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**Quality Improvement Plan**

**2022-2023**

**Primary School Data Profiles**

\*Pre-prepared primary school data profiles are available on the analysis suite at:

[School Profile Documents](https://pkc.sharepoint.com/:f:/r/sites/EDMS_ECSAnalysisSuite/Shared%20Documents/Analysis%20Suite/Education/Primary/School%20Profile%20Documents?csf=1&web=1&e=P95uR7). These were generated in March 2022.

To create an updated profile, use this [tool](https://pkc.sharepoint.com/:x:/r/sites/EDMS_ECSAnalysisSuite/Shared%20Documents/Analysis%20Suite/Education/Primary/2021%20Analysis%20Suite%20School%20Profile.xlsm?d=w96884a2af4e143faa6f606e8d3523571&csf=1&web=1&e=9PIwhd). Select your school and wait for it to pull the information into one place (can take a few seconds). The profiler tool will collect summary data from each of the relevant profile areas for your school, however you may wish to open individual profilers to access more specific data that targets your needs.

**You can then create a word document or print directly to include in your Quality Improvement documentation.**

Updates to the analysis suite will be picked up any time you create a new profile. Please email: [ECSInformation@pkc.gov.uk](mailto:ECSInformation@pkc.gov.uk) if you have any further questions or issues.

There are bitesize videos on the school profiles and other tools [here](https://pkc.sharepoint.com/:w:/r/sites/EDMS_ECSAnalysisSuite/Shared%20Documents/Analysis%20Suite/Education/Bitesize%20Video%20Resources/Primary%20Videos.docx?d=w551f309172274437884d4cd7dac59465&csf=1&web=1&e=DhtcPt)

Further training opportunities in how to effectively use the [analysis suite](https://pkc.sharepoint.com/:f:/r/sites/EDMS_ECSAnalysisSuite/Shared%20Documents/Analysis%20Suite?csf=1&web=1&e=LqNffO) and School Data profiles will be made available in due course.

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| **Knowing our Gaps – Data and Analysis** | |
| **Key Local Data** | ***Attainment and Achievement****:*   * *100% of pupils in Fairview School have an identified ASN. According to the data collated from IEPs last year over 91% of outcomes were achieved in BGE. Senior Phase continue to experience a wide and varied curricular offer achieving a range of SQA/ASDAN qualifications along with wider achievement opportunities.* * *In the primary (not including p1-3) 6% of pupils are entitled to FSM, in the secondary 21% are entitled. In the secondary 29% of pupils are recorded as living in ACORN 4/5 areas, in primary this is 32%. In primary 3 pupils are identified as having EAL. In Secondary 3 young people are LAC.* * *The gaps in learning are individual for each pupil and the school is skilled at working with parents and a wide range of partner agencies to identify these gaps and put plans in place to support all young people to be as independent as possible and focus on skills for life, work and learning.* * *There are no virtual comparator schools for specials schools.* * *Young people have worked on DofE, Hi 5 and Industrial Cadet Awards. The school will achieve it’s ECO schools status again this year and achieved Silver RRS Awards.* * *Attendance this year has dropped from 92% last year to 87% this is due in large to COVID and a number of pupils not being able to test so having to isolate. Also there have been a number of pupils with very complicated health profiles which has had an impact on the overall figure. As a school we are very aware of all pupils and their needs.* * *There have been 0 exclusions.* * *Working towards Emotions Works Bronze Award and also working with Clown Doctors under the counselling in schools funding. Data proves that this is having an impact on emotional wellbeing, engagement in learning and supporting self-regulation. Curriculum focus on Learning to Be supports H&W – in SIF. Fairview worked with data team to adapt the HWB survey sent out to schools – awaiting the data. Over half of the pupils took part in this survey with parental agreement.* * *Participation Rates remain high. All young people access at least the minimum 2 hours of sport. Children and young people work on individual targets which are relevant and motivating for them to allow them to success.* * *Parental Engagement remains high and parents are asked for their views to support school improvement planning. This year we have been nominated for an Education Scotland award for Parental and Family Engagement. Both a Senior Social Care Officer and CLW have this area on their remit and it feature in the SIF.* * *Supported extensively by a SSCO all leavers have a positive post school destination. All young people have remained in school until their final year.* |
| **Analysis of What This Reveals in Terms of the Attainment Gap** | *All pupils in Fairview School have an identified ASN. As a school we must work closely with all families and a wide range of partners to meet individual needs and identify gaps, including poverty.* |
| **Identification of Target Populations and Actions** | *As a school we aim to reduce the cost of the school day as much as possible to reduce the impact of poverty on the opportunities we provide.*  *We aim to work closely with and support family engagement as we recognise that families that are supported and are involved closely in the education of their child will have a positive impact on skills development for all young people. We will target families that are less engaged.*  *We will continue to support the regulation of pupils as we recognise that pupils need to be ready to learn before learning can begin.*  *We will continue to support children and young people who are unable to attend school due to health reasons which result in low attendance levels.* |
| **Areas for Collaborative Action** | *Fairview School will continue to collaborate with the LMG and the Secondary HT networks as appropriate and relevant. We will continue to seek support and collaboration from Inclusion services and the ISP network.*  *We will continue to involve key stakeholders in developing educational and improvement priorities.*  *Families and partners will be invited to play an integral part in the development of the curriculum for all young people at Fairview.* |

