

Standards and Quality Reporting/Improvement Planning Session 2022- 2023

This guidance has been developed to support all leaders report on the successes and challenges for Session 2021-2022

School self-evaluation and improvement should be viewed as an on-going and collaborative process.



Where possible, self-evaluation approaches should involve all stakeholders.

This is likely to be virtually. This cycle highlights the importance of regular and rigorous evidence-based internal and external evaluation and this report should encapsulate all evidence of progress and impact on school improvement work.

The triangulation of evidence should be the process used to ensure evaluative statements are grounded in robust evidence gathered throughout the school session.

Standards & Quality Reports and Improvement Plans should be submitted to the local authority by 20th June 2022 and finalised versions should be submitted by 30th September 2022. All documents should be shared with all stakeholders and be available on your school website from September/October 2022.

Your Standards and Quality report will include:

- context should include statistics for school as well as vision, values and aims
- progress/evidence towards improvement work for session 2021 – 2022
- evaluation of the impact on children and young people is clear
- reasonable number of next steps are identified
- attainment overview for the year should be included highlighting successes and identified gaps
- outcomes for young people (secondary sector only)
- evidence of wider achievement impacting on outcomes for learners should be included.
- statement to reflect impact of additional resources to support recovery e.g., additional staffing
- progress and impact of Attainment Scotland Fund spend should be reported on
- The following QI's should be evaluated using the six-point scale form HGIOS4/HGIOELC.
1.3 Leadership of change, 2.3 Learning, teaching and assessment, 3.1 Ensuring wellbeing, equity and inclusion, 3.2 Raising attainment and achievement/3.2 Securing children's progress; and any other relevant QI's linked to improvement work.
- Most recent Care Inspectorate Grades (if relevant)
- Format for Standards and Quality reporting is attached in (Appendix A)

Your Standards and Quality report should:-

- Provide evidence of triangulated evidence to support progress and impact statements
- Ensure impact statements are written evaluatively
- Meet word count maximum of 4000 words
- Remove any non-sector specific requirements
- Be shared with all stakeholders and be available on your school website

Improvement Planning

Principles

There are key principles that should underpin the establishment of effective approaches to self-evaluation and improvement planning in **all** Fife schools and Early Learning Centres (ELC). These are outlined below:

- Improvement Planning should lead to improved outcomes for children and young people.
- Effective engagement and participation by all stakeholders at key stages in the improvement planning process.
- Priorities identified should be based upon evidence/data gathered from self-evaluation activities within school involving all stakeholders.
- Priorities should also take into consideration feedback from Staffwise survey
- High quality professional learning opportunities for all staff are integral to improvement processes. All staff should be empowered, and empower others, to take ownership of their own learning and take forward aspects of improvement priorities.
- Leaders and their teams take account of the findings of *Tackling Bureaucracy* working group report <http://www.gov.scot/Resource/0047/00473538.pdf>. Clearly defined timescales are agreed with all involved and reflected within Working Time Agreements.
- Improvement priorities once identified should be shared with all stakeholders and available on your establishment website throughout the session.

Improvement Planning Format

Education & Children's Services take the view that empowered, individual schools and early learning centres can develop their own format. School/ELC leaders and their teams should develop a format that suits their school and local context, ensuring that they adhere to the above principles. Planning and reporting processes should be designed to be produce robust, consistent and transparent data that improves understanding of what works and, ultimately, drive improvement for the benefit of our children and young people.

While establishments are free to develop their own format, we are providing a suggested format which you may wish to use. (Appendix B).

Key sections and details of aspects of the improvement planning process that **must** be included in the chosen format are outlined below. .

- Each priority should be specific and measurable and should clearly state what will change, who will change and how will it change
- Each priority **should link to the key priorities of the NIF, Fife and local priorities and relevant quality indicators within HGIOS4 and HGIOELC.**
- Each priority should have **clear expected impact for learners**
- Each priority should have clearly identified **responsibilities** for implementation and change, linked to named individuals or teams.
- **Measures of success** (*triangulation of evidence*) this should clearly state how evidence/data will be gathered and analysed to measure success. Consideration should be given to triangulation of evidence including quantitative data, people's views and direct observations. As well as triangulation of evidence QI methodology used to measure impact should be stated. (Appendix F)
- Each priority should have **clear timescales**, these timescales must be flexible and adapt with the on-going gathering of evidence.
- Establishments should ensure priorities are relevant for all aspects of the establishment (ASC?DAS, ELC and school). You may have a separate priority for an area within the establishment e.g., ASC/DAS or ELC. If priorities are shared there must be clear links with outcomes for all learners and involvement of all staff

