## St Ninian's RC Primary School



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

| Context | | | | |
|---|---|---|---|---|
| **Setting/School Roll (including ELC/ASC)** | 132 school 24 ELC | | | |
| **FME** | 32 FME | | | |
| **Attendance (%)** *Power Bi May 2021* | **Authorised** | **5%** | **Unauthorised** | **3.8%** |
| **Exclusion (%)** | *0* | | | |
| **Attainment Scotland Fund Allocation (PEF and SAC)** | £50,233 | | | |

St Ninian's is a Catholic Primary School and is one of three primary schools in Cardenden. The catchment covers Cardenden and the neighbouring villages of Cluny and Kinglassie. 75% of our children live in SIMD 3, the other 25% of our children are in SIMD2 and 7. Our FME is 21.5%.

At the heart of what makes St Ninian's RCPS unique is our shared vision:

**To provide all children with skills for life long learning and achieve their full potential**.

Our school values of **Respect, Ambition, Honesty and Believe** have been refreshed this session after consultation with all stakeholders. These values show our school is a Catholic school based on the Gospel Values, The Charter for Catholic Schools, This is Our Faith, Sacramental Preparation, Prayer and the celebration of mass.

### St Ninian's  Aims

Our aim as a Catholic school is to create a community where faith is shared and the spirituality of each individual is fostered with the Gospel Values at the heart of the school.

Every child will reach their potential in attainment and achievement.

Children's Rights and wellbeing reflect the principles of the United Nations Convention on the Rights of the Child.

We strive to address inequity and ensure we consider the Cost of the School Day.

| Improvement for Recovery Priority Work<br>Session 2021 - 2022 | |
|---|---|
| <u>NIF Priority</u><br><br>**Improvement in attainment, particularly in literacy and numeracy.**<br><br>Closing the attainment gap between the most and least disadvantaged children and young people.<br><br>Improvement in children's and young people's health and wellbeing.<br><br>**Improvement in employability skills and sustained, positive school-leaver destinations for all young people.**<br><br><u>NIF Driver</u><br><br>School and ELC Leadership<br>Parent and Carer Involvement and Engagement<br>Curriculum and Assessment | <u>HGIOS 4 Quality Indicators</u><br><br>1.2 Leadership of learning<br>1.3 Leadership of change<br>2.2 Curriculum<br><br><u>HGIOELC Quality Indicators</u><br><br>1.2 Leadership of learning<br>1.3 Leadership of change<br>2.2 Curriculum |

**Progress:** *What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc*

**Priority 1**
Develop a clear vision for curriculum pathways for all children from nursery to primary7, improving links between skills for learning, life and work with a focus on updating the **Curriculum Rationale** with all stakeholders involved.

Professional reading for staff team distributed during August in-service using A Refreshed Narrative from Education Scotland.

In-service 1
Agenda.docx

In-service 2
Agenda.docx

Consultation with all stakeholders in our school community. Forms evidence below and Refreshed Curriculum Rationale created in January 2022.
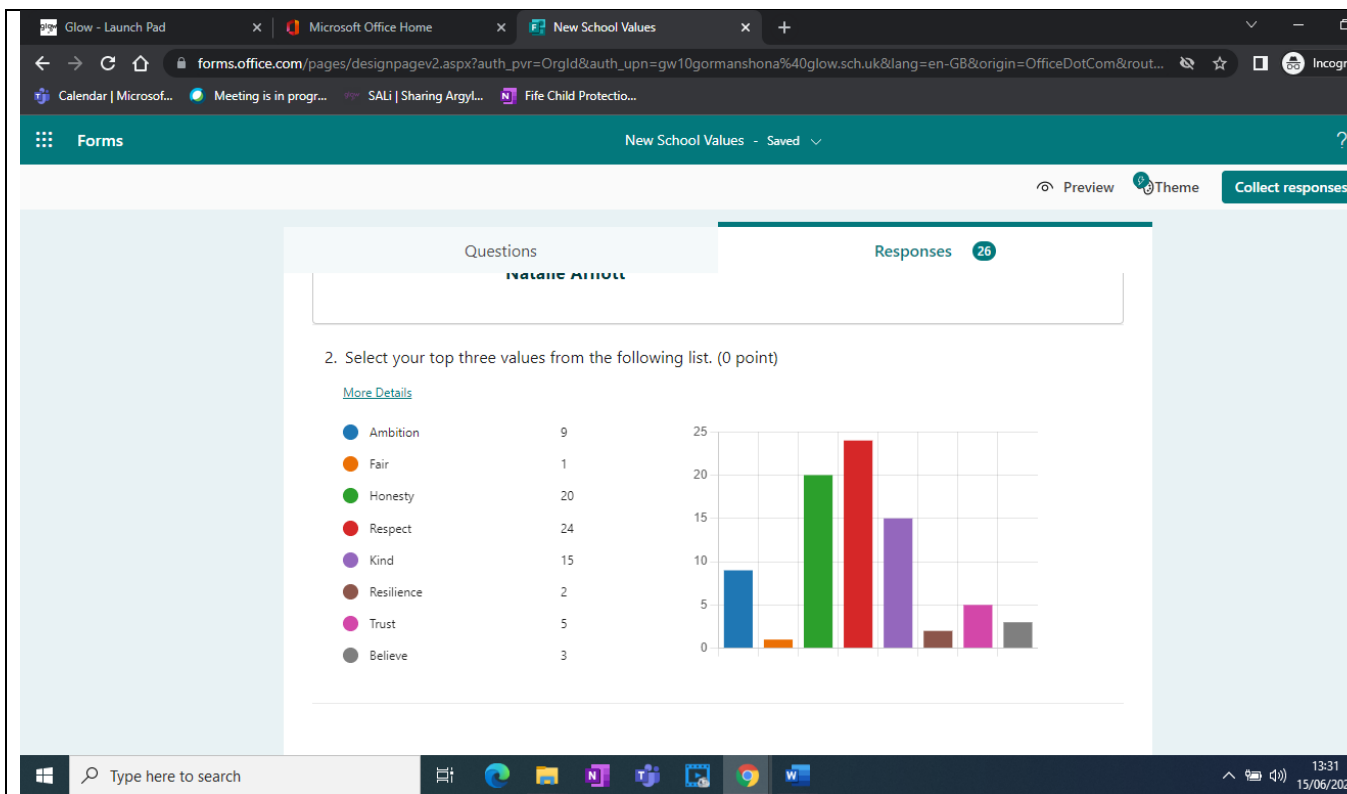
New School Values
- Staff Responses (1)

New School Values
- Class Responses.xl

Screenshot of Parental Form Consultation for new school values below.

***Below is a link to our Refreshed Curriculum Rationale***

*https://www.youtube.com/watch?v=ASXoL40Bg7I*

All children will experience a consistent approach to learning opportunities using the 4 part model, LI/SC, formative and summative feedback.

Two classes, a minority have trialled a new planning document for Skills for Learning, Life and Work using our digital plans and slight tweaks are being finalised.

