

**St. Margaret's RC Primary  
&  
St. Margaret's Nursery**



*Standards & Quality Report  
2021-2022  
School Improvement Plan  
2022-2023*

**Faith Fairness Achievement  
Living the Gospel While Learning for Life**

*Achieving Excellence and Equity*

## Context

<b>Setting/School Roll (including ELC/ASC)</b>	359 pupils at St. Margaret's RC PS & 60 children in St. Margaret's Nursery				
<b>FME</b>	11.7% (42 pupils)				
<b>Attendance (%)</b>	<b>94.1%</b>	<b>Authorised</b>	<b>2.8%</b>	<b>Unauthorised</b>	<b>2.8%</b>
<b>Exclusion (%)</b>	0%				
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£40,861				

### **St. Margaret's RCPS School Values**

*Our values reflect those found in the Gospel. Our values are:*

- Faith
- Fairness
- Achievement

### **St. Margaret's RCPS Mission**

At St. Margaret's RCPS our mission is to, "Live the Gospel while learning for life"

### **St. Margaret's RCPS – School Aims**

#### **Faith**

- To develop positive relationships among our pupils, staff, parents and parishes to develop our school as a community of faith & learning.
- To walk together with our school family throughout their faith journey, inspired by the word of God, and celebrating the sacraments.

#### **Achievement**

- To create the highest quality, learning & teaching environment, where both staff and children set high expectations for themselves to become successful learners.
- To provide a broad curriculum that develops skills for learning, life & work and is underpinned by assessment and moderation.

#### **Fairness**

- To promote respect, excellence and equity for all, ensuring every pupil is included and encouraged to achieve their full potential.
- To keep our pupils safe, well looked after, healthy and active whilst encouraging an environmentally sustainable lifestyle.

### **Nursery Aims**

- To create a happy, safe, nurturing environment for learning.
- To promote and support independence and emotional resilience.
- To foster a sense of responsibility towards themselves and others.
- To develop self-esteem and self-confidence through positive behaviour strategies and through sensitive interactions.
- To ensure all key principles of the curriculum are valued and implemented according to individual needs and interests.
- To prepare children for lifelong learning through enjoyable, achievable and high quality challenges both indoors and outdoors.
- To build on previous knowledge and experience brought from home and encourage parental engagement in nursery.
- To be inclusive and responsive to the support needs of children and families, taking into account individual circumstances.
- To provide opportunities both indoors and outdoors to stimulate their natural curiosity, interests and imagination.
- To explore digital technologies through play to develop problem solving skills.

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

**Focused Priority-To Provide Support and Challenge  
to Improve Outcomes for All, Through Effective Differentiation**

NIF Priority

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

NIF Driver

*Assessment of Children's Progress  
Teacher professionalism*

HGIOS 4 Quality Indicators

**3.1 Ensuring wellbeing, equality and inclusion**  
**1.1 Self Evaluation for Self-Improvement**  
**2.3 Learning, teaching and assessment.**

HGIOELC Quality Indicators

**1.1 Self-evaluation for self-improvement**  
**1.3 Leadership of change**  
**2.3 Learning, teaching and assessment**

**Progress:**

School

The Differentiation Working Party in school along with Middle leaders across the cluster planned, implemented and monitored this school and cluster improvement priority working creatively round the Covid restrictions to ensure the cluster and the School Improvement Plan was successfully implemented. School staff worked collaboratively with Assist using the Circle Model to consider what makes a high-quality learning environment and how this contributes to quality interactions that promote successful learning. A whole cluster audit was undertaken which identified three key themes – learning environment, pedagogy and barriers to learning. 'The Ultimate Guide to Differentiation' by Sue Cowley was used as a core text along with wider professional reading to stimulate, support, challenge and contribute to a consistent school and cluster approach focusing on the three areas identified in the audit. Staff were empowered to take steps through engagement in professional development both individually and collectively to improve outcomes for learners through a focus on differentiation. Our pupils, partners and staff were all involved in contributing to change and improvement through learning partner visits and self-evaluation activities. Staff engaged in a collegiate learning opportunity on the February Inservice day where they attended high quality professional learning led by Sue Cowley which enabled them to create a shared vision of differentiation across our school and our cluster. Our primary staff team engaged in professional learning led by the support for learning teachers from across the cluster. This learning opportunity focused on the barriers to learning identified in the audit. Most specifically dyscalculia and dyslexia. Shared practice visits, jotter monitoring, peer classroom visits and pupil voice groups helped to identify individual targets, progress and next steps around differentiation.

Nursery

To increase engagement in learning experiences through play our Nursery staff used the Leuven's Scale to collect a baseline around the level of engagement of each child in the nursery playrooms. This baseline was used to measure the children's engagement in play throughout the year. Nursery staff engaged in professional reading around quality interactions and differentiating between interfering or interacting. Staff used their questioning skills, resources, knowledge and understanding of the curriculum to enable child led learning. E-Lips data and tracking data ensured focused interventions to inform and progress play. During our Learning Partner visit quality interactions were identified as being of high quality and clear next steps around Provocations identified.

**Impact:**

School

*99% of children who responded in a recent evaluation questionnaire shared that there were a range of supports in their classrooms that successfully helped them to learn. During a recent Learning Partner visit, where colleagues from across the profession came to assist in the evaluation of the school, children in a pupil focus group explained the range of supports that were available to them in the class including teacher support, peer support, ICT support and support from classroom learning walls. 95% of parents who returned a school evaluation questionnaire highlighted that their child receives the help they need to do well at St. Margaret's. Children engaged in the Learning Partner focus group highlighted that the work that they were doing in class had the right amount of challenge. This was also reflected through the pupil self-evaluation questionnaire where most pupils confirmed that they felt their work was*

hard enough. Most Parents who returned a school evaluation questionnaire shared that they felt that their child found their learning activities appropriately challenging. From Shared Practice visits in classrooms where colleagues observed and discussed areas of strength and development in teaching and learning, it was noted that in most classes learning walls were used successfully by teachers and pupils to support learning and provide greater access to the curriculum. In most observed lessons good use was made of Pupil Support Assistants to support differentiation and scaffold learning for children. Pupil Equity Funding has been used to increase Pupil Support hours in the school. In almost all class observations ICT was used to engage, support and challenge learners successfully. In jotter monitoring evaluation activities in almost all writing jotters feedback was differentiated to support the age and stage of the learner. In most jotters differentiation strategies were effective in meeting the needs of learners to produce and record an outcome from their learning. The use of improvement methodology has been used successfully to target specific groups of children in writing which has led to increases in attainment and achievement. Results in spelling for those who are achieving and exceeding have increased from 66.7% to 79.1% in SWST results from September '21 to April '22. Attainment in Reading, Writing and Listening & Talking is Very Good. There have been Good outcomes in attainment for Numeracy this year.

