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| Picture 4***Kirkcaldy West Primary School and ELC***  **Standards and Quality Report 2020-2021**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | Kirkcaldy West Primary School and Early Learning Centre (ELC) is located in the town centre of Kirkcaldy. Our school is 145 years old and has a long and proud history of providing high quality learning to this area of Kirkcaldy. We primarily serve the areas of The Links, Inverteil and Seafield. We are the oldest primary school in the town, opening in 1876, and most of our classes are housed within a traditional Victorian building, with six of our classrooms housed in hutted accommodation in our playground. We have two small halls for Physical Education, Assemblies and Lunches.  We have a diverse catchment with 53% of our pupils residing in SIMD1 and 2 (Scottish Index of Multiple Deprivation). We have substantial Pupil Equity Funding (PEF) because of this profile with our school being allocated £161,000 additional funding. We have a rolling FME of 28.3% and more than 23% of our pupils speak English as an Additional Language.  We currently have 499 pupils organised across 18 primary classes and a further 98 pupils in our ELC. Our ELC offers placements for children and families, offering half day am or pm places.  We have a large teaching and support team in school consisting of over 50 personnel. This year our school benefits from 3 probationer teachers and a Covid Recovery Teacher. We work closely will the English as an Additional Language Service and benefit from a 0.3fte Class Teacher.  Our overarching aim is for our pupils to develop the four capacities to ensure they grow and learn as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. This will enable them to contribute to a modern Scotland as young people and adults. Our values are Knowledge + Wellbeing + Perseverance = Success (K+W+P=S) and these underpin our ethos, expectations, positive behaviour approaches, classroom practice, rights respecting schools work and assembly programme. | | | | | **FME** | ***28.3%*** | | | | | **Absence (%)** | **Authorised** | **5.77%** | **Unauthorised** | **6.31%** | | **Exclusion (%)** | ***0%*** | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | ***£161000*** | | | | |

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| |  |  | | --- | --- | | **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  **Utilise creative methods to communicate between children, staff and parents whilst maintaining Covid -19 safe procedures** | | | NIF Priority- Improvement in attainment, Closing the Attainment Gap  NIF Driver- School Leadership, Parental Engagement | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators   * 1. Self Evaluation for Self Improvement   2.7 Partnerships  3.1 Improving Wellbeing, Equality and Improvement | | **Progress:**  ***Review meetings were held virtually or by telephone (ELC and School, throughout the session)***  ***Class and individual feedback reports were shared with all parents (School, October 2020)***  ***Parents evenings were held by telephone (School, March 2021) and translated transcriptions were posted/hand delivered to EAL families***  ***Communication with parents and staff was maintained through Facebook (ELC, School and PTA), Twitter, email and Groupcall (throughout the session)***  ***Use of the Seesaw platform was piloted in Nursery, P.1 and P.1/2 (from August onwards)***  ***Termly newsletters were published for parents/carers (ELC and School, September, November, February, June)***  ***Weekly virtual assemblies took place in departments via Teams***  ***Bonus ball was used across the school to ensure pupils voice is sought and acted on. Use of Wee Blether, Scottish Government Pupil Participation guidance and co-created questions with staff and children. (school, weekly from August 2020 throughout the session until April)***  ***Professional learning took place for Early Years officers, Infant teachers and Support for Learning staff in the use of Seesaw to support home and remote learning.***  ***Parent guides were produced to assist parents in setting up and using the platforms***  ***Safe internet use documents were shared with all parents and school staff***  ***Two class teachers, DHTs and HT participated in website creation professional learning session (March 2021)***  ***Probationer teacher undertook professional enquiry in remote learning and shared with whole school staff at staff meeting (May 2021)***  ***Seesaw parents questionnaire was created and shared with Nursery. P.1 and P.1/2 parents (Dec 2020)***  ***Use of ‘daily news’ and ‘weekly overview’ to share operational information with whole school staff group via email (daily and weekly throughout the session since August)***  ***Delivery of ASD training suite-Intro to ASD, ASD in Girls, Playboxes, Intensive Interaction (all EYOs, PSAs, SfL team and Probationers October 2020)***  ***Delivery of Supporting Communication for EAL Learners from the Supporting Learners Service (all teachers, PSAs, EYOs, office staff November 2020 INSET)***  ***Introduced robust key vocabulary to nursery parents through information leaflet and key messages on Facebook ELC page (all EYOs, peri Nursery Teacher, early years DHT October 2020)***  ***EYOs shared Speech and Language website and updated information with parents through Facebook ELC page.