Two classes, a minority have been using the Skills for Learning, Life and Work planner as part of the 4 part model during lessons. Feedback from staff sought and evidence in screenshot below. Following feedback the document will be updated and will be used by all teaching staff in August 2023 to implement in all lessons.
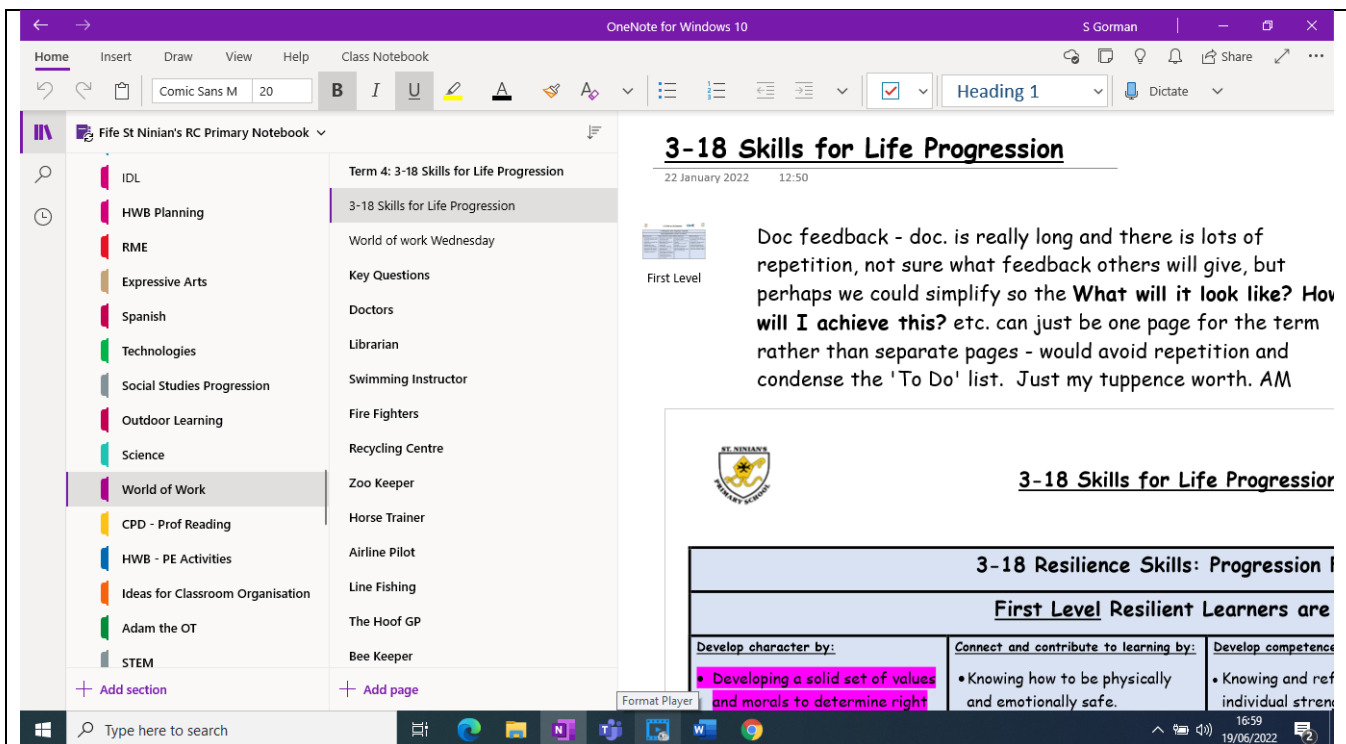
As part of the Refreshed Narrative, we refreshed our values and also updated our positive relationships policy. All staff will receive new lanyards in August 2022 with the updated values and following scripts to be used when required to intervene in any incidents.

SCHOOL VALUES - prompt cards.pptx

Paul Dix – When The Adults Change

Script to use with most pupils.docx

All teaching staff have been involved in professional reading using the Paul Dix text When the Adult Changes.
PSA staff have been involved in professional reading using the Paul Dix text When the Adult Changes.
All teaching staff have undertaken use of strategies for positive behaviours in their classroom and carried out an enquiry with pupils as to which strategies best support positive behaviour.
All PSA staff have engaged in professional learning with the pedagogy team during in-service for Positive Relationships for Learning.
All PSA staff have engaged in professional learning with the pedagogy team during in-service for Playground Pedagogy.

## Impact:
*What impact has the progress/work undertaken had on improving the outcomes of your children and young people?*
*What evidence do you have?  Quantitative or qualitative data to support this impact*
*Impact statements should be written evaluatively eg almost all, most, majority etc*

All stakeholders in our school community are fully aware of the Curriculum Rationale and therefore we all have a shared understanding of our curriculum and are all working towards the same high quality learning experiences for our children.

All staff have direction and are working together to provide a quality curriculum that demonstrates the 7 principles of Curriculum for Excellence which means all children across the school are experiencing the aims of CfE across the curriculum.

At almost all assemblies the Curriculum Rationale video is used so children and staff are very familiar with it.
All staff and children are aware of the Refreshed Curriculum Rationale and can comment on our refreshed values and know what they mean.  This is evident from Learning conversations with staff and pupils.  Feedback from 4 Learning Partnership colleagues also highlighted our values and relationships as a strength of the school.

**Pupil feedback on Vision and Values.**
Almost all, 99% of children believe they have been involved in creating the vision and values for our school.



Staffwise survey also shows that 72% of staff responded, which is significantly higher than in previous years and the data for the ethos shows that all staff agree or strongly agree that relationships are good.
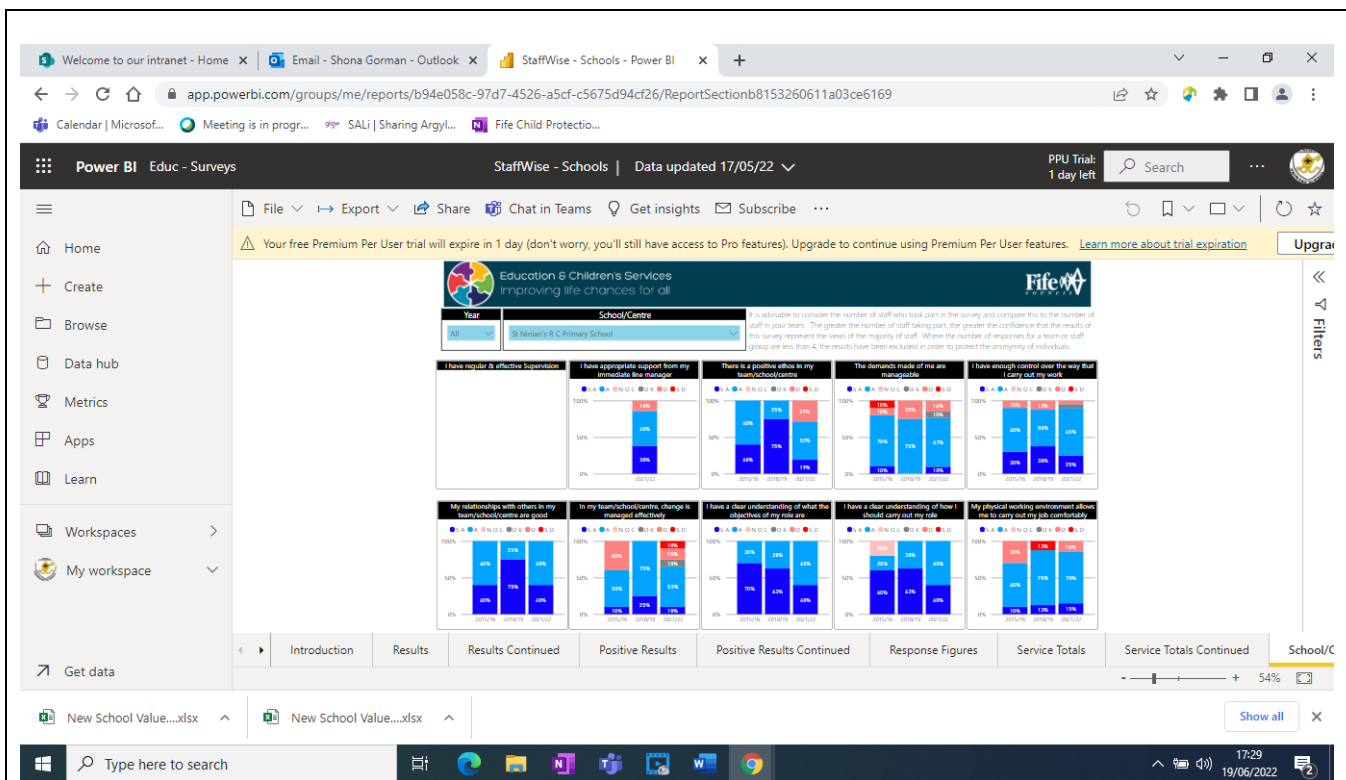
**Next Steps:**

*Identify a few next steps linked directly to progress and impact for this priority*
*If there are numerous next steps does this need to be a continued priority for following session?*

New Skills for Learning, Life and Work planner to be used by all teaching staff for next session 22-23 and referenced during 4 part model in lessons..

