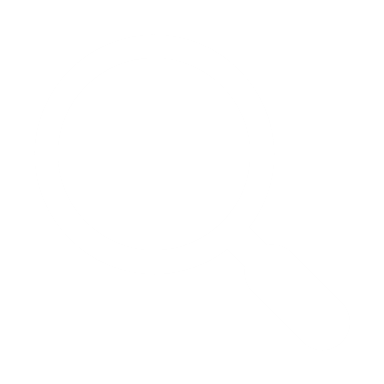
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**Early Years, Primary & Secondary**

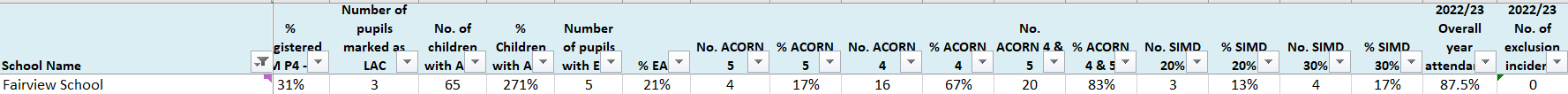
**Data Analysis & Self-Evaluation Document**

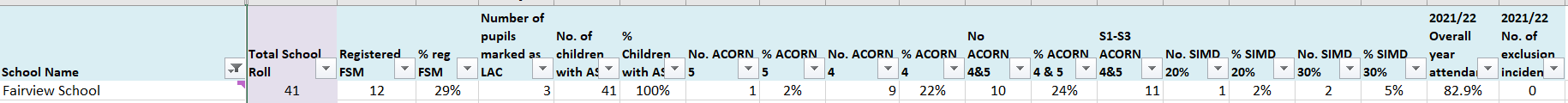
**SCHOOL: Fairview School and Nursery SEED: 5340047**

**Primary School Improvement Profile: Fairview School**

***Section A: School Profile***

Primary



Secondary 

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**Pre-School Developmental Milestones (link not working)**

**Development Milestones not met – Number and Proportion of P1 Pupils**

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[***Tool for further exploration***](http://eric/pkcteamsites/HeadteacherMeetings/Shared%20Documents/Attainment%20Suite/Nursery_Primary/Pre-school%20development%20milestones/Development%20Milestones%20Profiler.xlsm)

***Section E: Attendance, Absence and Exclusion***

***Attendance (Year or Year to Date)***

A graph with a line going up

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A graph with blue lines and numbers

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A screenshot of a computer

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***[Further exploration by ACORN, gender, stage etc is possible](http://eric/pkcteamsites/HeadteacherMeetings/Shared%20Documents/Attainment%20Suite/AAE/Primary%20Attendance%20Dashboard.xlsm)***

***Section F: Incidents of distressed and/ or challenging behaviour (needs updating)***

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**What does the *data* tell you about your context?**

|  |  |
| --- | --- |
| Category | Key Factual statements |
| * Acorn * Attendance * EAL * Incidents of distressed/challenging behaviour | The number of families living in Acorn 4 and 5 for our primary/nursery is higher than for the secondary.  We have a falling attendance pattern currently which can be detailed around medical needs of a few pupils which impacts on the data.  5 primary pupils marked as EAL  Reducing numbers of incidents overall across all data sets. |
|  | What might this data indicate? |
| * Acorn * Attendance * EAL * Incidents of distressed/challenging behaviour | Primary pupils may be more impacted by poverty, however, very aware of the impact of disability on income. We know that generally poverty is not the only or main barrier for our families.  Continue to monitor and support as often due to medical needs/family reasons. Targeting specific pupils whose attendance needs may not to be due specifically to medical reasons.  Need to take into account parents understanding of English and support any other EAL needs, although many pupils non-verbal.  Changes in curriculum could support this area, increased focus on self-regulation and emotional awareness. Getting pupils ready to learn as a focus and the different curriculum pathways – e.g informal curriculum – low demand. Greater focus on sensory needs and developing play. |

**Attainment Gaps: *Analyse the gaps***

|  |  |
| --- | --- |
| Gap area | Next steps |
| * Attendance * Experiences * Parental engagement (due to Geography of the school) | Continue to monitor, link in with other agencies, continue to support families. Multi agency approach. Target specific pupils whose low attendance may not be related to medical issues, work on use of Seemis codes with office to make sure have the correct picture. Continue to support pupils whose low attendance is due to medical reasons with keeping in touch with school through the use of the CLW.  Continue to monitor the cost of the school day to make sure all pupils have access to as many wider achievement opportunities and ensure cost is not a barrier, continue to fundraise.  Continue to support, through PEF, family learning, family network building and other family engagement activities – family wellbeing support pupils wellbeing which impacts on attendance and attainment. Monitor the use of Learning Journals as a replacement to Seesaw |