#### Nursery

In our Nursery 100 % of our parents agreed or strongly agreed that the learning experiences their child has at the setting are right for their child and their child's individual needs are met and supported by the adults in the setting, and, that their child is making good progress in Nursery. 100% of our nursery staff agreed or strongly agreed that their professional reading this year has enabled them to reflect on their practice and improve learning experiences for the children in their care. Staff also noted that they use information and data effectively to identify and reduce inequalities in children's outcomes, eg using E-Lips data and/or Leuven Scale data to change and adapt interactions and plan effective learning opportunities for children. Staff feedback noted changes to practice which included, allowing the children longer periods of time to think about their own learning, being more aware of interactions with children and being more aware of when to interact. This has had a positive impact on children's success in learning. All staff engaged in tracking meetings and developed targeted approaches for children who were 'significantly below' in aspects of E-Lips assessments and who were working on ASN targets or Pre -early level targets. 65% of staff agreed that the professional reading programme has helped provide differentiated quality interactions with pupils. Over a 9 week period each term staff measured the children's levels of involvement in play using The Leuven's scale. Data collected from The Leuven's scale highlighted that N5 children who started the year with moderate engagement increased to a 63% engagement level in learning by the end of the school year. Those pupils who did not reach this level were identified with ASN and were supported through targeted planning to ensure their needs were met.

#### **Next Steps:**

##### School

- A stronger focus on the involvement of pupil voice in the development of teaching and learning.
- Staff have requested a return to moderation across schools in person including planning, teaching, learning and assessment.
- A greater clarity and understanding of effective teaching standards across the school and cluster building on the work undertaken this year on differentiation.

##### Nursery

- To develop intentional planning formats and CPD around Provocations to improve child led experiences with the adult as facilitator and the child provoking their own thinking.

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

**Focused Priority-To Provide Support and Challenge  
to Improve Outcomes for All, Through Developing A Digital Culture**

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

NIF Driver  
*Assessment of Children’s Progress*  
*Teacher professionalism*

HGIOS 4 Quality Indicators  
**3.1 Ensuring wellbeing, equality and inclusion**  
**1.1 Self Evaluation for Self-Improvement**  
**2.3 Learning, teaching and assessment.**

HGIOELC Quality Indicators  
**1.1 Self-evaluation for self-improvement**  
**2.3 Learning, teaching and assessment.**  
**3.1 Ensuring wellbeing, equality and inclusion**

**Progress:**

School

As a school we undertook the Digital Schools Award audit which identified four broad areas of focus which included School Culture, Leadership & Vision, Resources and Professional Development for us to work on and progress. We provided a range of CPD designed to develop in our school digital teachers, digital learners and digital citizens. Professional learning for staff took the form of professional reading, professional dialogue as well as hands on practical learning opportunities. In order to develop our staff and pupils in our school as digital citizens all classes discussed and agreed age and stage appropriate digital charters that are displayed and referred to throughout lessons. Teachers and staff have been trained on the use of a range of Apps and Software to support, motivate and engage learners including Kahoot, Clicker 8 and Sumdog. All Homework tasks were issued via GLOW / email and Microsoft Teams and many pupils chose to return their completed homework task electronically building on many of the skills learned during the pandemic and periods of lockdown. Engagement with colleagues and wider partners was creatively undertaken through TEAMS / ZOOM in order to meet and collaborate to support our learners. Communication using ICT was developed further through the use of Seesaw in Nursery to P3, the School APP throughout the whole of the school and the use of SWAYS to chunk information and make it easily accessible to our parents and families. Safer Internet Day was used as a vehicle and focal point to promote the ICT learning and the progress we had made as a school in digital learning. Safer Internet Day was also an opportunity to apply the skills we have gained and developed across the last few years. Fife PICT booklets have been used to record and map the progress of children as digital learners. ICT was used to support other School Improvement priorities. For example, the work undertaken in ICT improvement had benefits to our work in differentiation.

Nursery

All staff in Nursery took part in Seesaw training and are now efficient in the use of using this app to develop home/nursery links. All staff were provided this year with ICT help guides in line with school SIP which were used to enhance staff ICT skills to better support learners. Podcasts were used this year to develop knowledge and understanding of The Virtual Nature School and provide training opportunities. The Seesaw App along with ICT Sways, the creation of a digital charter with and for the children and the promotion of a digital culture through our communication boards and dialogue between staff and parents have ensured that our nursery have developed young digital citizens and digital EYO’s. Digital technology is more widely used to deliver high quality learning outcomes using Smart TV’s, computers, Beebots, microphones etc.

**Impact:**

School

*Almost all parents that were surveyed in a self-evaluation questionnaire shared that ICT is successfully used to support and engage their children in their learning. At a recent Learning Partner Self Evaluation visit, a parent focus group highlighted communication as a strength and almost all our communication is through electronic platforms. 94.6 % Parents highlighted on a self-evaluation questionnaire that the information they receive about their child reaches them at the right time, while 99% parents shared that they receive helpful feedback about how their child is learning and developing. Our school Twitter account has 1,124 followers, our School APP has had 770 downloads and our last SWAY newsletter had 747 “hits” on SWAY. We have 265 families in the school. The number of downloads or SWAY hits highlights that both parents and wider family members are also receiving key information about our*

*school. Enhanced digital communication is supporting our children's learning as a result of our parents & families being better informed. Seesaw has also had a positive reception from our Early Years Parents. Through jotter monitoring evaluation activities ICT was being used effectively in almost all jotters where it was appropriate for it to be used to meet the needs of learners. In most Shared Practice observations of learning episodes in classes ICT was successfully used to engage children and support learning, particularly where there were barriers to learning. A pupil focus group, at the learning partner visit, shared that since returning to school after the pandemic ICT was used much more in classes to support learning. This was reflected in a pupil questionnaire where almost all pupils highlighted that ICT was successfully used in classrooms to support them with their learning.*

### Nursery

*100% of staff in our nursery strongly agreed that the use of Seesaw had greatly increased the parental communication links with nursery and is a valuable tool. Staff noted that by creating a digital charter, children were more aware of how to stay safe online and ask for help when required. 100% of our parents strongly agreed that digital technologies are used appropriately to support their child's learning. 90% of our parents strongly agreed that the regular Sways were informative and helpful. 100% of our parents reported how useful the Seesaw app was in supporting communication and key learning links with home and nursery.*

### **Next Steps:**

#### *School*

- *Update the school Digital Learning and Culture Policy to ensure it reflects and supports high quality learning, teaching and assessment in classrooms (Areas 1 & 2 from Digital Schools Audit)*
- *Develop staff skills in making best use of the ICT resources we have school to support learning, teaching & assessment and raise attainment across the curriculum. (Areas 3 & 4 from Digital Schools Audit)*

#### *Nursery*

- *To maintain and increase the use of Seesaw App, promoting digital links to Nursery PEEP sessions, nursery daily communication boards and developing home/nursery learning links.*

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

**Focused Priority-**

To Provide Support and Challenge to Improve Outcomes for All, Through Effective Teaching, Learning, Assessment & Moderation in Listening & Talking