Learning pathways for Workshop for Literacy need to be streamlined as inconsistent across stages.

Learning environments to reflect Curriculum Rationale. Professional learning sessions lead by EYO nursery staff for teaching staff will be scheduled into collegiate calendar for August 2022 in-service day. Nursery will lead focus on high quality learning environments and core provision in each class.

Fife Council have a working party developing a Fife Council positive behaviour and relationships policy, we will wait the publication of this policy to use alongside the work we have developed so far.

Children's feedback shows that a few children believe that PSA staff in the playground do not deal with issues out in the playground. This will require further action through weekly PSA meetings and revision of Playground Pedagogy professional learning.

| Improvement for Recovery Priority Work |
| :---: |
| **Session 2021 – 2022** |

NIF Priority

**Improvement in attainment, particularly in** literacy and **numeracy**

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

Improvement in children's and young people's health and wellbeing.

Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

NIF Driver

**School and ELC Leadership**
**Teacher Professionalism**
Parent and Carer Involvement and Engagement
Curriculum and Assessment
**School Improvement**
**Performance Information**

HGIOS 4 Quality Indicators

2.2 Curriculum
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

HGIOELC Quality Indicators

2.2 Curriculum
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

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**Priority 2:** Improve the skills of all children to use **Conceptual Numeracy** strategies to raise attainment in mathematics with a particular focus on P3 cohort of children using new strategies such as jump strategy, Singapore bar method, think boards and number lines, along with daily mental maths input.

**Progress:**

Conceptual
Numeracy Sharing S

*1. Background*

* August 2020: H.T offered training opportunity

* Year 1 of Conceptual Numeracy Course: August 2020 to June 2021. Completed. 4 Training sessions online.

* Year 2 of Conceptual Numeracy Course: August 2021 to June 2022. (Sharing session on Thursday 12th May and 2,000 word written assignment due on 7th October 2022.

* Additional training sessions attended: 2 x Gareth Metcalfe (I see Maths: Mathematical Reasoning Year 3 and Year 6)

* On completion of Year 2, I will be accredited as a 'Leader of Learning in Fife.'

* I will be a point of contact for Fife and have access to professional learning materials.

**Achievements to date**
1. Pre-project Survey carried out across all classes-existing knowledge of Conceptual Numeracy.
2. Audit to see what resources were present in school and a shopping list created of required resources.
3. 3,000 multi-link cubes purchased.
4. Suite of Robert Wright texts purchased for school.
5. 7 staff training sessions led by myself, covering all the Sways featured in Year 1.

**3. Current Position**
* Term 4: Discussions taking place about implementing the Fife Pyramid Planners for August 2022.
* All teaching staff have been issued with copies suitable for age/stage, in preparation for August 2022.
* I am currently piloting the Pyramids as an assessment tool and as planning documents for next year.

**4. Plans for the future**

| | | | | |
|---|---|---|---|---|
| * WRITTEN ASSIGNMENT DUE: 7TH OCTOBER | * BECOME A LEADER OF LEARNING IN FIFE. | * ATTEND ADDITIONAL C.N TRAINING, TO DEVELOP MY KNOWLEDGE, SKILLS AND COMPETENCE WITHIN CONCEPTUAL NUMERACY. | * CASCADE MY KNOWLEDGE TO NEW MEMBERS OF STAFF, PROBATIONERS, STUDENTS ETC. | * CARRY OUT A POST PROJECT QUESTIONAIRE, TO FIND OUT HOW TEACHERS AND PUPILS FEEL ABOUT CONCEPTUAL NUMERACY STRATEGIES (JUNE 2022) AND ANY IDEAS THEY MIGHT HAVE AND TRAINING/RESOURCES REQUIRED. |

**Impact:**

*What impact has the progress/work undertaken had on improving the outcomes of your children and young people?*
*What evidence do you have? Quantitative or qualitative data to support this impact*
*Impact statements should be written evaluatively eg almost all, most, majority etc*

All children have been taught using Conceptual Numeracy approaches due to NCCT being timetabled for Conceptual Numeracy.

All teaching staff have been involved in Conceptual Numeracy professional learning through collegiate calendar.
All Early Years Officers have been involved in Conceptual Numeracy professional Learning through Development meetings.

As a result of staff professional development all children across the nursery and school are experiencing numeracy teaching using Conceptual Numeracy strategies with a consistent approach and this is reflected in our attainment data. P1,4 and 7 data has increased for numeracy over this session from 70% last session to 81% attaining this session, an 11% increase in attainment. At P3 there was also an increase in children's numeracy attainment with an increase from 67% – 69%. During classroom observations it was evident that all staff are using strategies from professional learning sessions and using new concrete materials purchased. A

minority of staff are trialling the use of Conceptual Numeracy pyramids and these were evident during observations.

In nursery class there was a targeted approach with 5 pre school children who were identified from observations who could not recognise numbers 0-10. As part of the approach the EYLO worked with these children and all 5 children made progress in being able to identify the numbers and use one to one correspondence. 1 child learned 0-9, 1 child learned 0-10, 2 children learned 0-3 and 1 child learned 0-2.

Using feedback from children's questionnaires overall, it shows a 50% positive change in how children feel about maths.

New maths resources have been purchased this session so each class has a maths trolley of resources such as multilink, Numicon and different concrete materials.

**Next Steps:**
Identify a few next steps linked directly to progress and impact for this priority
If there are numerous next steps does this need to be a continued priority for following session?

PSA staff to receive professional learning for Conceptual Numeracy.
Parental Cuppa Chat sessions to support parents in teaching their child at home and develop an understanding of their child's learning in numeracy.
Professional reading text already purchased for reading group - Robert Wright texts Early Numeracy, Developing Number Knowledge and Teaching Number in the Classroom
Further purchase of maths resources such as Teejay and /or Heinemann Active.
Further roll out to all staff on the use of the Conceptual Numeracy pyramids.
Morning mental maths starter in P1-7.
Outdoor numeracy resources for the nursery. Numbers on slabs, Numicon logs and number threading 0-10, wooden number spoons. Number of the week.

| Improvement for Recovery Priority Work Session 2021 - 2022 | |
|---|---|
| **NIF Priority**<br><br>**Improvement in attainment, particularly in literacy** and numeracy<br>**Closing the attainment gap between the most and least disadvantaged children and young people**.<br>Improvement in children's and young people's health and wellbeing.<br>Improvement in employability skills and sustained, positive school-leaver destinations for all young people<br><br>**NIF Driver**<br><br>**School Leadership**<br>**Teacher Professionalism**<br>Parental Engagement<br>**Curriculum and Assessment**<br>**School Improvement**<br>**Performance Information** | **HGIOS 4 Quality Indicators**<br><br>1.2 Leadership of learning<br>1.3 Leadership of change<br>2.3 Learning, teaching and assessment<br>3.2 Raising attainment and achievement<br><br><br>**HGIOELC Quality Indicators**<br><br>1.2 Leadership of learning<br>1.3 Leadership of change<br>2.3 Learning, teaching and assessment<br>3.2 Raising attainment and achievement |

**Progress:**
**Priority 3**

Model for Improvement posters identify in detail the progress and impact in each stage.
Primary 1

Poster LG.pptx

Primary 4

QI P4_5 Pareto
Chart.xlsx

Unfortunately our aims for Primary 4 require more time to complete the intervention and are ongoing.  This was due to unforeseen staffing shortages.

Primary 7

Poster  Final PEF
Raising Attainment.

Nursery have also been involved in a MfI intervention with one child in the nursery.  The Early Years Lead Officer has worked intensively over an 8 week block to  support  1 or 2 x 10 minute sessions each day. The child can now recognise numbers 0-8.