**Areas for Collaborative Action**

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| --- | --- |
| Gap area | Next steps |
| * Attendance * Experiences * Parental engagement | Through various multi agency platforms continue to monitor and support our families.  Continue to develop network for DYW but also community learning activities and group for Senior Phase and transitions. Link in with CLW  Working with AHPs and a range of other agencies to support families – CLW and PEF funded posts |

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| **1.3**  **LEADERSHIP**  **OF**  **CHANGE** | **How well are you doing?**  **What’s working well for your learners?** | **How do you know?**  **What evidence do you have of positive impact on learners?** | **What are you going to do now?**  **What are your improvement priorities in this area?** | **How would you evaluate this QI using the HGIOS 4/HGIOS ELC 6-point scale?** |
| * **Developing a shared vision, values and aims relevant to the school and its community.** | - School community has collaborated on developing a new and shared vision, values and aims which has been.  Work on developing awareness of these values alongside universal offers and what makes excellent learning and teaching are ensuring we achieve the highest levels of success for our students. | **Work over inset and teacher meetings**  **Questionnaires with parents and partners**  **Planning/tracking meetings**  **Observations – QA calendar** | -Bring to life the new vision, values and aims over the course of the next session and involve pupils more in this.  -Continue to look at ways to be more robust with the use of data to try and measuring impact.  -Promote the universal offer throughout the school and share with community. | **4**  **4**  **3** |
| * **Strategic planning for continuous improvement** | Staff are confident and comfortable to take the lead across a wide range of situations  Staff are involved in the process of changing the curriculum and the implementation of the universal Fairview offer to meet the needs of all pupils.  Community involved in promoting better outcomes for pupils.  In the nursery, a Quality Assurance Calendar has been created which has supported more targeted training, monitoring and evaluations of learning and the setting by staff. | **Collegiate calendar**  **Minutes from teacher meetings.**  **Self evaluation feedback**  **SIP/Self Eval dialogues with each class team**  **Observations**  **PRDs**  **Consultation evidence** | Continue to develop leadership at all levels opportunities – including pupils.  Continue to consider how to have more effective ways to engage families and more people in SIP process.  Consider pace of change and number of initiatives.  In the nursery, continue to build on our self-evaluation and how we use this information with a focus on the use of resources, including staff time and skills to support learning. |
| * **Implementing improvement and change** | All staff are fully involved in the implementation of change and the promotion of equity and social justice for our learners.  Improved opportunities for collaboration amongst pathways  Staff voice supports the planning of training.  A consistent staff team for the nursery has supported more targeted training and knowledge within the setting. This has lead to increased confidence in staff to suggest and begin to implement changes to support learning. | **Observations**  **Dialogue**  **Training sessions/calendar/inset**  **PRDs**  **Collegiate**  **Consultation evidence.** | Develop more effective practices to measure the impact of change and enhance opportunities for practitioner enquiry in regards to the TLC  Continue to develop and promote opportunities for real collaboration for all staff including out with Fairview in PKC and other authorities.  Consider how we can better measure impact of changes on outcomes for learners.  Nursery and early years joined regular meetings with clear targets identified for planning, tracking and development discussions. |