NIF Priority

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

NIF Driver

Assessment of Children's Progress  
Teacher professionalism

HGIOS 4 Quality Indicators

**1.1 Self-Evaluation for Self-Improvement**

**3.2 Raising Attainment**

**2.3 Learning, teaching and assessment.**

HGIOELC Quality Indicators

**1.3 Leadership of change**

**2.3 Learning, teaching and assessment**

**3.1 Ensuring well-being, equality and inclusion**

**3.3 Developing creativity and skills for life and learning**

**Progress:**

School

A baseline audit was undertaken with all staff at the beginning of the school year that highlighted areas of strength and areas of development in practice within the area of Listening & Talking. This audit highlighted the need to "chunk down" specific skills in this area of learning & teaching and develop a simple Record of Understanding that would allow staff to record children's progress and also highlight areas where teaching should be targeted. All teachers were asked to highlight Listening & Talking in their weekly plans and moderation discussions were undertaken around this evidence at staff meetings and In-Service days. A range of CPD was provided for staff which included professional reading on Listening & Talking from Education Scotland, professional discussion on pedagogy and practical examples of how best to use the newly developed Record of Understanding. Listening & Talking was an area that we asked our Learning Partners, who assisted us in evaluating the progress and impact of our school improvement priorities, to take a closer look at. This was useful in informing our next steps. The Listening & Talking Working Party produced a guide to support staff in considering the "What" and the "How" of assessment when planning, as assessment was an area that the staff Listening & Talking Audit highlighted where more support was needed. The practical Listening & Talking Assessment guide was well received by staff members.

Nursery

Our Nursery team developed the use of The Virtual Nature School to increase engagement in Listening/Understanding and Talking/Saying skills through play based enquires using the indoor and outdoor spaces available. Nursery staff created shared aims and values and updated Policies accordingly, organised and sourced resources to match these shared aims and values and used approaches with natural materials to extend learning experiences for children. Nursery staff created 8 themed project based approaches with a PDSA approach and recorded results through E-Lips and tracking data. An information Sway was created for parents and links to Virtual Nature School were made between family and home ensuring learning was extended at home where appropriate and learning shared with nursery. This two-way communication ensured child led interests were developed and extended and key learning experiences recorded. Nursery planning formats were adapted to promote intentional planning and clear links to VNS.



**Impact:****School**

*Listening & Talking attainment is Very Good with steady improvement from projected levels of attainment at the beginning of the academic year to actual attainment in May '22. All teachers, in a recent evaluation survey, said that they have had the opportunity to contribute to the development of Listening & Talking in our school. This was also reflected in the recent Fife Council Staffwise Survey where all staff said that they have a clear understanding of their objectives and how they should carry out their role. This highlights a strong staff agency and staff empowerment which is the key to driving forward change and improvement. Almost all parents that responded to a parental questionnaire shared that their children were encouraged to develop their listening and talking skills through their lessons in school. In a recent Learning Partner visit, implemented to assist the school in its self-evaluation, it was noted that in discussion / focus groups the children were polite, well mannered, engaged and motivated when talking and listening in discussions. This was echoed through shared classroom observations where in most lessons children were fully engaged in the learning. Most children in a recent questionnaire shared that the talking and listening activities they experience in their lessons help them to learn. Talking and Listening is a "gateway" skill in that it allows progress to be made in other areas of learning. Reading and Writing attainment is Very Good and there have been Good levels of attainment in Maths & Numeracy.*

**Nursery**

*100% of our parents agreed that they found the parent Sway explaining The Virtual Nature School helpful and promoted Talking/Saying & Listening/Understanding learning opportunities. 100% of our parents strongly agreed that the introduction of Seesaw has been very useful in both home and nursery links and in promoting the children's literacy and wider learning experiences, enabling parents to better extend learning at home. 50% of our parents reported that as a family they have continued to engage in Virtual Nature School links made by nursery. 65% of our parents agreed that the Virtual Nature School had increased their child's confidence in talking and listening. However, 90% of our parents strongly agreed that the nursery provided families with ideas on how to support their child's learning at home including skills in saying & understanding. This was linked almost all of the time to Virtual Nature School themed play-based activities. Nursery staff have embraced The Virtual Nature school and developed their use of the wood areas and nursery garden. 100% of Nursery staff reported that they strongly agreed they feel supported in engaging in professional learning which had a positive impact on the quality of their interactions with children in the setting. 100% of staff strongly agreed that our nursery values and aims under pins their work and this has been evident through the Virtual Nature School projects. 100% of staff strongly agreed that the children in our setting have the opportunity to lead their learning and this promoted and enhanced the quality of listening & talking opportunities. Staff noted that moving forward, and building on the VNS project, developing the curiosity approach for academic year '22-23, would be a natural next step in the development of nursery practice that would impact positively in children's learning.*

**Next Steps:****School**

- To develop the progress made in the teaching & learning of the gateway skills implicit within Listening and Talking and apply the knowledge gained, skills developed, and successful approaches identified to enhance reading pedagogy.

**Nursery**

- To further develop child led play through the use of 'The Curiosity Approach' – developing key areas within the nursery play areas to support children's natural curiosity.



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

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	91%	91%	91%	93%
P4	85%	85%	87%	87%
P7	86%	84%	88%	84%

### Evaluative statement of attainment over time.

- The Scottish Government records CfE levels of pupils that have achieved a level at P1, P4 & P7. The above grid outlines the attainment levels at these stages for children at St. Margaret's RC PS.
- Attainment, for the year 21-22, in Primary 1 is very good and in P4 & P7 most children are achieving. Over this year we have focussed relentlessly on effective differentiation to ensure challenge and support is effective in children's learning. This coming year, as a school and cluster, we will broaden this as an area of improvement to look at pedagogy and its impact on learning and achievement.
- Over time there has been improvement in the early stages in Listening & Talking, Writing and Numeracy. In Reading there has been a slight dip in attainment. Reading is an area of focus for school improvement over the coming year, particularly investing time, energy and applying Model for Improvement approaches to specific cohorts of children to ensure we are getting it right for their learning.
- In the upper stages, over time, attainment each year has remained good and very good although there has been a slight dip in achievement across the 4 curricular organisers over time, perhaps as a result of the pandemic. ICT is an area that has supported learning and teaching through the pandemic and increasingly supported learning & teaching in the classroom as we have returned to full face to face schooling. This coming year we will look to build on the success of our IT approaches through our digital culture work to support learning and teaching and raise achievement.