All teaching staff have had 2 professional learning sessions with Support for Learning Teacher leading on dyslexia and all teachers have completed a dyslexia classroom audit.

**Dyslexia PP Fiona
(1) (1).pptx**

All teaching staff have used holistic assessments as part of collegiate planning sessions for terms 3 and 4.
All children from P1 - 7 have been involved in creating the planned assessment through a holistic assessment.
All teaching staff have attended cluster Visible Learning professional learning during in-service training.

**SOLO_PPT_St_Andr
ew_Cluster (1).pptx**

**HolisticTemplate_Bl
ank.docx**

All teaching staff have used new assessments devised by school working group for literacy talking and listening, writing and numeracy along with CEM/BASE assessment to ensure declarations of attainment levels are robust and accurate.  Learning Partnership visits validated assessment levels of a sample of childs at P4 maths and P7 writing to ensure accurate declarations.
All teaching staff have had 3 external moderation sessions with another school within our cluster.  Each stage teacher was paired with the same stage to moderate writing and talking and listening levels of childs.  These took place over Teams.  There was 1 internal moderation session across Early, First and Second levels in trios with a member of SLT.

**Listening  targets
1st  level.docx**

All PSA staff have engaged in professional learning with the pedagogy team during in-service for The Role of the PSA in Supporting Literacy.

EYLO and EYO continued use of MfI with an identified group of more able children working on numbers 0-20.

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**Impact:**
*What impact has the progress/work undertaken had on improving the outcomes of your children and young people?*
*What evidence do you have?  Quantitative or qualitative data to support this impact*
*Impact statements should be written evaluatively eg almost all, most, majority etc*

80% of children in P4 and P7 will achieve first level or second level writing outcomes through using Model for Improvement and engage in a minimum of three writing sessions of 15 minutes each week.

62% of children in P4 have achieved First level writing by the end of P4 in May 2022.
84% of children in P7 have achieved Second level writing by the end of P7 in May 2022.
75% of children in P1, P4 and P7 have achieved appropriate levels in writing by May 2022.
4 children in nursery can identify numbers above 10, up to 20 with one to one correspondence.  One child can identify numbers above 20 and is able to add.

Children's feedback shows, almost all (99%) of children believe they are making good progress at school.

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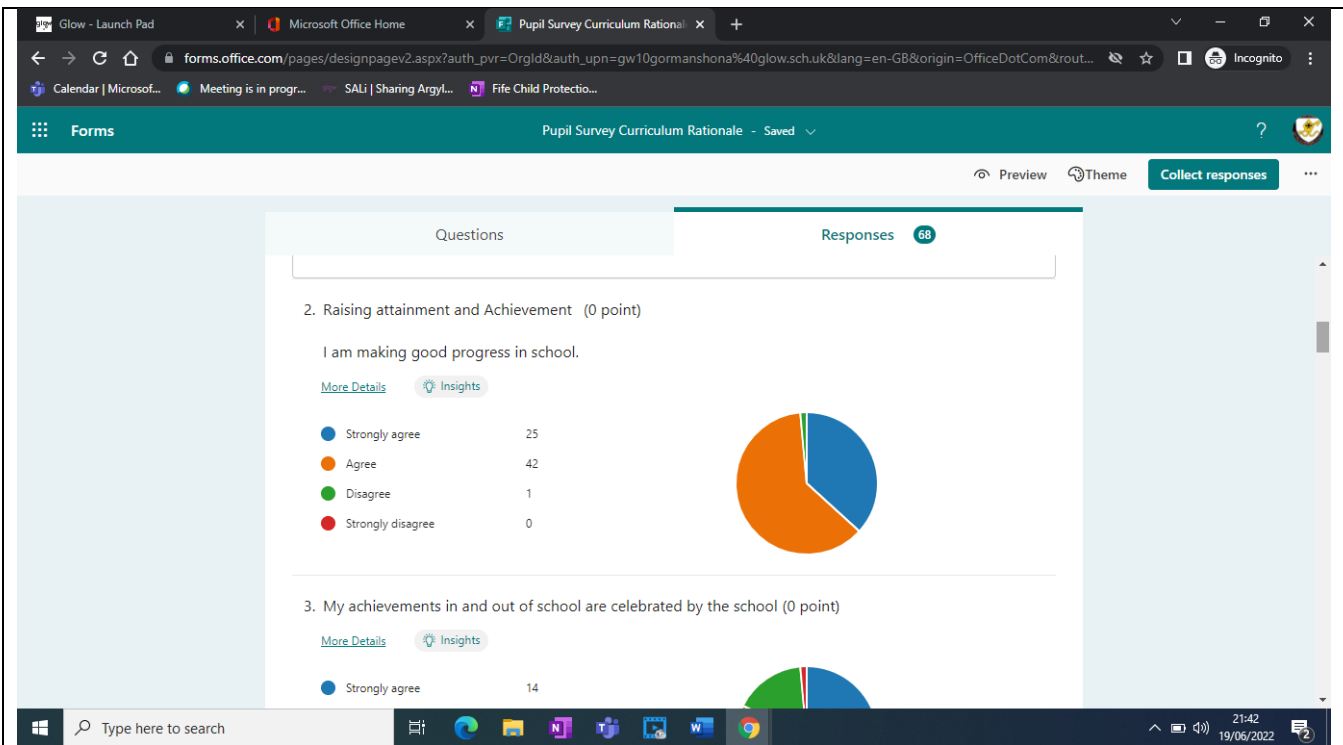
Almost all, (97%) of children believe they receive the help they need to do well in their learning.
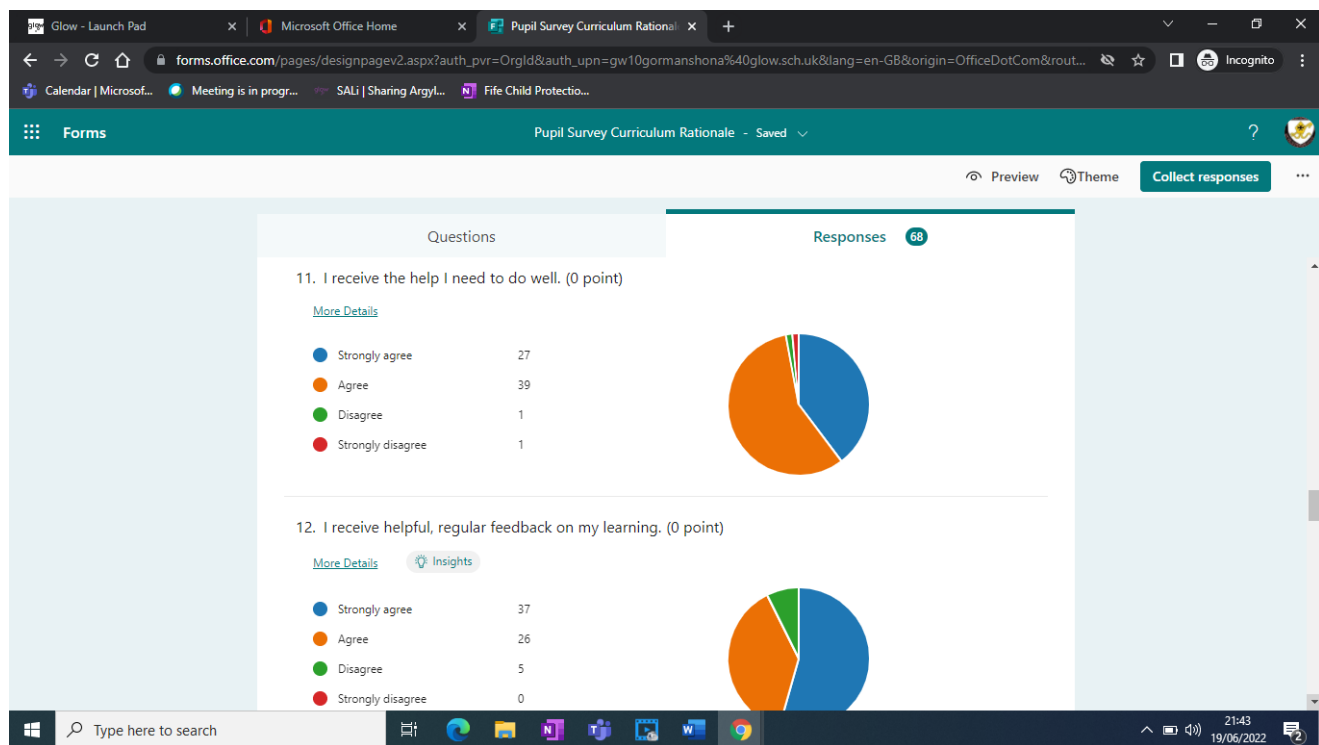


Almost all (97%) of children believe the school gives them advice on how to progress with their learning.

