT. Arrows indicate a clockwise flow between the stages.</p> <ul style="list-style-type: none"> <li><b>PLAN:</b> <ul style="list-style-type: none"> <li>Propose change idea and how it will be tested</li> <li>Predict what will happen</li> </ul> </li> <li><b>DO:</b> <ul style="list-style-type: none"> <li>Implement change idea</li> <li>Collect data</li> <li>Reflect on how well the plan was followed</li> </ul> </li> <li><b>STUDY:</b> <ul style="list-style-type: none"> <li>Analyze data collected</li> <li>Compare results to predictions</li> <li>Capture learnings</li> </ul> </li> <li><b>ACT:</b> <ul style="list-style-type: none"> <li>Share final reflections</li> <li>Conclude whether to Adopt, Adapt, or Abandon change idea</li> </ul> </li> </ul>
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.	 <p>The diagram shows a five-step circular process for the Visible Learning – Impact Cycle:</p> <ol style="list-style-type: none"> <li><b>1 Gather evidence to determine areas of focus</b></li> <li><b>2 Plan professional learning based on evidence</b></li> <li><b>3 Implement professional learning plan</b></li> <li><b>4 Track progress and outcomes</b></li> <li><b>5 Assess impact and next steps</b></li> </ol>
Practitioner Enquiry/professional Enquiry Process		 <p>The diagram illustrates the Practitioner Enquiry process as a central circle surrounded by four key stages:</p> <ul style="list-style-type: none"> <li><b>Evaluate what worked</b> (top)</li> <li><b>Identify the issue or area of change</b> (right)</li> <li><b>Identify possible solutions</b> (bottom)</li> <li><b>Introduce new practice or change</b> (left)</li> </ul> <p>The central circle is labeled <b>Practitioner Enquiry</b>.</p>