### Evidence of significant wider achievements

- *Our children have engaged in a range of learning opportunities that have developed their communication, teamwork and presentation skills building confidence, determination and developed positive mindsets through performing in a virtual Nativity at Christmas that was shared and enjoyed with our whole school and parish community.*
- *At Easter our P7 children reached out to our local parish and wider community and put our school motto, 'Living the Gospel, Learning for Life' into action through re-enacting the Stations of the Cross at St. Margaret's Church. This Passion Play was well attended by parents, wider family members and parishioners.*
- *Our school values are Faith, Fairness and Achievement and our children put our values and their understanding of Catholic Social Teaching into practice by working collaboratively to raise funds for our own School Parent Council. The work of the Parent Council benefits all of our children and our families. The efforts of our children & our families through an Easter Code Cracking activity meant that over £1000 was raised to benefit the work of our Parent Council and our school.*
- *Our House Captains, through their leadership skills, have encouraged and supported pupils across the primary stages to work collaboratively, communicate clearly and draw on each other's strengths through contributing to the life and work of the school.*

- *Our Pupil Voice Groups have worked within classes and shared their work across the school. This provided an opportunity to hear and act on our pupil voice. This has involved taking action around Road Safety, work with Eco Schools - with St. Margaret's achieving our 7<sup>th</sup> Green Flag in June '22, Mini Vinnies leading the school in prayer, our RRS group worked to model rights and respect in all relationships, whether between children or between children and adults-linking with our school values of Faith, Fairness & Achievement. Our Sports Council have worked hard across the year preparing for a successful, inclusive and competitive sports day. The work of these groups has supported our children in becoming successful learners, responsible citizens, effective contributors and confident Individuals.*
- *This year we celebrated Queen Elizabeth's Platinum Jubilee through researching the queen and the Royal Family, participating in traditional games from across the 70 years of her reign and engaging in Jubilee artwork. This helped children understand the concepts of service, of commitment and resilience, providing opportunities for discussion and reflection on their own contribution to our parishes and communities. Our Children shared artwork and cards with one of our local care homes.*
- *The children at St. Margaret's have worked hard this year to engage with the Scottish Catholic Education Service's Laudato Si School Programme, working to respond to answer Pope Francis' call for ecological education within our schools. As a result of this work our children have undertaken learning opportunities across the curriculum that have developed their knowledge and skills through learning for sustainability, learning about equity, children's rights, the stewardship of creation, outdoor education and how to challenge inequity, poverty, prejudice and discrimination.*

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

Additionality in staffing (teaching/support)

0.4 FTE Teacher Time (Scot Gov 100days Commitment monies) & 1 FtE PSA (Scot Gov additionality)

- Additional resources this session have been invested in supporting learning and teaching, raising attainment & wellbeing.
- The additional resources for recovery have been used effectively to increase Pupil Support Assistant time which has allowed class teachers or PSAs to spend more time focusing on specific areas of learning. As a result there has been a marked increase in our SWST spelling results this session with 66.7% of children in P4-P7 achieving or exceeding in September '21 to Most children attaining with an increase to 79.1% achieving or exceeding in April '22
- There have been a number of children who have been anxious or have experienced other barriers that have made readiness for learning a challenge. The additional support for recovery has resulted in a range of small support groups being established to support children who are anxious. In a recent survey, almost all pupils shared that they had someone they could speak to if they were upset and that the school listens to their views and takes them into account.
- The additional teacher support hours has allowed for time and support for staff to learn and apply Model for Improvement approaches in Writing within teaching and learning. As a result combined attainment for P1,P4 & P7 in Writing has increased from 87% in May '21 to almost all children achieving in May '22 with 92% attaining.
- Scot Gov additionality resources were invested to reduce the impact of absences as a result of Covid-19 and promote continuity in learning & teaching.
- Additional resources, including additional teacher time and increased Pupil Support Hours has allowed for a focus and targeted support within classrooms. As a result, End of Year BASE Numeracy results are above the national average for P1s, for P4s almost all children are achieving in bands 6-10 and in P7 most children are attaining in bands 9 to 11+.

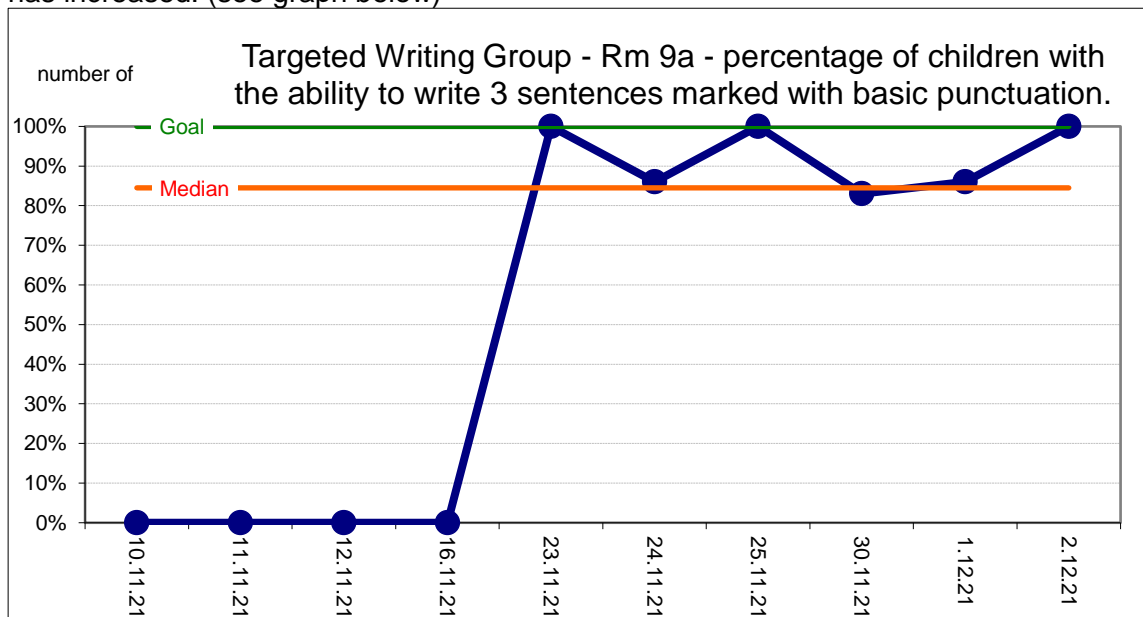
## Scottish Attainment Challenge Funding

### Progress:

Working in partnership with the Children and Young People Improvement Collaborative has allowed many of our teachers to engage in a range of twilight and full day professional development sessions focusing on Model for Improvement approaches. This has increased teacher knowledge in the use of “tools” to employ to identify & remove barriers to progress and identify effective ways to collate and analyse data to make good decisions ensuring that change leads to improvement. Investing in increasing PSA hours has allowed teachers to target additional time with cohorts of children focusing on areas of learning that make a difference to our children’s understanding and progress. This has had positive results in children’s writing. The improvement work undertaken this session linked to our school improvement plan included developing our use of ICT to support learning and to develop approaches to differentiation to deliver effective support and challenge. The work in these areas has contributed to positive outcomes in progress for our targeted group of children.

### Impact:

- The additional PSA hours have allowed for time and support for staff to learn and apply Model for Improvement approaches in Writing within teaching and learning. As a result combined attainment for P1, P4 & P7 in Writing has increased from 87% in May '21 to almost all children achieving in May '22 with 92% attaining.
- Writing has also improved across both targeted cohorts from May '21 to May '22.
- P2 cohort in May 21- Writing attainment has increased from 81% to 88% now that they are in P3 (May '22). Writing attainment for P3 in May '21 has increased from 83% to 85% now that they are in P4 (May '22).
- Through jotter monitoring, all writing jotters have repeated genre offering an opportunity for children to act on feedback. Feedback provided in almost all jotters provides clear guidance on how to move the learner on.
- Improvements have also been tracked for children showing progress within a level. In one of our targeted P4 cohort the number of children writing accurately punctuated sentences, consistently, has increased. (see graph below)



### Next Steps:

- Develop further our combined knowledge and skills in using Model for Improvement to tackle barriers in the reading progress of our pupils.