*** | | | **Impact:**  ***All review meetings minuted and stored on wellbeing app and KWPS chronology documenting clear actions and impact on pupil achievement and attainment***  **Almost all (94%) of children in Nursery, Primary 1 and Primary 1/2 engaged in remote learning during the period October 2020 to January 2021**  **All 86 Scottish Government devices were allocated according to Fife Council guidelines and the vulnerability matrix**  **Hard copies of learning materials were provided and hand delivered to families of EAL and ASN children making learning more accessible than via on-line methods**  **High number of ‘hits’ (visits) to school/ELC social media sites (particularly ELC Facebook page)**  **School website template has been set up with landing page and tiles, ready to be populated next session**  **Children’s voice was documented from Bonus Ball discussions with focus groups and findings shared at SLT meetings. Most children reported enjoyment in remote learning.**  **Nursery parents have clearer understanding of robust vocabulary and were able to discuss it at parent/EYO cuppa chats**  **Most staff in the ELC and P.1 engaged in Seesaw training enabling teachers and EYOs to use the platform independently**  **Guides enabled almost all parents/carers to use Seesaw to engage with their child’s learning**  **36 responses received from parental questionnaires. All parents who responded thought Seesaw was a good platform for sharing learning and wanted Seesaw to continue in Nursery/P.1.**  **Parents in the ELC were confident in contacting SALT directly to seek advice**  **In November all nursery staff received ASD training and have a basic understanding of autism. The nursery team can now develop and embed their practice to more effectively support children with ASD.**  **Almost all school staff attended the Supporting EAL Learners training and have a greater understanding of how to support EAL children in class. This has been evidenced by the SLS EAL teacher observing excellent practice in the majority of classes (emailing to praise class teachers) and reported in probationer reports** | | | **Next Steps:**  **Maintain Seesaw and Teams platforms for home learning**  **Continue to build on digital learning skills**  **Office staff continue to monitor Scottish Government devices, DHTs recalling them when not used to be redeployed to other children without devices**  **Explore more opportunities for children to share pupil voice and influence learning experiences and the life of the school (part of new priority for 2021-2022)** | | | |
| |  |  | | --- | --- | | **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  **The provision of effective learning environments across the whole school**  **and ELC** | | | **NIF Priority- Improvement in attainment, Closing the Attainment Gap**  **NIF Driver- School Leadership**  **Teacher Professionalism**  **Assessment of Children’s progress** | **HGIOS 4 Quality Indicators**  **HGIOELC Quality Indicators**   * 1. **Leadership of learning**   **1.5 Management of resources to promote equity**  **2.2 Curriculum**  **2.3 Learning, Teaching and assessment**  **3.2 Raising Attainment and Achievement** | | **Progress:**  ***Time was allocated as per collegiate calendar for all teaching staff to engage with***  ***and reflect on professional texts in relation to visible learning and effective***  ***learning environments (from September 2020 to December 2020)***  ***Professional learning sessions and sharing of emerging practice took place***  ***throughout the session during INSET days, staff meetings, probationer***  ***supporter meetings and departmental meetings (ongoing through the session***  ***from August 2020 onwards) This was focussed primarily on the Four-Part Model***  ***approach.***  ***Key characteristics of an effective learning environment were explored during***  ***the November INSET 2020***  ***Expectations of provision at universal level were reinforced across the whole***  ***school through SfL delivery during INSET (November 2020)***  ***The Circles Framework, Playboxes, Sensory understanding and Intensive***  ***Interaction were introduced to all EYOs (February 2020 INSET)***  ***Solution Circles were introduced to all EYOs to use as a solution-based tool***  ***(June 2021)***  **SfL team delivered universal strategies workshops and provided support in**  **building class teacher capacity at universal level (November 2020 INSET)**  **HT shared Pre Early Level Planning and Assessment sessions/sensory**  **assessments/ASN Strategies with Sfl team and Senior Leadership to support**  **appropriate planning and assessment for children with complex ASN (from**  **August 2020 onwards)**  **The 5 Key Questions Self Evaluation for Kirkcaldy West ELC was completed**  **Detailing practice and impact for children within our nursery setting. Full details**  **of this are available on the ELC server and will be made available on the new**  **school website.** | | | **Impact:**  **The majority of teachers have an enhanced knowledge of Hattie’s materials and**  **have a key understanding of highest impact changes to learning and teaching.**  **Evidenced through implementation of high impact changes in classroom**  **observations by HT/DHTs.**  **Almost all teachers and PSAs (including NCCT and SfL) have an improved**  **understanding of the use of the four-part Model. This is evidenced through**  **classroom practice and observations, assignments and comments made during**  **Teams remote learning, during professional whole school and departmental**  **meetings and in PRD, coaching conversations and probationer supporter**  **meetings. Feedback from staff during the February INSET 2021 highlighted a**  **need for further collaborative discussion to fully embed the four-part model in**  **practice across all classrooms. In some classes learning intentions and success**  **criteria were shared and there is evidence of this being co-constructed with**  **children, showing highly effective practice.