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| **2.3**  **LEARNING,**  **TEACHING AND**  **ASSESSMENT** | **How well are you doing?**  **What’s working well for your learners?** | **How do you know?**  **What evidence do you have of positive impact on learners?** | **What are you going to do now?**  **What are your improvement priorities in this area?** | **How would you evaluate this QI using the HGIOS 4/HGIOS ELC 6-point scale?** |
| * **Learning and engagement** | Achieved Gold RRS  Staff know pupils well and know their likes and dislikes and use this to plan engaging lessons.  Huge focus across all pathways on developing independence.  Continued focus on communication and pupil voice  More opportunities for community involvement, wider achievement and DYW.  All staff have been involved in discussions around what excellent learning and teaching looks like in Fairview School to promote consistency. | RRS evidence  Classroom observations  Planning/tracking meetings  My Learning  Learning evaluations/tracking  V&A incidents/Attendance data  School environment  Timetables  DYW Evidence  Wider achievement data  Partner numbers.  Pupil council | Refocus on total communication, are all opportunities being utilised? Staff training as large number of new staff.  Teacher self-evaluation evidence would indicate a greater focus is needed on involving learners in planning learning and teaching, planning engaging learning experiences (in a few classes) and engaging learners in the all aspects of school life.  Make sure timetables are robust and coverage is relevant and challenging. | **4**  **3**  **3**  **3** |
| * **Quality of teaching** | Work on developing new school vision, values and aims is well underway along with work on the universal offer of Fairview School which should ensure consistency of approach. All staff are aware of what excellent teaching looks like and are given opportunities for sharing practice in school and out with.  We use a wide range of learning environments and creative teaching approaches.  All pupils have 1:1 devices to allow them to enhance their digital literacy skills.  Staff across the whole school have been involved in developing their observation skills to promote learning and share assessment information.  Within the nursery, staff have refocussed the learning on the process of skill acquisition and increasing independence rather than output being created. | All about me paperwork  Classroom observations  Timetable  Planning meetings  Teachers meetings  Self evaluation consultations  Digital Skills audit  Vision, Values and universal offer  Inset days programmes  Staff observations | Monitor and audit the use of relevant digital technology. – Digital skills award  Make better use of digital technology to enhance learning.  Develop better use of switching.  Consider how we use questioning and feedback to learners (link in with HGIOELC) and observations to enhance progress – link in with tracking  Provide opportunities to engage with educational research – EQUALS schools., CfE or Scottish Policies  Continue to develop the use of all staff observations in order to enhance learning.  Nursery and early years staff sharing good practice, planning together to create increased opportunities for learners. |
| * **Effective use of assessment** | Wide range of accreditation and wider achievement opportunities (including DYW) available. Continue to develop further accreditation opportunities for BGE  Moderation of accreditation is robust.  Increased use of the community allows to assess across a range of contexts.  Staff teams are well coordinated and team meetings consider progress.  Work with partners supports our information of pupils and this is well shared to support transitions at key points. | Data of accreditation  DYW data  Moderation timetables  Team meetings  Partnership working  My Learning Plans  SNSAs (when appropriate)  Child’s Plan Paperwork  Tracking data | Develop confidence in our assessment of pupils – e.g Baseline information determining pupil pathways.  Develop use of tracking information to make sure it enhances progression – including for wider achievement.  Moderate assessment information and ensure consistency – look to moderate across other schools.  Ensure that assessment is improving outcomes. |
| * **Planning, tracking and monitoring** | New My Learning planning documents in place linked to reporting formats – collegiate discussions about planning and reporting.  Staff teams have a good knowledge of where young people are in regards to their learning and can talk about this confidently.  Targeted support is provided where needed whether that is for individual children and young people, families or staff. SMT coordinate support which may include reviewing behaviour protocols, risk assessments and involving partners  Nursery and early years using a plan, do, review cycle to evaluate effectiveness of teaching and learning opportunities which has lead to increased staff awareness and confidence to make appropriate changes for supporting learning. | My learning plans  Pupil reports.  Teacher meeting minutes  Planning meetings/Tracking meetings/data | Consider how learners can be more fully involved in the planning of learning.  Ensure meeting needs across all areas of the curriculum – look at timetabling  Ensure better use of data to measure effectiveness of interventions  Continue to develop use of the tracking document to build on prior learning  The nursery will work with new tracking documents that support tracking progress across all years more effectively.  Nursery will embed the use of ‘My Learning Journal’ for all staff to record observations and monitoring progress. |