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

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

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



## Collaborating to Deliver Excellence in Equity Professional Learning and Pupil Participation



### St Margaret's RC Primary School Improvement Priorities 22-23 Summary

Faith      Fairness      Achievement

Staff will engage in a range of professional development to enhance teaching, learning & assessment across the curriculum

#### School

- Staff have an improved understanding of what high quality learning and teaching looks like.
- Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interest.

#### Nursery

- Nursery playroom will become a more inviting, engaging and motivating environment for children to learn through natural curiosity about the world around them.
- The nursery staff team will develop their skills further around learning & engagement and Quality Interactions.

Staff, Pupils and partners will engage in learning to develop a positive ICT culture, enhancing the digital literacy skills of all

#### School

- Learners experience an ICT curriculum which has progression & continuity and is appropriately challenging, supports learning and breaks down barriers to accessing the curriculum
- Staff and pupils have a clear vision on how ICT can be used to engage & motivate Learners and break down barriers to learning

#### Nursery

- Parents, children and nursery team connected via digital platforms that enhance support for children's learning
- Children's digital skills are developed along with their understanding of ICT safety
- Children are enabled to select and make use of high-quality resources and equipment including digital technologies .

Staff, Pupils and Partners will engage in learning to promote and enhance Reading skills leading to increased pupil engagement, motivation and achievement

#### School

- 100% of staff in school are able to teach Reading skills explicitly
- Accurate and timely assessment of Reading
- Increased engagement, pupil motivation & achievement.

#### Nursery

- Quality learning opportunities for all, focussing on provocations and linking with SALT, to improve child led experiences with the adult as facilitator and the child provoking their own thinking, particularly in literacy and emerging reading skills..

Developing Improvement Priorities through the St Margaret's RC Participation Continuum

Teacher  
Centred

Expression

Consultation

Participation

Partnership

Activism

Leadership

Learner  
Driven



<b>National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy</b>				
<b>Closing the attainment gap between the most and least disadvantaged children</b>				
<b>Focussed Improvement Priority: Staff will engage in a range of professional development to enhance teaching, learning &amp; assessment across the curriculum</b>				
<b>QI HGIOS 4 / HGIOELC</b>			<b>NIF Drivers</b>	
<b>3.1 Ensuring wellbeing, equality and inclusion</b> <b>3.2 Raising Attainment &amp; Achievement</b> <b>2.3 Learning, teaching and assessment.</b> <b>1.3 Leadership of change</b>			<b>Curriculum &amp; Assessment</b> <b>Teacher &amp; Practitioner Professionalism</b>	
Expected Impact	Strategic Actions Planned	Responsibilities	Measures of Success	Timescales
<p>Staff have an improved understanding of what high quality learning and teaching looks like.</p> <p>Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interest.</p>	<p>Collect data from St. Margaret's and each school within the cluster around Teaching and Learning building from feedback received and collated in 2021-22 linked to differentiation-reflecting the need for further professional development on pedagogical approaches. Data collected from staff, parents and pupils.</p> <p>Collaborative School &amp; Cluster sessions across the year to focus on</p> <ul style="list-style-type: none"> <li>• Professional Reading</li> <li>• Professional dialogue</li> <li>• Share good practice on differentiation and high-quality teaching and learning ideas/plans</li> <li>• Tasks set each session</li> <li>• Follow-up classroom practice/projects set</li> </ul> <p>Mini Projects undertaken by teachers to raise attainment and for their professional development linked to</p>	<p>Katie Mitchell &amp; the Differentiation Working Party</p> <p>Cluster PTs and DHTs across the Cluster</p> <p>High school SLT and Faculty PTs</p> <p>Class teacher changing own practice (distributive leadership in own schools)</p>	<p>Graffiti wall on teaching and learning (staff, pupils). Start and end</p> <p>Parent Council consultation.</p> <p>Ongoing feedback from sessions (evaluations and questionnaires, menti metres etc )</p> <p>Evidence from peer/SLT classroom visits</p> <p>Evidence from LP visits/Cluster HT Visits</p> <p>VSE to gather impact and evidence</p> <p>Pupil questionnaires</p> <p>Data gathered from Improvement methodology to support targeted interventions</p> <p>Track targeted PEF, SIMD 1+2 groups using Power BI</p> <p>Increased use of attendance tracking data to identify pupils with low attendance resulting in gaps in learning. Individual schools will draw on the experience of the</p>	<p>June 22 meeting to establish aims/objectives</p> <p>August/September 22 gathering data session</p> <p>October/November 22 cluster session (one per term)</p> <p>Standing agenda item on School staff meetings &amp; cluster HT meetings.</p> <p>Review at September, November, February23, April 23</p> <p>Cluster meetings to analyse data and outcomes</p>