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| **3 Year Overview\*** | | |
| **Performance Information** | **Key Priorities** | **School Leadership** |
| **2020-2023** | **2020-2023** | **2020-2023** |
| There is no single measure that will provide a full picture of performance. We want to use a balanced range of measures to evaluate Scottish education and take action to improve.  *As a school we will continue to track individual progress and wider achievement using literacy, numeracy and self regulation trackers in addition to qualification and IEP trackers. Where appropriate we will use SNSA information. We will continue to interrogate our data in regards to attendance, poverty and incidents of challenging and distressed behaviour.* | Outline the school’s key priorities, linking in with self-evaluation evidence.  **1:** The Fairview Curriculum will be relevant, inclusive and meet the needs of all learners. All learners will be supported to be the best they can be through following individualised and relevant curricular outcomes which focus on skills for life, learning and work along with a focus on self-regulation to allow learning to take place when pupils are calm and ready to learn.  2: Parents are supported to be actively and meaningfully involved in their child’s learning and life at school.  Staff work with parents to reduce potential barriers to engagement.  3: Staff will feel supported to develop their skills to support a relevant curriculum and focus on their wellbeing so are able to support pupils and each other. | Highly effective leadership is key to ensuring the highest possible standards and expectations are shared across a school to achieve excellence and equity for all.  *All staff are encouraged to use their skills, develop new skills and take on leadership roles. There is a career structure in place for PSAs and teachers including new PT roles, TAS5 PSAs and DYW Coordinator. There are opportunities to take on lead roles throughout the year. Pupils are involved in the pupil council and all pupils are encouraged to have a voice and choice throughout their day. Families are encouraged to be involved in the planning of outcomes for both young people and the school. The SMT in the school have a clear overview of the whole school and link in with classes to support.* |
| **School Improvement** |  | **Teacher Professionalism** |
| **2020-2023** | **2020-2023** |
| Evaluating learning, teaching and assessment and the quality of what goes on in classrooms will tell us how good the experience is for children.  *The quality assurance calender will have ample opportunities to evaluate learning, teaching and assessment. There will be evaluations by SMT and peer observations. In addition teachers will be encouraged and supported to take part in continuous self-evaluation and reflection. Teachers will be encouraged to visit other establishments and look outwards. Moderation events will be planned throughout the year to ensure consistency of quality. In addition, observations from educational consultants, the LA and other partners will enhance the practice of teaching staff. SMT engage in professional dialogue with class leads on a regular basis to discuss planning and tracking.* | The quality of teaching is a key factor in improving children’s learning and the outcomes they achieve.  *All staff are offered a range of learning opportunities throughout the year as part of Inset day programmes, ISPs networks and other opportunities throughout the year. Each member of staff has an annual PRD where this is discussed. Staff are actively encouraged to take roles which impact on whole school development. Mandatory training is arranged to suit all staff and planned carefully. Teachers are given time in the WTA to engage with professional update. Relevant training activities are built into the collegiate calender which is planned well in advance.* |
| **Assessment of Children’s progress** | **LMG Priority** | **Parental Engagement** |
| **2020-2023** | **2020-2023** | **2020-2023** |
| We need to know the size of the attainment gap at different ages and stages, across Perth and Kinross and in individual schools and LMGs, in order to take the right action to close it.  *The gaps in learning are individual for each pupil and the school is skilled at working with parents and a wide range of partner agencies to identify these gaps and put plans in place to support all young people to be as independent as possible and focus on skills for life, work and learning:*   * *Continue to develop understanding of tracking, monitoring progress based on pathways (linked into Equals descriptors) Consider what skills young people need for positive post school destination.* * *Programme of regular discussions with teachers to analyse tracking information* * *Moderate the use milestones/benchmarks to inform teacher judgement* * *Use of SNSA/ACEL data if appropriate* * *Partnership working* | Linked to key LMG Quality Improvement activities.  *Fairview School will link in with LMG Quality improvement activities when relevant.* | International evidence confirms that parental involvement and engagement in children’s learning supports improved attainment and achievement.  *As stated in our family engagement policy (Mar 2022):*  *Parents are supported to be actively and meaningfully involved in their child’s learning and life at school.  Staff work with parents to reduce potential barriers to engagement.*  *By offering a wide variety of groups to parents and children including yoga, reflexology, workshops etc. parents who felt isolated previously now have both professional and peer supports in place.*  *Family Learning workshops which offer activities for family members to learn together through intergenerational learning can increase confidence and foster positive attitudes to learning that might lead both adults and children to engage in further educational opportunities* |