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| **3.1**  **ENSURING**  **WELLBEING**  **EQUALITY AND**  **INCLUSION** | **How well are you doing?**  **What’s working well for your learners?** | **How do you know?**  **What evidence do you have of positive impact on learners?** | **What are you going to do now?**  **What are your improvement priorities in this area?** | **How would you evaluate this QI using HGIOS 4 /HGIOS ELC 6-point scale?** |
| * **Wellbeing** | Staff understand their role as duty bearers  Wellbeing staff group and parental wellbeing well supported which impacts directly on pupils.  Dignity and respect are paramount  Relationships across the school are positive and in the community and staff model this to provide a positive learning environment.  Individualised learning plans relate to wellbeing to encourage pupils to self-regulate and to be aware of their own wellbeing and how to look after themselves.  Transitions are well planned and support pupils and their families to have positive and sustainable post school destinations.  Ever increasing DYW personalised opportunities to allow pupils to feel success and pride.  Consideration to the learning environment to support wellbeing in school and outdoors to allow pupils to be ready to learn and regulated.  CLW support with a Hi5 award if medically unable to be at school  Nursery and early years short anonymous check-ins over periods of time where staff can provide feedback about their general wellbeing, they can reflect on what has gone well that week and suggest any improvements.  Nursery Supervision meetings – formal and informal to ensure staff voice is heard and acted upon where possible.  The nursery environment has begun to make changes to support a more neutral tone which will support a more homely and comfortable learning space. | RRS evidence  Get Together – roles of duty bearers  Inset – Ed Psych/CP  Wellbeing group mins  Work of SSCO, CLWs  Observations  Child’s Plans  Induction  Pupil council  SSCO Transition  DYW Coordinator  PRD- Relationships section  OH Referrals  Mental Health First Aider  DASH  Hi5 award  Attendance improved on return to school  Feedback from families and other agencies  CAMHS Liaison group meetings  Diary of health appointments offered in school | Develop more modelled play opportunities in playground  With staff look at GIRFEC Refresh  Look to how to get better pupil representation of the young person’s voice in CYPP meetings.  Embark on Nurturing School programme  Nursery will continue to build on altering the setting to be more low arousal for pupils and a home-from-home space with neutral tones. | **5**  **5**  **5** |
| * **Fulfilment of statutory duties** | We comply and engage with statutory requirements and codes of practice. All staff are aware of their duties.  Nursery staff have all been included in looking at the National Induction Framework for Early Years which outlines key documents and information for their role within early years.  Nursery staff have also contributed to creating additional induction paperwork specific to the setting which will support any new staff members to understand nursery and school approaches to learning such as the low arousal method, communication and moving and handling. | Suite of policies  E-learning modules  Induction  Inset  Protocols  Policy folder for nursery  Online key document folder for nursery staff to access up to date national and local initiatives and guidance. |  |
| * **Inclusion and equality** | Cost is not a barrier to access wider experiences for our pupils and as such they participate in a wide range of activities.  Increased resources and spaces to meet all needs e.g sensory and attention autism  All learners are included, supported and involved in a range of school events and in the life of the school.  PEF funds paying for SSCO with remit for total communication and family engagement is effective a  All learners, staff and partners are respected and valued. | Public bus paid through T42 funds  Number of pupils with bus passes  No charge for transport for whole school events  Fundraising  Donations  Observations  SSCO evidence  Finance committee minutes  Closing the Gap Toolkit  CLW evidence.  Cost of the School Day work  Survey data | Effective strategies for monitoring use of PEF and it’s impact – ensure targeted support.  Continue to develop approaches to outdoor learning and the development of the learning environment.  Continue to further improve opportunities for all pupils to be involved in the life of the school.  Targeted breakfast club.  Continue to fundraise to be able to subsidise opportunities so cost is not a barrier. |

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| **3.2**  **RAISING ATTAINMENT**  **AND**  **ACHIEVEMENT** | **How well are you doing?**  **What’s working well for your learners?** | **How do you know?**  **What evidence do you have of positive impact on learners?** | **What are you going to do now?**  **What are your improvement priorities in this area?** | **How would you evaluate this QI using the HGIOS 4/HGIOS ELC 6-point scale?** |
| * **Attainment in literacy and numeracy** * **Progress**  |  | | --- | | **in communication, early language, mathematics, health, and wellbeing** | | **Children and young people follow a relevant curriculum based on individual needs. Everyone has set targets on relevant communication and numeracy outcomes are covered in an IDL approach as appropriate.**  **SLT visit nursery and support with the development and implementation of communication strategies, using a total communication approach.** | My Learning  Planning/tracking discussions  Observations  Professional dialogues with teaching staff  SeeSaw/Learning Journal  Accreditation moderation and evidence  SNSAs | Embed tracking of attainment  Continue to improve on observations | **3**  **4**  **4**  **4** |
| * **Attainment over time** | Staff use a range of informal assessments to build on prior attainment, new tracking system provides baseline evidence to build on prior learning.  Teams make observations and discuss learning at their weekly team meetings to ensure learners are progressing.  Transitions are well planned and paperwork ensures information is not lost at these points.  Nursery have used other assessment and tracking tools such as developmental milestone trackers for motor and communication development which has supported setting more individualised targets and learning opportunities. | My Learning plans  Protocols, support strategies  CYPPs  Seesaw/My Learning  Accreditation moderation and evidence  Teacher meeting minutes  SNSAs | Tracking of attainment  Consider the use of assessments – formalise across the different pathways.  Continue to develop consistency of professional judgement, linked into evaluative observations |
| * **Overall quality of learners’ achievement** | Learners contribute to the life of the school, the wider community and as global citizens which build self-esteem and allows skills to be developed across a range of contexts.  All staff promote and model to support pupils to develop social skills.  New curriculum has a major focus on skills development which is shared with families. | Eco Schools  DofE, John Muir, Hi 5 etc  DYW  Curriculum pathways document  Observations  My Learning | Tracking of wider achievement – how to show this and the impact.  Share with families more how they can support our learners at home. |
| * **Equity for all learners** | All learners consistently move on to a positive and sustained destination and work in school leads up to and supports this.  All pupils have opportunities to engage with DYW.  Children with low attendance are monitored and offered support to continue engagement with school.  Cost of the school day is well considered and planned | CLW links  Attendance data  DYW data  Post school destination data  Finance meeting minutes  Cost of the School day data and evaluations | Continue to focus on attendance – targeted support  Continue to focus on supporting relevant participation in the local community and measure the impact.  Continue to support the transition to post school. |