Timeline

Action	Date
HT Engagement Sessions	11/5/22 12/5/22
SQR submitted to Education Manager	By Monday 20 th June 2022
IP and ASF strategic Plan (at least a draft) to Education Manager	By Monday 20 th June 2022
Written feedback from Local Authority (feedback format included in Appendix E)	By Monday 15th August 2022
Final SQR/IP must be submitted to Education Manager – having taken feedback into consideration.	By Friday 30 th September 2022

In line with the guidance issued by Education Scotland and supported through our own Fife guidance, funding must be used to support activities and interventions that support children and young people affected by poverty to achieve their full potential. The funding should be focused on activities and interventions that will lead to improvements in Literacy, Numeracy and Health and Wellbeing. The organisers for the interventions can fall into learning and teaching, families and communities and leadership.

- Any activity funded by Attainment Scotland Fund must be clearly additional to core activity and be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty. It may also be used at reduce the cost of the school day although plans around this should still have a clear rationale for the impact of the learners.
- Headteachers can work at an individual school and local community level or collaboratively in wider school clusters and beyond at local authority level to address common interests.
- Interventions should be considered within the context of the school planning cycle and should align closely with School Improvement Plans. They must be targeted towards closing the poverty related attainment gap. Plans should provide clarity to stakeholders on how Attainment Scotland Fund is being used.
- Clear measures should be in place and consideration given to the collection of data for improvement
- Funding should not be used in ways that stigmatises or identifies children and young people or isolates them from their peer group.
- PEF planning format and some examples are in – [Appendix C](#)
- Please use the financial plan provided in [Appendix D](#). This allows us to collate and manipulate plans. [Fife PEF Planned and Actual Spend Template - Final.xlsx](#)

Appendix A

Southwood Primary School and Nursery

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

Context

Setting/School Roll (including ELC/ASC)	294			
FME	48.2%			
Attendance (%)	Authorised	8.28	Unauthorised	5.13
Exclusion (%)	0.01			
Attainment Scotland Fund Allocation (PEF and SAC)	£249 712			

The school's Vision is "Belong, Bes was refreshed during the first half of last session and we continue to aim to use the 7 Habits in all we learn and do. Our school aims are Compassion, Ambition, Respect and Equity.

**Improvement for Recovery Priority Work
Session 2021 - 2022**

NIF Priority Improvement of attainment particularly in Literacy.

NIF Drivers: School Leadership, Teacher Professionalism and Assessment

HGIOS 4 Quality Indicators 1.1 2.3 2.4 3.2
HGIOELC Quality Indicators

Progress:

- All teaching staff have participated in training related to delivering the various aspects of the Reading Detectives approach, feedback received in terms 2 and 4 shows an initial 89% of teachers felt confident in delivery, raising to 100% after further training following self-evaluation. 78% were delivering discrete, specific skills relating to the approach at least weekly in term 2 and this has remained static with one teacher delivering fortnightly.
- All teachers have worked to implement the model for Improvement in their classes and have been able to use this to measure the impact of lessons relating to specific learning targets for individuals.
- Nursery staff have altered the way they deliver the story. Rather than have a whole group for story, the nursery staff have now started to have storytime as a key group.
- The Nursery Teacher and Lead Officer have used ELIPS data this session to identify key children to challenge and support with Literacy. The Lead Officer has been focussing on Literacy with the specific aim to improve Speech and Language. She has had good links with the Speech and Language service and works closely with the Keyworker and family to ensure support strategies are successful.

Impact:

Reading

Most (78 %) Staff report that they think the approach has improved the reading skills of their pupils (an increase from 56% in term 2) and 22% are uncertain (A decrease from 44% in term 2). Feedback from colleagues during our learning partnership illustrated that those children they spoke to in focus groups were "very able to articulate what they had learned and how they use it to help with their reading". Headteacher colleagues reported that children were very confident in discussing their learning and the skills that are involved.

Classroom observations carried out by the SLT indicated that almost all class teachers involved in learning observations were sharing relevant reading LIs that were understood by learners.

Overall attainment in Reading this session is 78% (P1-7) and 71% (P1,4 &7), which is considerably higher than our stretch target of 60.9%.

Of the ten targeted children in P4, only nine still attend Southwood. Data collected between June and December illustrated that the ability to read 80% of the first 100 High Frequency Words

increased from 10% to 60% and that the ability to read the 80% of the first 200 increased from 10% to 30%. Two of the targeted group made significant enough progress to achieve Curriculum for Excellence first level Reading and are therefore back on track with their learning in this area of Literacy.