\*Schools will be familiar with this template of the 3-year plan linked to the 6 key drivers of improvement within the NIF.

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| **Quality Improvement Plan** - **Priorities and Outcomes**  What are the outcomes that you plan to achieve for your children, young people and families for this session? | | | |
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| **Improvement Outcome 1:** The Fairview Curriculum will be relevant, inclusive and meet the needs of all learners. All learners will be supported to be the best they can be through following individualised and relevant curricular outcomes which focus on skills for life, learning and work along with a focus on self-regulation to allow learning to take place when pupils are calm and ready to learn. | | | |
| **NIF Priority:**  Improvement in children and young people’s health and wellbeing  Improvement in employability skills and sustained, positive school-leaver destinations for all young people | **NIF Driver(s):**  Teacher professionalism  Assessment of children’s progress | **HGIOS4/HGIOELC QI(s):**  1.2, 2.2, 3.1, 3.3 | |
| **School Lead:** SMT, PTs, Teaching staff, DYW Coordinator | **Completion Date:** 2026 | **Review Date:** Reviewed regularly throughout year and on annual basis | |
| **What impact will you measure?**  *What’s going to be different or better?* | **How will you measure it?**  *What and by when?* | | **Progress at Review Date** |
| **Universal Support** | | | |
| 1a)The experiences/outcomes in school are relevant to meet pupil needs based on assessment, professional judgement and partnership working. | Examination of planners/trackers, parental feedback, observations, moderation, examination of accreditation and wider achievement data. Data of partnerships. | |  |
| 1b)All Senior Phase pupils and secondary pupils will follow a more skills based learning programme with relevant real life experiences. | DYW Coordinator data and feedback.  Examination of timetables and attainment data  Tracking data, planners, observations, feedback from staff, parents, partners. Moderation events. | |  |
| 1c)Primary and nursery pupils will follow (where appropriate) a play based curriculum which allows for the development of core skills – communication and literacy and numeracy through relevant, real life activities. | Timetables, My Learning, Observations  Collegiate time to explore the new curriculum and share practice | |  |
| 1d)Pupils will be supported to experience a range of self-regulation opportunities to build up a profile of how they need to be ready to learn. | Timetables, information for All About Me topics, Emotion Works planners, behaviour plans and protocols. V&A DASH data. | |  |
| 1e)Timetables and classrooms will be developed to incorpoate relevant activities/spaces which meet needs of individuals and will have opportunities for movement, regulation, skills development (including digital) and real life experiences with real objects. This may include more cross class working/cross school working to meet needs. | CIRCLE data, particpation scales, Timetables, Observations. Number of links across other schools.  Digital School Award | |  |
| 1f) Pupils will have their voice heard and opportunities for real choice built into their day. | RRS GOLD AWARD evidence  Timetables  Observations  Pupil council minutes. | |  |