**Writing /Assessment**

As well as the training of two staff members on MFI, where the focus was on improving writing in the two key areas as indicated on the MfI poster above for P7, two members of staff (PT and P7 teacher) were involved in a working party to focus on assessment and moderation of writing practice throughout the 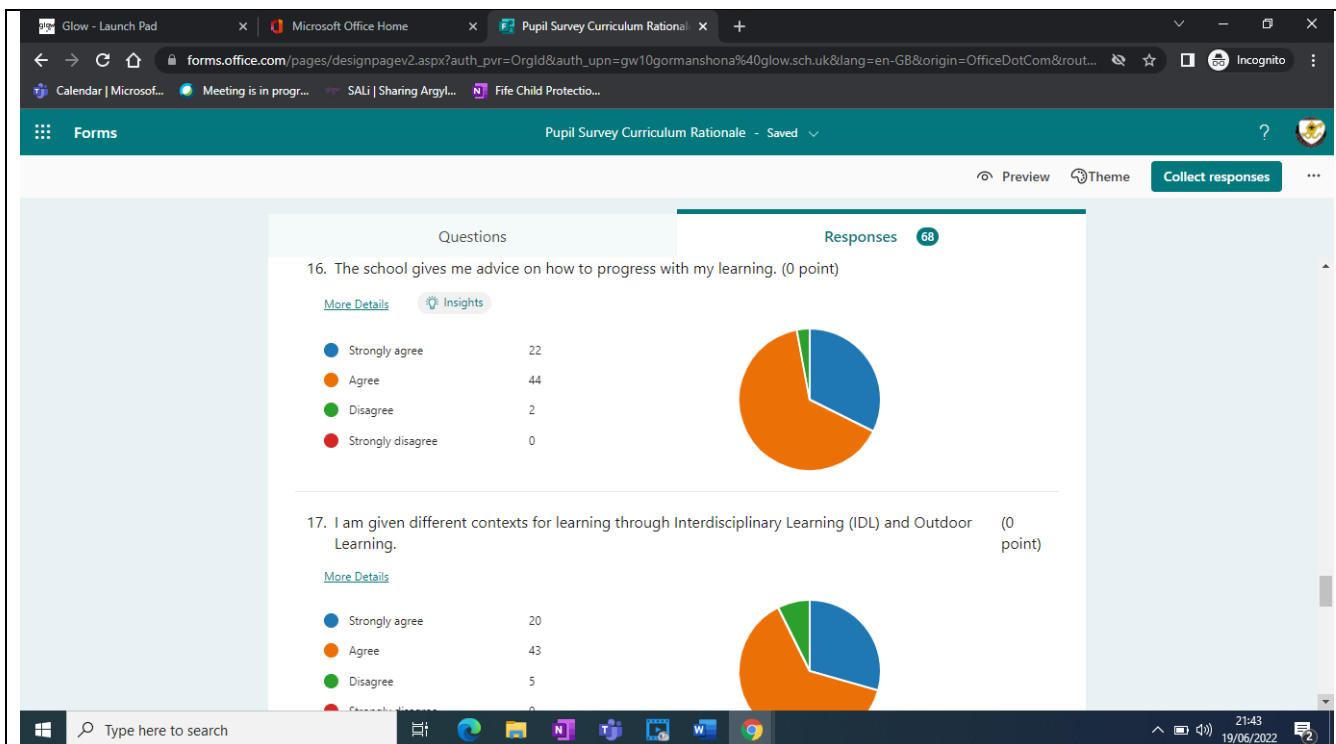school. Feedback from staff highlighted that there was inconsistency in practice throughout the school, and so a questionnaire was devised for pupils, staff and parents around the theme of writing to ascertain what steps need to be taken to improve consistency with writing and assessment.

**Questionnaire Results**

**Staff:**
A few (12%) of staff lacked confidence with teaching writing, a majority (50%) were somewhat confident, and a minority (38%) were extremely confident. There seemed to be a lack of consistency with regards to use of experiences and outcomes (only one staff member indicating strong confidence levels) to assess and moderate writing, and therefore it was felt that this needs to be a priority for moving forward.
As only a minority (38%) of staff use the Moderation Cycle to inform practice, this will be a Cluster priority next session.
Staff comments indicated they would benefit from: peer observation; more training and use of AifL strategies to improve assessment practice; clearer understanding and use of LI and SC, referred to throughout the lesson; consistency across all stages, with clear progression indicative of age and stage evidenced and evident across each stage. Learning walls and resources should also reflect this.
Results of staff survey, were also mirrored by observations made during the QI/ Learning Partnership visit to school and SLT class observations

**Parents**:
 A minority (33%) of parents responded to the questionnaire. They were asked to indicate how they felt their child was performing in writing; whether their child enjoyed writing; and if they themselves understood the criteria and levels as indicated in CfE guidance.
A majority of parents (66%) who completed questionnaire felt their child enjoyed writing.
A majority (69%)  felt their child was on track.
A majority (52%) of parents thought they received enough information on their child's progress and again 52% felt confident supporting their child with writing.
A minority of parents (31%)  felt they confidently understood the CfE levels of writing and a majority (69%) indicated that they would welcome more information and support to understand them.

**Childs**: Out of the children who responded a majority (50%) indicated that they enjoyed writing, with most saying they enjoyed creative/imaginative writing as a genre.  Some older children knew the level they were working on, and some indicated they did not like the timed aspect of daily writing. There was a strong opinion of children thinking they needed to improve spelling and punctuation. A majority (50%) of children asked indicated they would like more opportunities for free writing. Most children asked indicated they do not like factual writing.

**As a result of questionnaires**, working group has identified priorities for focus to improve writing next session, and begun to look at effective literacy planning, a possible standard for staff, resources and tracking. A list of priorities is given below in Next Steps. This will be a work in progress throughout the next session, in order to really embed with staff, pupils and involve parents and to ensure a future impact for children.
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**Next Steps:**
*Identify a few next steps linked directly to progress and impact for this priority*
*If there are numerous next steps does this need to be a continued priority for following session?*

Cuppa Chat parental sessions following up from parental questionnaire on writing assessments.  Parents want more information on how their child is assessed in school and what CfE levels mean.
QAMSO Assessment and Moderation Local Authority work.
Continuation of writing development working group to meet weekly.
Whole cluster assessment and moderation sessions included in Cluster plan.

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

| Stage | Reading | Writing | Listening and Talking | Numeracy |
|-------|---------|---------|-----------------------|----------|
| P1 | 85% | 85% | 85% | 85% |
| P4 | 79% | 62% | 92% | 79% |
| P7 | 95% | 84% | 95% | 84% |
| S3 | | | | |

**Evaluative statement of attainment over time.**

St Ninian's
Attainment Over Tim

St Ninian
Attainment Snapshc

**Outcomes for Young People** *(secondary only)*

**Evidence of significant wider achievements**

New Mini Praxis –
P1 -3.docx

New JuniorPraxis –
P4.5.doc

New Senior Praxis –
P6.7.doc

**Impact of Local/National resources to support recovery within your setting (additionality of staffing)** *(primary, special and secondary sector only)*

| Additionality in staffing (teaching/support) | 0.2 |
|---|---|

*What impact has these resources had on improving the outcomes of your children and young people?*
*What evidence do you have? Quantitative or qualitative data to support this impact*
*Impact statements should be written evaluatively eg almost all, most, majority etc*

For one day a week there has been additionality which as a school we decided the Principal Teacher remained in class alongside the additionality teacher to team teach in P3/4. PT and additionality teacher have provided targeted support for identified children.