Nursery story is more focused and suits the needs of the children in that particular group. It allows the staff to observe the children's progress and next steps with regards to the key experiences and outcomes within the PLJs, including retelling a story, ability to ask and answer questions and predict what might come next. This has increased pace of learning and allows for more effective transition discussions into P1.

Writing

Modelling of the approach has been carried out and class teachers have been supported to collect and interpret data, this has then been used to triangulate evidence at tracking meetings and ensure pace of learning for individuals. 67% of teachers reported that the methodology was supporting their tracking and 50% felt it supports professional dialogue around attainment, 17% were uncertain and 33% said it didn't. Of the targeted group in P4 most of the children achieved their targets set and almost all achieved appropriate levels within CfE.

Overall attainment in Writing this session is 77%(P1-7) and 63% (P1,4 &7) both of which are considerably higher than our stretch target of 60.9%.

Observations recorded in PLJs in Nursery indicate an increase in the development of writing and mark-making through all areas of the nursery.

Next Steps:

- *Continue to closely track pace of learning of identified children to ensure that it does not slip.*
- *Through parent engagement sessions share strategies with parents to support their children's progress in reading and writing*

Attainment of Children and Young People (Primary and Secondary)

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	69%	69%	72%	69%
P4	58%	58%	58%	63%
P7	64%	64%	64%	64%
S3				

Evaluative statement of attainment over time.

During sessions 19/20 and 20/21 covering significant periods of lockdown our attainment, less than half of our pupils in P1,4 and 7 achieved expected levels of attainment in Literacy and Numeracy. This session (2021/21) the majority of pupils have reached expected levels in both.

Evidence of significant wider achievements

- Primary seven took part in a netball skills programme which helped to develop their physical fitness, and cooperative game skills.
- The senior pupils learned how to use QR codes linked to Microsoft Teams and used the skills to update how house points in the school are collected.
- Our first Eco-committee since before lockdown were established and they have been collecting data on food waste to share with the whole school to help raise awareness of the issue.
- As part of their learning about equity and diversity, P7 participated in the Show racism the Red Card Campaign and a pupil from Southwood Primary School was chosen to be one of 40 pupils across Scotland taking part in an ambitious Government funded project to embed race equality and anti-racism across all schools by next term.
- The whole school have been introduced to British Sign Language through assemblies. Our pupils who are deaf have led “sign of the week”, introducing counting, greetings, seasonal vocabulary etc.
- Some pupils have participated in “Comic Club” at lunchtimes where they have developed publishing skills.
- Children in P3 have participated in Braille awareness sessions to support them in understanding the needs of a new classmate.
- P7 pupils participated in the Fife College Virtual Coding Academy and won the schools competition.

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

Additionality in staffing (teaching/support)	
--	--

Additionality of staffing has supported the teaching of small, targeted groups of individuals to make progress in bringing their learning closer to being on track in Literacy. This is evidenced by data relating to weekly targets gathered through the model for improvement, direct observation of learning and children’s work.

Scottish Attainment Challenge Funding

Progress:

Family Support and Bright Future. After the departure of our Family Support Worker in May 2022, we recruited a Pupil Support officer in line with our Grant Change Request and reduced the planned spend accordingly. However, after taking up post late in October a sickness absence commenced in early December, and she has not been able to return to post. Therefore, there was little to no impact of her early relationship-building work with the school community. Similarly, ongoing staffing issues have affected our Nurture Team meaning there was no direct targeted support between October and December due to covid-related staff absence.

Impact:

There has been no measurable impact of Family Support due to the absence of staff. Nurture based interventions have impacted positively on targeted children, this is demonstrated through the baseline and end assessments carried out termly. Children evaluate their ability to engage. Initially all pupils responded with a sad or neutral face to the statements “I can share the things that I feel inside” and “I can concentrate on my work”. After targeted intervention almost all pupils selected the happy face symbol. Teachers also reported that almost all children demonstrated an improved ability to self-regulate and engage in class which has ultimately impacted on their pace of learning.