| **Targeted Support** | | | |
| 1g) Children and young people who are struggling to regulate will be supported to develop strategies to self-regulate using regulation zones, outdoor spaces and accessing the Clown Doctors | Positive behaviour plans, V&A data, feedback from families, partners and staff teams  Data from Clown Doctors referrals, feedback and reports. Emotion Works award | |  |
| 1h) Children and young people with complex health needs will be supported to continue to achieve a wide range of opportunities and keep the relationship with school to ease transitions back into school. | Health colleague feedback. CLW feedback and records. Feedback from families. Attendance data. | |  |
| 1i) Cost will not be a barrier to children and young people accessing a wide range of opportunities. | Finance meeting minutes  Data around costs of school day  Feedback from families  Fundraising information  Data of experiences offered. | |  |

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| **Quality Improvement Plan** - **Priorities and Outcomes**  What are the outcomes that you plan to achieve for your children, young people and families for this session? | | | |
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| **Improvement Outcome 2:** **Parents are supported to be actively and meaningfully involved in their child’s learning and life at school.  Staff work with parents to reduce potential barriers to engagement.** | | | |
| **NIF Priority:**  Improvement in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people | **NIF Driver(s):** Parental Engagement | **HGIOS4/HGIOELC QI(s):**  2.5, 2.7 | |
| **School Lead:** SMT, SSCOs, CLW | **Completion Date:** 2023 | **Review Date:** termly and on annual basis | |
| **What impact will you measure?**  *What’s going to be different or better?* | **How will you measure it?**  *What and by when?* | | **Progress at Review Date** |
| **Universal Support** | | | |
| 2a) By offering a wide variety of groups to parents and children including yoga, reflexology, workshops etc. parents who felt isolated previously now have both professional and peer supports in place. | Parental feedback  Evidence collated by SSCOs and CLW  Evidence and data from attendance at events  Fundraising data  Cost of school day data | |  |
| 2b) Family Learning workshops which offer activities for family members to learn together through intergenerational learning can increase confidence and foster positive attitudes to learning that might lead both adults and children to engage in further educational opportunities  2c) Review and expand communication and outreach strategies such as workshops, presentations, signposting and resources, to share information and strategies to support learning at home and parent engagement in school. | SeeSaw analysis  Parent Council information  Feedback | |  |
| 2d) Parents will feel more confident that they know what their children are learning at school and how they can support them. | Parental feedback  SeeSaw evidence  CYPP paperwork | |  |
| **Targeted Support** | | | |
| 2e) Some parents will require more specific input to support them or their child/young person and this will be dealt with on an individual basis in partnership with appropriate agencies e.g social work, health, allied health professionals etc. | Discussions with families  CYPP paperwork  CP paperwork | |  |