**Additionality Teacher P3/4 – to improve attainment gap caused by COVID at this stage:**
As a result of COVID, the attainment gap was particularly high at this stage, with a majority (50%) of children across this stage performing behind phase, especially with regards to literacy and writing. Many difficulties were evident in evidence during written work, presentation and confidence levels. Through the use of the additionality of staff, there has been a significant improvement of reading and writing levels, with a majority (70%) of children fully on track, a gain of 20% this session. Certain children experiencing ASN have also made marked improvement, although this is not evident in attainment data. These pupils have however gone from having no ability to read even three letter words, or write simple sounds, to now being able to read most 3-4 letter words phonetically; writing more independently with minimal support, using some common words and sounding out phonetically; engaging more readily in written activities.

Additionality teacher allowed Principal teacher to work with targeted and intensive groups as a means of improving. Specific writing activities with each staff member having a targeted group has ensured improvements with grammar, length of work, and content using V-COP strategies. Having an additional member of staff to read and practice flash cards, sounds and word building skills has really progressed the learning.
In numeracy, the additional teacher has also been able to focus on mental maths and conceptual numeracy as a means of grounding the more basic concepts of maths, which has benefitted those less confident children. As a result 74 % of children without specific SfL needs are now on track for numeracy.

## Scottish Attainment Challenge Funding

## Progress:
*What work/action had been undertaken towards this targeted intervention*

**PEF money was used to fund a 0.6 teacher.**

Raising Attainment Teacher who has worked with targeted individuals and specific classes (P4 and P7 for writing*).*
Model for Improvement was used and progress and impact has been included in evaluating priority 3 in SQR.

Raising Attainment Teacher also supported our Probationer Teacher for weekly mentor meetings and supported the children in the probationer teacher's class one day a week.

6 children were identified through tracking meetings as being significantly off-track with reading (phonics). Individual assessments to establish gaps and then use of an alternative approach with Active Literacy strategies of common words, videos, magnetic letters taught over the weeks built up phonic knowledge. In consultation with Support for Learning teacher Rapid Phonics was purchased and used to supplement and support the phonic knowledge and reading. Baseline assessments showed most of the pupils knew all the single letter sounds but it was diagraphs such as ch, sh, th, qu etc that children did not know. This helped to improve sounding out for reading and all pupils are now reading, which they weren't prior to intervention. Each session (3 per week) worked on basic sentences using whiteboards. All 6 children can write some sentences and can read. 1 child has progressed from not knowing sounds, words or being able to write letters/words can now identify sounds, blend, recognise an increasing number of common words and is beginning to write independently using phonics. 1 child has all of the initial sounds, can recognise some common words and this intervention has brought to light further factors which indicate a further specific learning difficulty.

Two children in P4 identified from tracking meetings worked with Raising Attainment Teacher 3 x 20 mins per week sessions to work on blending and word attack skills. There was limited academic progress with blending and word attack skills. There was the identification of further specific learning issues and referrals to other partner agencies.

**PEF money was used to fund a 0.2 teacher during Term 4.**

The Support for Learning Teacher worked with an identified group of children from P4-7 teaching the use of strategies to help with anxiety. The group consisted of 14 children P3/4 x 5 children, P4/5 x 5 children and P5/6 x 4 children. All 14 children completed the programme of Normalising Anxiety using CAHMS resource. All 14 children have knowledge of coping strategies for anxiety and all made individual mindfulness books with coping

strategies for future use. 1 child responded to post assessment that the only thing to change would be the name of the group. 13 children commented that nothing needed changed. 1 children gave feedback that the group was amazing.

QI P4_5 Pareto
Chart.xlsx

**Impact:**
*What impact has the progress/work undertaken had on improving the outcomes of your children and young people, cohorts of childs or individuals*
*What evidence do you have?  Quantitative or qualitative data to support this impact*
*Impact statements should be written evaluatively eg almost all, most, majority etc*

Refer to SQR priority 3 and Model for Improvement data.

**Next Steps:**
*Identify a few next steps linked directly to progress and impact for this priority*
Embed MfI across school and identify targeted individuals in P4, P5 and P7 to continue to raise attainment in writing.
Additional PSA staff to support writing and basic mental maths with identified children.

**School/Setting Name   St Ninian's RCPS**

| 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** | satisfactory | good | good | |
| **2.3 Learning, teaching and assessment** | satisfactory | good | good | |
| **3.1 Ensuring wellbeing, equity and inclusion** | good | good | good | |
| **3.2 Raising attainment and achievement** | good | satisfactory | good | |

| 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** | satisfactory | good | good | |
| **2.3 Learning, teaching and assessment** | good | good | good | |
| **3.1 Ensuring wellbeing, equity and inclusion** | good | good | good | |
| **3.2 Securing children's progress** | good | good | good | |

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

**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 and young people.
Improvement in children's and young people's health and wellbeing.
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

**Focused Priority:** (*aim/outcome – who will change?, what will change? and how will it change?*)
Improve the skills of all children to use **Conceptual Numeracy** strategies to raise attainment in mathematics with a particular focus on P4, 5 and 7 cohort of children using new strategies such as jump strategy, Singapore bar method, think boards and number lines, along with daily mental maths input.

| HGIOS4 Quality Indicators | HGIOELC Quality Indicators |
|---|---|
| 2.2 Curriculum<br>2.3 Learning, teaching and assessment<br>3.2 Raising attainment and achievement | 2.2 Curriculum<br>2.3 Learning, teaching and assessment<br>3.2 Raising attainment and achievement |

| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success *(Triangulation of Evidence/QI Methodology)* | Timescales |
|---|---|---|---|---|
| *What are we trying to improve?*<br><br>*Is this focused on children and young people and making a difference to their outcomes?*<br><br>*Is it for all children or a group of children?*<br><br>All staff will have a shared understanding of expectations for learning and teaching in maths so all children experience a consistent approach to maths learning. | *Will these actions improve outcomes for all or some of the school's/setting's children and young people?*<br><br><br><br>Engage in a programme of CPD to upskill staff on use of effective pedagogy in the teaching and learning of numeracy<br>Staff training and CPD on new resources including TeeJay and HAM | *Is responsibility shared and devolved?*<br><br>*Does this allow for and demonstrate leadership at all levels?*<br><br><br><br>Early Years Team<br>All Staff | *How will evidence be gathered – data, views, direct observations?*<br><br>*Are you using QI methodology to evidence improvement?*<br><br><br><br>Baseline data example from pedagogy team and end data collection.<br><br>Forms to gather pupil and parental feedback. | *Are these linked to Working Time Agreement?*<br><br>*Are timescales realistic?*<br><br><br><br>September to December 21 linked to WTA collegiate curriculum development. |
| All staff confident to deliver Conceptual Numeracy across the school N- P7 through collegiate | PSA professional learning with Support for Learning Teacher. | Shona Gorman<br>Erika Anderson<br>Class Teachers | Staff meetings to gather staff feedback. | Professional reading text from September to May, monthly reading group. |