Next Steps:

- *Ensure that universal approaches to wellbeing are being implemented daily in ALL classrooms*

School/Setting Name Southwood

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

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

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

Appendix C

Session 2022 -2023 Improvement Plan

Attainment Fund Rationale	Improve attendance	Amount of Fund	£12035
Over the past 2 years, our attainment has reduced from an average of 93% to 87%. We have identified a group of 10 pupils across the school living in Q1 & or FME who have an average of 81%.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u> By June 2023, 26 identified learners across P1-7 will have attendance of 90% or above from on average 81%</p>	<ol style="list-style-type: none"> 1. Pupil Support Assistant to liaise with the families of the identified children to identify and remove barriers to attendance. 2. Parental communication for identified learners will include attendance discussions 3. Weekly SLT attendance meetings to monitor attendance rates across the identified children and the school as a whole. 	<ol style="list-style-type: none"> 1. Pupil Support Assistant 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. <p>Attendance % for identified learners will be monitored weekly</p>	

Attainment Fund Rationale Raise attainment in Writing P5 & P6	Amount of Fund £12035		
Writing attainment for pupils in P5 and P6 has decreased from an average of 83% to 72%.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 2</u> To raise attainment in P6 & P5 writing by 10% from 72% to 83% by June 2023. Focus on spelling and grammar</p>	<ol style="list-style-type: none"> 1. Baseline writing assessments to be completed with identified learners. 2. Phonics and grammar assessments will be used to identify gaps and next steps. 3. Identified learners will focus on core skills, which will be explicitly taught for a minimum of 4 weeks. 4. Increased time will be allocated for writing on a weekly basis. Each pupil will complete meaningful writing activities on a daily basis and an extended writing piece each week. These will include clear success criteria. 5. PSA will support individuals as identified. 6. Regular attainment meetings will identify the progress for the identified children (at least every 6 weeks). 	<ol style="list-style-type: none"> 1. Pupil Support Assistant will identify and collate potential barriers to attendance. 2. Parents and pupils views on attendance barriers sought. 3. Attainment discussions/ records will identify trends and improvements. Regular tracking meetings with SLT, Teachers and PSA as required. 	

Attainment Fund Rationale Raise engagement in learning	Amount of Fund £20541		
We have identified a group of 20 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.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 3</u> By June 2023, all identified pupils for nurture intervention (20 pupil) will have improved wellbeing, their barriers to learning will have been reduced.</p>	<ol style="list-style-type: none"> 1. Daily nurture sessions for identified pupils (3 age and stage appropriate groups) 2. Skills analysis completed for all pupils. 3. Boxall Profile for each identified pupil termly. 4. Leuven's scale of engagement completed for each identified pupil on a termly basis. Strengths and difficulties and individual plans adapted. 	<ol style="list-style-type: none"> 1. Attendance and engagement data will be gathered daily. 2. Individual pupil targets will be created and monitored based on a range of data sources including, 3. Boxall Profile data will be analysed 4. Leuven's scale data Identified pupils engagement in their learning will increase (age and stage dependent). 	

Attainment Fund Rationale Raise attainment in numeracy	Amount of Fund £6297		
We have identified 30 children across the school who are currently 12 – 18 months 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.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 4</u> By June 2022, 30 children who are currently 12 months – 18 months behind their chronological age will be within their expected age-range for Numeracy and Mathematics: P1 (5); P2 (5); P3 (5); P4 (5); P5 (5), P6 (5), P7 (5)</p>	<ol style="list-style-type: none"> 1. Completion of MALT assessments & analysis of assessment data and results. (SEAL Maths analysis for pupils with a maths age less than 6 ½ years) 2. All pupils to begin Catch Up Numeracy programme (4 x weekly) 3. Increased time will be allocated for writing on a weekly basis. Each pupil will complete meaningful writing activities on a daily basis and an extended writing piece each week. These will include clear success criteria. 4. PSA will support individuals as identified. Regular attainment meetings will identify the progress for the identified children (at least every 6 weeks). 	<ol style="list-style-type: none"> 1. MALT in June 2022 to be used as baseline (appropriate to age and stage). Further assessment in December 2022 and SNSA for P4 and P7 pupils in May 2023. 2. Catch-Up assessments 3. Ongoing assessment throughout session utilising in-school numeracy assessments, including holistic assessments on termly basis. 	