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| **Quality Improvement Plan** - **Priorities and Outcomes**  What are the outcomes that you plan to achieve for your children, young people and families for this session? | | | |
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| **Improvement Outcome 3: Staff will feel supported to develop their skills to support a relevant curriculum and focus on their wellbeing so are able to support pupils and each other.** | | | |
| **NIF Priority:**  Improvement in attainment, particularly in literacy and numeracy.  Improvement in children and young people’s health and wellbeing | **NIF Driver(s):** School Improvement Teacher professionalism | **HGIOS4/HGIOELC QI(s):** 1.3, 1.4 | |
| **School Lead:** SSCO, SMT, H&W group | **Completion Date:** Jun 2023 | **Review Date:** Termly and annually | |
| **What impact will you measure?**  *What’s going to be different or better?* | **How will you measure it?**  What and by when? | | **Progress at Review Date** |
| **Universal Support** | | | |
| 3a) Staff will feel they have the training and skills to support pupils in relation to their learning but also supporting their health and wellbeing, thus increasing confidence. | Inset plans and feedback  Other opportunities evidence and feedback  Attendance records  Training/LIGO information  PRD information | |  |
| 3b) Staff will feel they have the opportunties to lead iniatives which are relevant and motivating for them and impact on pupil attainment and development of skills. | Staff feedback  Evidence of staff training/roles  PRD feedback | |  |
| 3c) Staff will feel that there are opportunities to take part in activities which have a positive impact on their health and wellbeing. | List of activities offered  Minutes of working parties  Feedback from staff  PRD feedback | |  |
| 3d) Staff will feel listened to and valued and supported to speak to colleagues SMT when required | Feedback  Team meeting agenda  Drop in Feedback with SMT | |  |
| **Targeted Support** | | | |
| 3e) Some staff may have specific health/wellbeing concerns which may impact on their attendance in work, these staff members will feel supported and information given to support improved/safe attendance. | SHWB meetings and minutes  Risk assessments  PRD process  Attendance management processes  Training information  Physio/counselling offers  Attendance data | |  |
| 3f) Staff members who have experienced incidents of distressed and challenging behaviour will feel supported and listened to and plans to move things forward/ identify triggers will be in place. | Feedback  Team meeting discussions  V&A data and input  Discussion | |  |

**Pupil Equity Fund 2022-2023 Planning and Reporting PEF Allocation £** **15,418**

Schools should complete the PEF planning table below and also complete the Closing the Gap Tool to track and monitor the progress and impact of interventions.

Schools are encouraged to refer to National and PKC PEF Guidance to support planning decisions.

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| **Improvement Outcome**  **Be specific, include timeframe, learner group and expected measure of improvement (baseline in brackets).** | **Identified Need(s)**  **Detail identified learner need/gap** | **Key Data**  **Data which has informed needs analysis.** | **Intervention/Approaches** | **Measures of Impact**  **How will you measure progress and impact?** | **School Lead**  **initials** | **Projected Spend**  **(£)** | **Projected Spend Timescale** |
| Increase family engagement and develop family learning and wellbeing opportunities | **Increase family confidence and skills to support learners with ASN**  **Promote improved attentance** | **Discussion with parents, survey information that shows we are getting it right**  **Attendance data** | * SSCO Family Engagement. * Arrangement of range of events – social and learning side by side with pupils * Arrangement of a range of training events to support families as requested by families * Work in conjunction with CLW * Monitor participation levels. * Funding applications to support increased family engagement * Target specific families * Offer support and advice e.g social stories * Link in with parent council and assist with speakers and events * Consider setting up groups | * Baseline numbers from current year events. Number of training/other events provided – baseline from current year. * Questionnaires/discussion/observations * Questionnaires/discussion/observations * Questionnaires/discussion/observations * Questionnaires/discussion/observations * Consider new ways of measuring impact. | **HN/LV** | **15,418** | **Financial Year** |