<p style="text-align: center;"><b>Nursery</b></p> <p>Nursery playroom will become a more inviting, engaging and motivating environment for children to learn through natural curiosity about the world around them.</p> <p>The nursery staff team will develop their skills further around learning &amp; engagement and Quality Interactions.</p>	<p>differentiation and quality learning and teaching through the use of improvement methodologies.</p> <p>Ongoing analysis of progress and data</p> <p style="text-align: center;"><b>Nursery</b></p> <p>The 'curiosity approach' will increase children's engagement in play-based learning through developing a quality learning environment</p> <p>Nursery staff will develop a range of authentic resources to be used in our nursery setting making play areas reflect real life and be more engaging.</p> <p>Staff will develop their understanding of the curiosity approach through:</p> <ul style="list-style-type: none"> <li>• Professional reading on 'Curiosity Approach' via websites and professional texts</li> <li>• Curiosity approach webinars</li> <li>• professional dialogue via professional networks and cross playroom discussions</li> <li>• shared practice during QI visits &amp; LP visits.</li> <li>• Tasks set each session to link to 'Curiosity Approach'.</li> <li>• EYO's to engage in termly area transformations in line with 'Curiosity Approach'</li> </ul>	<p style="text-align: center;"><b>Nursery</b></p> <p>Katie Mitchell-DHT Dot Rossborough – Nursery Teacher Nursery Staff Team</p>	<p>cluster, regional and national approaches.</p> <p style="text-align: center;"><b>Nursery</b></p> <p>Audit of play area resources Self-evaluation throughout the year- linked to matrix evaluation calendar Staff questionnaire throughout the year Staff developing playroom areas- through planning meetings &amp; discussions Start of term and end of term tally mark record of children's engagement in play area. Parents menti-meter used to provide evaluative comments. E-Lips assessments to identify areas of support or intervention in 'doing' assessments. Discussion with children and parents Feedback from shared practice QI &amp; LP visits</p>	<p style="text-align: center;"><b>Nursery</b></p> <p>August In-Service training</p> <p>Termly EYO Mini area projects-professional discussion</p> <p>Review of audit and resources. - December '22</p> <p>Staff meetings review of resource and analyse outcomes throughout the year.</p> <p>Feedback at Oct '22 QI visit and February '23 LP visit including staff, parents and children focus group discussions</p>
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<b>National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children</b>				
<b>Focused Priority: Staff, Pupils and partners will engage in learning to develop a positive ICT culture, enhancing the digital literacy skills of all.</b>				
<b>HGIOS4 Quality Indicators</b>			<b>HGIOELC Quality Indicators</b>	
<b>3.1 Ensuring wellbeing, equality and inclusion</b> <b>3.2 Raising Attainment &amp; Achievement</b> <b>2.3 Learning, teaching and assessment.</b> <b>1.3 Leadership of change</b>			<b>3.1 Ensuring wellbeing, equality and inclusion</b> <b>3.2 Securing Children’s Progress</b> <b>2.3 Learning, teaching and assessment.</b> <b>1.3 Leadership of change</b>	
<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>Learners experience an ICT curriculum which has progression &amp; continuity and is appropriately challenging, supports learning and breaks down barriers to accessing the curriculum</p> <p>Staff and pupils have a clear vision on how ICT can be used to engage &amp; motivate Learners and break down barriers to learning</p>	<p>Develop a School Culture of effective planning, teaching &amp; assessment of children’s ICT skills through:</p> <ul style="list-style-type: none"> <li>Embedding the use of PICT booklets as a record of understanding of children’s progress</li> <li>Effective Learning Environment to support learners- Digital Learning Walls supported by Digital Charter</li> <li>Introduce a school wide scheme for celebrating Children’s ICT achievements</li> <li>Focus on the use of ICT to support learning &amp; Teaching – in forward plans, class visits and jotter monitoring</li> <li>CPD opportunities for teachers and PSA staff to develop further their ICT skills at staff meetings and In-Service days on using ICT as an effective tool for differentiation &amp; successful Pedagogy- eg Clicker 8</li> <li>Engagement in the Digital Schools Award including audit focussing on staff skills and use data collected to</li> </ul>	<p>Fraser Gillan, Colm Molloy, Annalisa Eadie and the Digital working Party</p> <p>All class teachers and PSAs</p>	<p>Parent Council consultation &amp; feedback.</p> <p>Evidence from peer/SLT classroom visits</p> <p>Evidence from LP visits/Cluster HT QI Visits</p> <p>Pupil questionnaires &amp; Focus groups</p> <p>Gather evidence from Forward Planning, Jotters and Learning Journals</p> <p>Data gathered from CFE/ SNSA/ BIG Write Start of Term &amp; Follow up</p> <p>Track targeted PEF, SIMD 1+2 groups using Power BI</p>	<p>August '22 Working Party Meeting</p> <p>Working Party meetings and training sessions throughout the year at staff meetings</p> <p>November '22 In-Service Day</p> <p>February '23 In-Service Day</p> <p>Feedback at Oct '22 QI visit and February '23 LP visit including staff, parents and children focus group discussions</p>

<p style="text-align: center;"><b>Nursery</b></p> <p>Parents, children and nursery team connected via digital platforms that enhance support for children’s learning</p> <p>Children’s digital skills are developed along with their understanding of ICT safety</p> <p>Children are enabled to select and make use of high-quality resources and equipment including digital technologies</p>	<p>identify areas of improvement within the school.</p> <ul style="list-style-type: none"> <li>Refresh, renew &amp; update the whole school &amp; Nursery digital culture policy.</li> </ul> <p style="text-align: center;"><b>Nursery</b></p> <p>Parents, children and the Nursery team are connected through face-to-face meetings and digitally by:</p> <ul style="list-style-type: none"> <li>Communication boards shared on Seesaw daily</li> <li>Engaging families through Parents As Early Education Partners (PEEPS Videos) shared on Seesaw. PEEPS sway, ICT SWAY, Learning SWAY shared on Seesaw and emailed.</li> <li>Pupils engaged in developing their digital skills in line with online safety through equipment including digital technologies they are able to select.</li> <li>Refresh, renew &amp; update the whole school &amp; Nursery digital culture policy.</li> <li>Focus on the use of ICT to support Learning, Teaching &amp; Assessment – in nursery plans, playroom visits and PLJ monitoring</li> <li>CPD opportunities for EYOs and PSA staff to develop further their ICT skills at Nursery meetings and In-Service days on using ICT as an effective tool to support and challenge learning.</li> </ul>	<p style="text-align: center;"><b>Nursery</b></p> <p>Katie Mitchell-DHT Dot Rossborough – Nursery Teacher Nursery Staff Team</p>	<p>Increased use of attendance tracking data to identify pupils with low attendance resulting in gaps in learning.</p> <p>Use of PICT Booklets to track progress &amp; identify gaps in ICT learning</p> <p style="text-align: center;"><b>Nursery</b></p> <ul style="list-style-type: none"> <li>Evidence from QI &amp; LP Visits.</li> <li>ICT E’s and O’s highlighted in PLJ’s tracking pupil progress</li> <li>In-Service days self-evaluation in line with HGIOELC.</li> <li>Record &amp; analysing parental, children and staff feedback from evaluation discussions</li> <li>How many views on Sways and Seesaw.</li> <li>How many parents attend PEEPS sessions</li> </ul>	<p style="text-align: center;"><b>Nursery</b></p> <p>In-Service training across the year on the use of digital skills to support staff professional development Aug ‘ 22 – June ‘23</p> <p>Staff meetings review of practice and analysis of outcomes/ impact throughout the year. Aug ‘ 22 – June ‘23</p> <p>April ‘23 – Nursery Evaluation Questionnaire</p> <p>February ‘23 In-Service reflection and collation of DRAFT Digital Culture Policy</p> <p>Feedback at Oct ‘22 QI visit and February ‘23 LP visit including staff, parents and children focus group discussions. Use this information to inform decisions around Quality Interactions and Learning &amp; Engagement</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