Attainment Fund Rationale Raise attainment in reading	Amount of Fund £9850		
We have identified 20 children who are have a reading age 6-9 months below their chronological age.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 5</u> By June 2023, 20 identified children will be within their expected age-range for Reading - P5 (5), P6 (10) and P7 (5).</p>	<ol style="list-style-type: none"> 1. Completion of NGRT assessments & analysis of assessment data and results. (phonics assessment and analysis for pupils with a reading age less than 7 ½ years) 2. All pupils to begin Reading Recovery programme (4 x weekly) 3. Increased time will be allocated for reading on a weekly basis. Each pupil will read age and stage appropriate books with a PSA on a daily basis. Reading focus on comprehension strategies, understanding of text, summarising and word attack strategies 4. PSA will support individuals as identified. <p>Regular attainment meetings will identify the progress for the identified children (at least every 6 weeks).</p>	<ol style="list-style-type: none"> 1. NGRT in June 2022 to be used as baseline (appropriate to age and stage). This will be repeated in December 2022 and SNSA for P7 pupils in May 2023. 2. Reading Recovery Assessments 3. Ongoing assessment throughout the year. 	

Appendix E

Name of Establishment

Education Manager

Standards and Quality Report Session 2021- 2022

	Comments
Agreed adapted format for SQR 2021- 2022 has been used	
Context table completed Shared vision and values shared	
Improvement Work 2021- 2022 Progress noted Detail given of work/action which had been undertaken towards this priority e.g. professional learning, consultation with all stakeholders, implementation of planning, use of resources etc	
Clear impact shown for children and young people <ul style="list-style-type: none"> Quantitative or qualitative data to support this impact Written evaluatively 	
Limited number of next steps identified	
Attainment Overview/Evaluative Statement	
Attainment overview/Achievement of a Level/Outcomes for Young People <ul style="list-style-type: none"> Successes and gaps identified Destination trends (secondary) 	
Wider achievement – impact on children and young people (evidence of skills developed rather than a list of achievements/experiences)	
Impact of Local/National resources to support recovery within your setting (additionality of staffing)	
Attainment Scotland Fund Evaluation (PEF/SAC) Progress: Detail given of work/action which had been undertaken towards this priority e.g. professional learning, consultation with all stakeholders, implementation of planning, use of resources etc	
Impact <ul style="list-style-type: none"> Quantitative or qualitative data to support this impact Written evaluatively 	
NIF quality Indicators are evaluated using six point scale (School)	

NIF quality Indicators are evaluated using six point scale (ELC)	
Care Inspectorate Grades included (where relevant)	



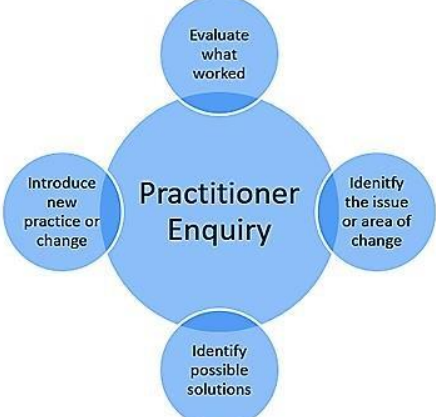
Improvement Plan Session 2022- 2023

	Comments
Are priorities identified supporting recovery? <ul style="list-style-type: none"> Do they cover school, ELC and ASC? 	
Are relevant QI's identified for priority identified?	
Expected impact <ul style="list-style-type: none"> Is this focused on children and young people Is this written evaluatively Is this linked to data 	
Strategic Action/tasks identified: <ul style="list-style-type: none"> High level Realistic 	
Responsibilities <ul style="list-style-type: none"> Identified At all levels 	
Measure of Success (including Triangulation of evidence/QI Methodology) <ul style="list-style-type: none"> Is there evidence that evidence will be gathered from different stakeholders and through different ways 	
Timescales <ul style="list-style-type: none"> Realistic 	
PEF Plan	
PEF Financial Plan	

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 (Propose change idea and how it will be tested, Predict what will happen), DO (Implement change idea, Collect data, Reflect on how well the plan was followed), STUDY (Analyze data collected, Compare results to predictions, Capture learnings), and ACT (Share final reflections, Conclude whether to Adopt, Adapt, or Abandon change idea). Arrows indicate a clockwise flow between the stages.</p>
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 cycle: 1. Gather evidence to determine areas of focus, 2. Plan professional learning based on evidence, 3. Implement professional learning plan, 4. Track progress and outcomes, and 5. Assess impact and next steps. The steps are arranged in a circle and connected by arrows.</p>
Practitioner Enquiry/professional Enquiry Process		 <p>The diagram features a central circle labeled 'Practitioner Enquiry' surrounded by four smaller circles: 'Evaluate what worked' (top), 'Identify the issue or area of change' (right), 'Identify possible solutions' (bottom), and 'Introduce new practice or change' (left). Arrows indicate a clockwise flow between these stages.</p>