| | | | Peer and SLT observation visits. | |
|---|---|---|---|---|
| professional learning and provide a higher quality of teaching and learning experiences therefore impacting upon attainment data. | Collegiate development sessions. | | Peer and SLT observation visits. | |
| | Raising attainment strategy group identified from tracking meetings | | Jotter monitoring | |
| This will improve outcomes for all children across the school as there will be consistency in teaching and learning. Children will have a variety of different strategies to use to understand mathematical concepts and be able to explain strategies. | Provide opportunities for monthly professional reading group, reflecting on research and professional dialogue whilst engaging in the Robert Wright texts. | | SNSA/CEM assessment data<br><br>Moderation across staff team and link with Cluster stage partners for moderation. | |
| Children have a variety of different strategies to learn in maths. | Increase in mental maths being taught daily | | Peer feedback on Learning Environments. | |
| Increase in maths attainment at P7 from 53% to 63 % by December 2022. | WTA Calendar linked to professional reading group. | | | |
| Increase in maths attainment at P4 from 69% to 79% by December 2022. | Learning environments / learning walls. | | | |
| As a result of an increased focus on numeracy across learning children in all classes will have the opportunity to apply their learning in a variety of contexts. | Link with St Andrew's High for Second level maths transition into S1. (Discussed at LIF with 2 HT for assessment and moderation but needs further discussion and agreement at future Cluster meetings) | Rosalyn Devlin<br><br>Annemarie Campbell | | |
| Pupil involvement in school fayres/Healthy Tuck Shop/Business (Financial Ed) Enterprise | Increased focus on Numeracy across learning – Making links to workplace – DYW.<br><br>. | Shona Gorman<br>Erika Anderson<br>Fiona Walls<br>P1-7 Class Teachers | | |

**Ongoing Evaluation**

**National Improvement Framework Priority:**

**Improvement in attainment, particularly in literacy** and numeracy
Closing the attainment gap between the most and least disadvantaged children and young people.
Improvement in children's and young people's health and wellbeing.
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

**Focused Priority: (***aim/outcome – who will change?, what will change? and how will it change?)*
Improve the skills of all children through engagement of Workshop for Literacy strategies working with the pedagogy team to raise attainment in literacy with a particular focus on ELC P4,5 and 7 cohorts of children using Workshop for Literacy approaches for writing, spelling and grammar.

| HGIOS4 Quality Indicators | HGIOELC Quality Indicators |
|---|---|
| 1.2 Leadership of Learning<br>2.2 Curriculum<br>2.3 Learning, teaching and assessment<br>3.2 Raising attainment and achievement | 1.2 Leadership of Learning<br>2.2 Curriculum<br>2.3 Learning, teaching and assessment<br>3.2 Raising attainment and achievement |

| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success *(Triangulation of Evidence/QI Methodology)* | Timescales |
|---|---|---|---|---|
| What are we trying to improve?<br><br>Is this focused on children and young people and making a difference to their outcomes?<br><br>Is it for all childs or a group of childs?<br><br>Writing attainment will increase from 53% to 63% in P7<br>from 62% to 72% in P4<br>from 62% to 72% in P5<br><br>. | Will these actions improve outcomes for all or some of the school's/setting's children and young people?<br><br><br>All children will be involved in this Quality Improvement project but data gathering will be for 7 childs at P7 and 6 childs at P4 and 1 child at P5 who are currently projected not to attain appropriate level of First or Second by May 23. | Is responsibility shared and devolved?<br><br>Does this allow for and demonstrate leadership at all levels?<br><br><br>QI Professional Learning session 20/21<br>Shona Gorman<br>Annemarie Campbell<br>Nicole Steele<br><br>QI Professional learning session 21/22 | How will evidence be gathered – data, views, direct observations?<br><br>Are you using QI methodology to evidence improvement?<br><br><br>Model for Improvement Questionnaire/Forms for childs, staff and parents.<br>Pupil Focus groups<br>LP and peer/class observation visits<br>Cuppa Chat feedback<br>School data | Are these linked to Working Time Agreement?<br><br>Are timescales realistic?<br><br><br>August 2022 – June 2023<br><br><br>February – June 2023<br>Final MfI staff training |

| | | | | |
|---|---|---|---|---|
| 15 minutes of daily writing and feedback will have an impact on the quality of writing children produce.  Uplevelling and raising writing attainment across the whole school.<br><br>Focused staff look at grammar across all classes. Staff will use a consistent approach across the school so children across the school will receive a consistent approach to the delivery of grammar and spelling lessons. | Teaching staff from P1- P7 will embed skills in using Model for Improvement and will implement in lessons from P1 – P7 to increase staff confidence in using data to measure attainment.   2 teachers still to be trained in this approach.<br><br>Children will a spelling age gap of more than 1 chronological year will work in targeted spelling groups to work on strategies.<br><br>All children will participate in a minimum of 3 x 15 mins writing lessons a week with specific feedback given.<br><br>Focussed staff look at spelling, particularly common words.<br><br><br><br>Fortnightly Nursery Development meetings using good practice from LIF from locality nurseries work on writing. | Ros Devlin<br>Mary Hamilton<br>Laura Graham<br><br>QI Professional Learning session 22/23<br><br>Steph Elder<br>Fiona Walls<br><br>Nursery Teacher<br>EYLO<br>EYOs<br><br><br>Erika Anderson PT<br>And<br>Ros Devlin weekly working group leading on literacy development work. | Planning and tracking meetings | Weekly Development meetings. |

## Ongoing Evaluation

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

**National Improvement Framework Priority:**

**Improvement in attainment, particularly in literacy and numeracy**
Closing the attainment gap between the most and least disadvantaged children and young people.
Improvement in children's and young people's health and wellbeing.
**Improvement in employability skills and sustained, positive school-leaver destinations for all young people**.

**Focused Priority:** **(***aim/outcome – who will change?, what will change? and how will it change?)*
Re-engage families in learning to increase the positive impact of working with families to improve learning and achievement. Re-establish community partnerships to support families to secure better outcomes to improve literacy and numeracy.

| HGIOS4 Quality Indicators | HGIOELC Quality Indicators |
|---|---|
| 1.2 Leadership of Learning<br>2.5 Family Learning<br>2.2 Curriculum<br>2.7 Partnerships<br>3.1 Ensuring wellbeing, equality and inclusion | 1.2 Leadership of Learning<br>2.5 Family Learning<br>2.2 Curriculum<br>2.7 Partnerships<br>3.1 Ensuring wellbeing, equality and inclusion |

| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success *(Triangulation of Evidence/QI Methodology)* | Timescales |
|---|---|---|---|---|
| What are we trying to improve?<br><br>Is this focused on children and young people and making a difference to their outcomes?<br><br>Is it for all children or a group of children? | Will these actions improve outcomes for all or some of the school's/setting's children and young people? | Is responsibility shared and devolved?<br><br>Does this allow for and demonstrate leadership at all levels? | How will evidence be gathered – data, views, direct observations?<br><br>Are you using QI methodology to evidence improvement? | Are these linked to Working Time Agreement?<br><br>Are timescales realistic? |
| Provide knowledge and understanding to parents on use of effective pedagogy in the teaching and learning of numeracy, literacy and assessment so parents can support their child at home and | All children will have the opportunities for their parents to attend school on many occasions. Digital Swasy made with info for working parents. | Shared responsibility<br>Shona Gorman<br>Erika Anderson<br>Fiona Walls<br>Annemarie Campbell - STEM<br>EYOs Nursery | Observations<br>Forms/Questionnaires<br>Dialogue<br>Attendance recorded at events<br><br>Uptake in number of parents reading to their children at the early years. Increase in | Cuppa Chat session 1 per term.<br>Nursery annual parent calendar<br>Class Assembly 1 per year<br>Sharing the Learning 1 per term<br>Class Mass 1 per year<br>Parent Council 1 per term<br>Digital Newsletter 1 per term |

| | | | | |
|---|---|---|---|---|
| re-establishing relationships with parents. After school clubs will also be provided free to take into account the cost of the school day.

All parents who attend or read information will have a shared understanding of the pedagogy of numeracy, literacy and assessment used in school so children will be further supported in their learning at home.