National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children				
Focused Priority: Staff, Pupils and Partners will engage in learning to promote and enhance Reading skills leading to increased pupil engagement, motivation and achievement.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising Attainment &amp; Achievement</p> <p>2.3 Learning, teaching and assessment.</p> <p>1.1 Self-evaluation for self-improvement</p>			<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Securing Children’s Progress</p> <p>2.3 Learning, teaching and assessment.</p> <p>1.3 Leadership of change</p>	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>100% of staff in school are able to teach Reading skills explicitly</p> <p>Accurate and timely assessment of Reading</p> <p>Increased engagement, pupil motivation &amp; achievement.</p>	<p>Baseline teacher knowledge of teaching Reading Skills explicitly (questionnaires &amp; audit)</p> <ul style="list-style-type: none"> <li>•Individual action plan for each staff member</li> <li>•Collaborative school sessions across the year to focus on</li> <li>•Professional Reading</li> <li>•Professional dialogue</li> <li>•Share good practice on differentiation ideas, Teaching &amp; Learning/planning</li> <li>•Tasks set each session</li> <li>•Follow-up classroom practice/projects set</li> </ul> <p>Mini Projects undertaken by teachers for their own improvement aspect of differentiation / Teaching &amp; Learning linked to reading(MFI/ PDSA approach)</p>	<p>Donna Mulholland -DHT &amp; Reading Working group establish baseline through the development of questionnaire &amp; audits</p> <p>Staff developing individual action plan</p> <p>DHT &amp; Working Party developing and delivering professional learning opportunities to all staff</p> <p>DHT &amp; Working Party collating and monitoring on-going progress and final data analysis</p>	<p>Questionnaire &amp; audit to measure progress of knowledge &amp; understanding of Cluster developed Reading Skills progression</p> <p>Ongoing feedback from sessions (evaluations and questionnaires, menti metres etc )</p> <p>Evidence from peer/SLT classroom visits</p> <p>Evidence from LP visits/Cluster HT Visits</p> <p>Pupil questionnaires / focus groups</p> <p>Effective moderation of Reading Assessments / Observations/ Classroom evidence</p>	<p>August/September ‘22 meeting to establish baseline</p> <p>Establish staff aims/objectives for individual projects September ‘22</p> <p>Establish Reading baseline of class /groups September ‘22</p> <p>September/November ‘22 gathering data session</p> <p>Review at September ‘22, November ‘22, February’23, April ‘23 at Staff meetings / In-Service days to analyse data and outcomes</p> <p>Follow up audit, questionnaire April ‘23 to inform SQR and next steps for Aug ‘23</p>

<p style="text-align: center;"><b>Nursery</b></p> <p>Quality learning opportunities for all, focussing on provocations and linking with SALT, to Improve child led experiences with the adult as facilitator and the child provoking their own thinking, particularly in literacy and emerging reading skills..</p>	<p>Record, analyse, progress and data through the use of TRAMS / Power BI and a establish a class-based record of achievement (tracker using benchmarks &amp; essential indicators sheet)</p> <p style="text-align: center;"><b>Nursery</b></p> <p>Baseline audit of Staff understanding and confidence levels in Provocations. Provide a range of professional development opportunities for staff including:</p> <ul style="list-style-type: none"> <li>• Professional reading 'Looking for learning provocations' by Laura England.</li> <li>• Professional discussion-around research and practice</li> <li>• Moderation of practice among EYO practitioners and across playrooms and other settings.</li> <li>• Link with SALT to support the language of specific groups of children</li> <li>• Share good practice on ideas/methods with each playroom and other nursery settings.</li> <li>• Record &amp; discuss changes to practice throughout the term and the impact on children's learning and engagement.</li> </ul>	<p style="text-align: center;"><b>Nursery</b></p> <p>Katie Mitchell-DHT Dot Rossborough – Nursery Teacher Nursery Staff Team</p>	<p>CfE Reading Data/ SNSA &amp; Base data</p> <p>Improved Literacy data overall</p> <p>Track targeted PEF, SIMD 1+2 groups using Power BI</p> <p style="text-align: center;"><b>Nursery</b></p> <p>Baseline audit &amp; End of term audit. Self-Evaluation in line with HIOELC throughout the session. Evidence from October '22 QI visit and February '23 LP Visits. Track E-Lips data from start and end of year. Feedback from children and parents from discussions Monitoring and tracking of PLJs Evaluation calendar linked to Fife Matrix</p>	<p style="text-align: center;"><b>Nursery</b></p> <p>In-Service training across the year on the use of provocation approaches to enhance quality interaction to secure children's progress. Aug ' 22 – June '23</p> <p>Staff meetings review of practice and analysis of outcomes/ impact throughout the year. Aug ' 22 – June '23</p> <p>April '23 – Nursery Evaluation Questionnaire</p> <p>Feedback at Oct '22 QI visit and February '23 LP visit including staff, parents and children focus group discussions. Use this information to inform decisions around Quality Interactions and Learning &amp; Engagement</p>
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## Ongoing Evaluation

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



Attainment Fund Rationale		Amount of Fund - £39,200	
<p>1. To raise attainment in Reading for targeted group of P3, P4 &amp; P5 children</p> <p>2. To use the Mfl methodology to identify barriers/gaps in learning, use the PDSA cycle to plan interventions leading to raising attainment.</p>			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence)	Impact on learners Ongoing evaluation
<p><b>Intervention 1</b></p> <p><b>Raise attainment in Reading in P3, P4 &amp; P5</b></p> <p><b>By June 2023, St Margaret's RC Primary School will increase attainment in Reading for targeted cohort of P3, P4 &amp; P5 children by 36% (see target cohort 22 children)</b> (will do a baseline in August to get the exact percentages)</p>	<ul style="list-style-type: none"> <li>Consult with staff, Support for Learning Teacher and analyse data to identify and target specific P3, P4 &amp; P5 cohort who are not on track in Reading.</li> <li>Use a range of Model for Improvement “Tools” to identify barriers to achievement in Reading.</li> <li>Agree intervention strategies to bridge barriers to achievement in Reading for identified cohort.</li> <li>Provide CPD for all staff around effective ways to explicitly teach and develop reading skills.</li> <li>SfL teacher to deliver professional learning to all teaching &amp; PSA staff to enhance skills and knowledge in order to provide effective support in reading for dyslexic learners.</li> <li>Invest in increased PSA hours to allow a disproportionate amount of time to be invested in the targeted cohort of learners for Reading.</li> <li>Monitor and track attendance to ensure absence is not a barrier to learning in targeted cohort – using PSA time to support where necessary</li> </ul>	<p>Baseline data gathered</p> <p>Measure assessment data consistently, record and analyse then use it to inform next steps (Plan, do, study, act approach)</p> <p>Pre &amp; Post assessments</p> <p>Feedback from discussion with pupils and Staff</p>	
<p><b>Intervention 2</b></p> <p><b>By 2023 St. Margaret's RC Primary will reduce anxiety, increase attendance and improve home/ school transition for targeted cohort of children.</b></p> <p>(Will use model for improvement to track progress of children over time)</p>	<ul style="list-style-type: none"> <li>Identify pupils where attendance is a cause for concern or anxiety is resulting in difficulties in the morning transitioning from home to school.</li> <li>Invest in additional PSA hours to support a range of intervention / support groups to work with targeted cohort of children</li> <li>Use termly wellbeing audit tool to provide a measure of wellbeing to open up discussion around concerns / anxieties</li> <li>CPD refresh for staff in school, including PSAs, on universal approaches to promoting wellbeing- Prayer &amp;</li> </ul>	<p>Baseline data gathered through attendance, Wellbeing Audit Tool and monitoring home / school transitions</p> <p>Ongoing data gathered as part of Mfl approach.</p> <p>Feedback on questionnaire &amp; discussion from groups</p>	

	<p>Reflection, Emotion Works, Thoughts &amp; Feeling boxes in classrooms, HWB Curriculum</p> <ul style="list-style-type: none"><li>• CPD for PSAs on targeted approaches to promote wellbeing- Kitbag, Lego Therapy &amp; Cognitive Behaviour Strategies.</li></ul>	Feedback from QI and LP visits	
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Appendix D – Pupil Equity Financial Plan Session 2022-23