Children will be better supported at home using consistent ways of teaching/family learning. Children will be supported in their learning by parents giving children more opportunities for learning. ELC family engagement will ensure children have more literacy opportunities and will be immersed in language at nursery/school and home. | Engage in a programme of Family Engagement sessions such as Cuppa Chats, Parent Council, Soft start/finish, nursery stay and play, PEEP, Bookbug, Breakfast Club, Class Assembly for sharing the learning, class mass, guest speakers such as STEM Ambassadors, and continue with digital Sways to re-engage parents after Covid 19 restrictions of no parents allowed in school.

In addition to some after school clubs that have already re-established in term 4 2021/22 there will be additional after school clubs for netball, football, Code Club and Bikeability. | All class teachers
All PSA staff | number of parents sharing a story with their child. | |

## Ongoing Evaluation

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

**Appendix C**  **Session 2022 -2023  Improvement Plan – PEF Plan**

PEF Costings PS -
22 to 23 v2 - St Ninian

Fife PEF Planned
and Actual Spend Te

| **Attainment Fund Rationale**    Support pupils with ASD to enhance high quality teaching and learning opportunities for all pupils. | **Amount of Fund**       **2 x 27.5 hour PSA posts** |
|---|---|

Over the past 2 years, the number of pupils in the Early Years with ASD who are non verbal or have identified Speech and Language difficulties has increased.  We have identified a group of 10 pupils across the school who if achieving in talking and listening by August 2023 will raise our attainment from 82% in P2/3 to 85%, 78% in P3/4 to 83%.

| **Expected Impact** | **Interventions Planned** | **Measure of Success** *(Triangulation of Evidence/QI Methodology)* | **Impact on childs Ongoing evaluation Dec/June** |
|---|---|---|---|
| <br><br>**<u>Intervention 1</u>**<br>By June 2023, 10 identified children from Nursery – P4 will have achieved progress in Talking and Listening<br><br>Nursery x 1 child<br>P1 x 1 child<br>P2 x 3 child<br>P3 x 4 child<br>P4 x 1 child<br><br>2 children will communicate with PEC.<br><br>6 out of 10 children will increase attainment in talking and listening so 60% of this group are on track.<br><br>4 out of 10 children will have made progress in their communication | <br><br>1. Pupil Support Assistant to work with the identified children to provide Speech and Language Therapy in consultation with the Speech and Language Therapy service.<br>2. Pupil Support Assistant to liaise with families of identified children to provide support and strategies for families to use at home.<br>3. Pupil Support Assistants to work with two children who require support for all learning and are also a flight risk.<br>4. Weekly PSA meetings to monitor SALT progress across the identified children.<br>5. Reintroduce Cuppa Chat sessions to reengage parents in the school community, one session will focus on SALT to provide parents information from school staff and speakers from SALT.<br>6. Introduction of a sensory area within the school. | <br><br>1. Pupil Support Assistant will identify and collate potential barriers.<br>2. Baseline assessments conducted. MfI planned and implemented and post assessments conducted.<br>3. Parents, pupils and staff views  sought.<br>4. Observations<br><br>Talking and Listening % for identified children will be monitored throughout the year through Tracking Meetings. | |

| using alternative means to communicate rather than verbal communication. | | | |
|---|---|---|---|
| | | | |

| Attainment Fund Rationale | Raise attainment in Writing P7, P4 and P5 | Amount of Fund 2 x 27.5 hours PSA |
|---|---|---|

What is the rationale behind your identified actions?
What are your gaps?
Writing attainment for pupils in P7 has decreased from an average of 88% in January 2020 (pre covid) to 53% in May 2022.
Writing attainment for pupils in P4 has decreased from an average of 81% in January 2020 (pre covid) to 62% in May 2022.
Writing attainment for pupils in P5 has decreased from an average of 84% in January 2020 (pre covid) to 62% in May 2022.

| Expected Impact | Interventions Planned | Measure of Success *(Triangulation of Evidence/QI Methodology)* | Impact on childs Ongoing evaluation Dec/June |
|---|---|---|---|
| Intervention What are we trying to improve? Your aims should be specific and targeted i.e. increase x to y by Z. **Intervention 2** To raise attainment in P7 writing from 53% to 63% by June 2023. To raise attainment in P4 writing from 62% to 72% by June 2023 To raise attainment in P5 writing from 62% to 70% by June 2023. | Max 200 words. How does this intervention tie in with your rationale? 1. Baseline writing assessments to be completed with identified children. 2. Phonics/spelling and grammar assessments will be used to identify gaps and next steps. 3. Introduce whole school consistent approach to teaching grammar through Workshop for Literacy. 4. Identified childs will focus on core skills, which will be explicitly taught for a minimum of 4 weeks. 5. Increased time will be allocated for writing on a daily basis with 15 minutes writing every day. Each pupil will complete meaningful writing activities on a daily basis and an extended writing piece each week. These will include clear success criteria. 6. PSA will support individuals as identified. 7. Regular attainment meetings will identify the progress for the identified children (at least every 6 weeks). | How will evidence be gathered – data, views, direct observations? 1. Pupil Support Assistant will identify and collate potential barriers to writing. 2. Parents and pupils views on writing barriers sought. 3. Attainment discussions/ records will identify trends and improvements. Regular tracking meetings with SLT, Teachers and PSA as required. | What has been the impact? |

| Attainment Fund Rationale | Raise attainment in numeracy | Amount of Fund | 2x 27.5 hour | PSAs |
|---|---|---|---|---|

We have identified 6 childs across P4/5 who are currently 12 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 children Ongoing evaluation Dec/June |
|---|---|---|---|
| <br><br>**Intervention 3**<br>By June 2022, 6 children who are currently 12 months behind their chronological age will be within their expected age-range for Numeracy and Mathematics. | <br><br>1. Completion of BASE/CEM assessments & analysis of assessment data and results.<br>2. All pupils to work with PSA for daily mental maths strategies.<br>3. PSA will support individuals as identified.<br>4. Regular attainment meetings will identify the progress for the identified children.<br>5. Cuppa Chat sessions for Parents will be reintroduced with one session on Conceptual Numeracy and mental maths to help parents to support their child at home. | <br><br>1. CEM/BASE assessments<br>2. Ongoing assessment<br>3. Pupil, parent and staff views.<br>4. Observations from LP and peer/SLT<br>5. Cuppa Chat discussions | |

**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**<br><br>Progress noted<br>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<br>• Quantitative or qualitative data to support this impact<br>• Written evaluatively | |
| Limited number of next steps identified | |
| Attainment Overview/Evaluative Statement | |
| Attainment overview/Achievement of a Level/Outcomes for Young People<br>• Successes and gaps identified<br>• 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)<br>Progress:<br>Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc | |
| Impact<br>• Quantitative or qualitative data to support this impact<br>• 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

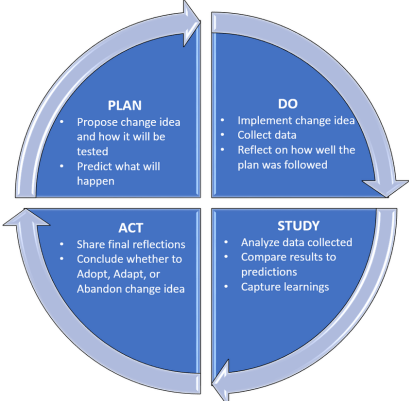| | Comments |
|---|---|
| Are priorities identified supporting recovery?<br>• Do they cover school, ELC and ASC? | |
| Are relevant QI's identified for priority identified? | |
| Expected impact<br>• Is this focused on children and young people<br>• Is this written evaluatively<br>• Is this linked to data | |
| Strategic Action/tasks identified:<br>• High level<br>• Realistic | |
| Responsibilities<br>• Identified<br>• At all levels | |
| Measure of Success (including Triangulation of evidence/QI Metholodgy)<br>• Is there evidence that evidence will be gathered from different stakeholders and through different ways | |
| Timescales<br>• Realistic | |
| PEF Plan | |
| PEF Financial Plan | |

**Appendix F**

**Measure of Success – QI Methodology**

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

A few suggested approaches to consider are :

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