Pupil Equity Funding Projected Spend

School	St Margaret's RC Primary School
PEF Allocation 2021/22	£39,200

2022/23 Projected/Anticipated Spend

Literacy		
Category	Brief Description	Cost
Increased PSA hours	We will increase the number of PSA hours to provide targeted support for identified cohort of children in reading.	£20,000
<b>Total Spend</b>		<b>£20,000</b>

Health & Wellbeing		
Category	Brief Description	Cost
Increased PSA hours	Increase of PSA hours will be invested to work with identified group to reduce anxiety, increase attendance and improve home/ school transitions.	£19,200
<b>Total Spend</b>		<b>£19,200</b>

Amount of Spend Planned	£39,200
Unallocated Spend	£0



# St. Margaret's RC Primary



Monitoring & Evaluation Calendar

2022-2023

*Ensuring our plans impact positively on the  
life and work of our school & nursery*

*“know thy impact”*

*Hattie*

FAITH

FAIRNESS

ACHIEVEMENT

## Monitoring & Evaluation Timetable 2022-2023

WHAT	FREQUENCY	QI	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Formal Assessment (SNSA, MALT, SWST, HGRT, E-LIPS)	Analysing data	1.3 2.3 3.2		√				√			√		√
Forward Plans (School and Fortnightly Nursery)	Termly	1.3 2.2 2.3 2.4 1.2		√				√				√	√
Pupil Homework	Termly – informed from additional parental Qs	1.2 2.2 2.3 2.5	√		√		√		√		√		√
Pupil jotters & worksheets/classwork	Termly	1.3 2.3 2.4		√		√			√			√	
Reports to Parents (including learning journals) & E-LIPS	Termly	1.3 2.3 2.5 3.2				√				√			√
Pupil Progress/Tracking/ CfE & Transitions	Termly	1.2 1.3 2.3 2.4 2.6 3.2	√	√				√				√	√
Shared Classroom Exp.- T & L <ul style="list-style-type: none"> <li>• Self-Evaluation</li> <li>• Critical Buddy</li> <li>• Shared Practice CTs/SLT</li> <li>• SLT/CT tracking</li> <li>• Learning Partners/QI</li> </ul>	As per school calendar	1.1 1.3 2.2 2.3 2.4 2.7 3.1 3.2 3.3	√		√	√			√		√		
Monitoring ASP/CSPs/HCP (as per individual ISP calendar)	Annually	1.2 1.3. 2.1 2.2 2.3 2.4 2.6 2.7 3.1 3.2		√					√				√
Attendance	Analysing data	1.1 2.1 2.4 3.1 3.2		√			√		√		√		√
Pupil Wellbeing	Termly for summative Formative- daily & through kitbags etc.	2.1 2.3 2.4 2.7 3.2	√	√	√	√	√	√	√	√	√	√	√
Staff Views & PRDs	Termly/Annually	1.1 1.2 1.4 2.7	√	√					√		√		√
Sampling Parent's Views	Annually – questionnaire Learning Journals (termly) Parent Council (Termly)	1.1, 1.3, 2.3, 2.5 2.7, 3.2		√ AGM		√ P Night				√ P Night		√ (Qr) Reports	

<b>Sampling Pupil's Views</b>	<b>Annually – questionnaire Pupil/Learning Council – monthly Informal SMT/Pupil mtgs</b>	<b>1,1, 1.3, 2.3, 2.7 3.2, 3.3</b>		√	√	√	√	√	√	√	√	√	√ (Qr) √	√
<b>Health &amp; Safety Checks</b>	<b>Termly and when necessary</b>	<b>2.1 3.1</b>	√					√				√		
<b>Progress in SQIP</b> Staff Meetings, CLCs, In Service, CPD etc.	<b>As per school calendar</b>	<b>1.1 1.2 1.3 1.4 1.5, 2.3, 3.2</b>	√	√	√	√	√	√	√	√	√	√	√	√

## 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	
<b>Improvement Work 2021- 2022</b>  Progress noted Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc	
Clear impact shown for children and young people <ul style="list-style-type: none"> <li>Quantitative or qualitative data to support this impact</li> <li>Written evaluatively</li> </ul>	
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"> <li>Successes and gaps identified</li> <li>Destination trends (secondary)</li> </ul>	
Wider achievement – impact on children and young people (evidence of skills developed rather than a list of achievements/experiences)	
Impact of Local/National resources to support recovery within your setting (additionality of staffing)	
Attainment Scotland Fund Evaluation (PEF/SAC) Progress: Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc	



<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 2022- 2023**

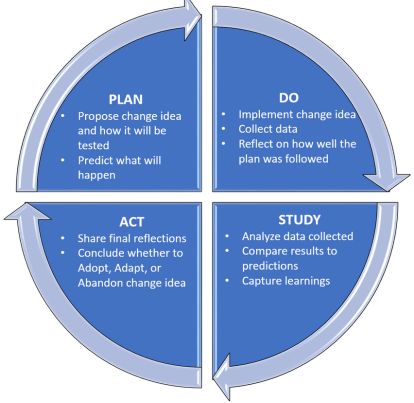


	<b>Comments</b>
<p>Are priorities identified supporting recovery?</p> <ul style="list-style-type: none"> <li>• Do they cover school, ELC and ASC?</li> </ul>	
<p>Are relevant QI's identified for priority identified?</p>	
<p>Expected impact</p> <ul style="list-style-type: none"> <li>• Is this focused on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

## Appendix F

### Measure of Success – QI Methodology

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

A few suggested approaches to consider are :

Approach	Description	Visual
Model for Improvement	Rapid cycle process involving Plan, Do Study, Act (PDSA) cycles to test the effects of small changes, make them and ultimately spread the effective changes through the system if they have the desired effect.	 <p>The diagram illustrates the PDSA cycle as a continuous loop of four stages: PLAN, DO, STUDY, and ACT. Each stage is contained within a blue quadrant of a larger circle, with arrows indicating a clockwise flow from one stage to the next.</p> <ul style="list-style-type: none"> <li><b>PLAN:</b> Propose change idea and how it will be tested; Predict what will happen.</li> <li><b>DO:</b> Implement change idea; Collect data; Reflect on how well the plan was followed.</li> <li><b>STUDY:</b> Analyze data collected; Compare results to predictions; Capture learnings.</li> <li><b>ACT:</b> Share final reflections; Conclude whether to Adopt, Adapt, or Abandon change idea.</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 gathering evidence and measuring impact. The steps are numbered 1 through 5 and connected by a green line.</p> <ol style="list-style-type: none"> <li><b>1:</b> Gather evidence to determine areas of focus</li> <li><b>2:</b> Plan professional learning based on evidence</li> <li><b>3:</b> Implement professional learning plan</li> <li><b>4:</b> Track progress and outcomes</li> <li><b>5:</b> Assess impact and next steps</li> </ol>
Practitioner Enquiry/professional Enquiry Process		 <p>The diagram features a central blue circle labeled 'Practitioner Enquiry'. Surrounding this central circle are four smaller blue circles, each representing a step in the process: '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 steps.</p>