**  **The majority of class teachers have a clear understanding of universal strategies**  **to support children with a range of ASN, including Dyslexia, EAL and ASD.**  **Boardmaker is in evidence across most of the school and ELC, some visuals are**  **in place for children with ASN and SfL team delivered universal strategies**  **workshops and provided support in building class teacher capacity at universal**  **level.**  **Almost all of the SfL and SLT team have a clear understanding of effective**  **planning and assessment tools to support planning for children with complex**  **needs. This is evidenced in a few new Child’s Plans and once embedded fully will**  **impact on clear, relevant planning at pre-early level.** | | | **Next Steps:**  **Continue to embed the four-part model across all departments, with children**  **taking a key role.**  **Review how environments support and enhance overall experiences for learners**  **and support key areas within the curriculum.**  **SfL taking a more confident role in individualised planning and assessment for**  **children with complex needs, including those with Downs Syndrome and Autism.**  **All class teachers using universal strategies to support all learners, particularly**  **those with Dyslexia.** | | |  |
| |  |  | | --- | --- | | **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  **To develop positive health and wellbeing for all children and staff, particularly during the Coronavirus pandemic** | | | **NIF Priority- Improvement in attainment, Closing the Attainment Gap**  **NIF Driver- School Leadership, Parental Engagement, School Improvement** | **HGIOS 4 Quality Indicators**  **HGIOELC Quality Indicators**   * 1. **Leadership of Change**   2. **Leadership and Management**   **2.7 Partnerships**  **3.1 Improving Wellbeing, Equality and Improvement** | | **Progress:**  **All classes re-introduced the daily mile and made extensive use of the outdoor space.**  **The ASIST team delivered training on the use of Emotion Talks (August 2020 INSET) prior to the whole school and ELC implementing the Emotion Works Recovery Package.**  **The Emotion Works basic pack and resilience recovery packs were completed in every class, including in the ELC (from August 2020 until January 2021)**  **Displays in school from all classes celebrated the recovery work though the use of the Emotion Talks package (see photos attached) (between August 2020 until January 2021)**  **The resilience tool has been used to support identified children, co-created with children, parents, school staff and partners.**  **The HT, Our Minds Matter and the Link Educational Psychologist joined in partnership to deliver an INSET to share Fife Council resources to support staff Health and Wellbeing, followed by a question and answer session and on-going support for all staff in school (November INSET 2020)**  **Trauma materials were shared with the whole school staff by the Link Educational Psychologist**  **during November INSET 2020.**  **Links were made with the Active Schools co-ordinator, Liz Anderson, to determine opportunities whilst following Covid-19 guidelines and safe practice. The Early Years DHT and Active Schools Co-ordinator co-created a parent questionnaire to establish which activities may be popular and which age groups, before offering activity sessions.** | | | **Impact:**  **All children have participated in the daily mile and outdoor activity sessions resulting in increased fitness levels and improved the general wellbeing of pupils and staff.**  **All children and staff have completed the Emotion Works Recovery Programme and as a result children and staff from nursery through to Primary 7 have a collective understanding of emotional language and a range of strategies to develop emotional resilience. This is evident during restorative conversations in class and with members of the Senior Leadership Team. The emotion cogs were shared in virtual assemblies and on display boards across the school. Evaluative data was collected through weekly departmental discussions, showing that at all levels across school and particularly in the Nursery children have developed an emotional vocabulary to explain how themselves and other are feeling. In P.5 this was less well received, with class teachers reporting the children engaged less well with the Emotion Talks package and tailored the programme to meet the needs of the classes at this stage.**  **Through the resilience tool class teachers, psas, SfL teachers, parents and partners have a clear understanding of a child’s needs, strengths and areas for development. This ensures that planning targeted support better meets the needs of the individual.**  **Wider opportunities for a range of activities have been severely restricted due to Covid restrictions and this is impacting negatively on some of the children’s fitness levels and wellbeing.**  **Almost all staff know where to access support and resources to promote positive health and wellbeing and have a basic awareness of the Our Minds Matter 5 ways of wellbeing.**  **All school staff and EYOs know about a range of materials to support children experiencing trauma. Staff have been able to use kitbag, the five-point scale, lego therapy, sphere of control and the resilience toolkit to support children effectively at both universal and targeted levels.** | | | **Next Steps:**  **Once Covid restrictions allow reinstate a number of activities including football club, netball, lego club, art club, breakfast club, yoga and cookery to ensure children, staff and families remain active and well.**  **Link with Liz Anderson, (active Schools Co-ordinator) to offer a range of opportunities to children during and after the school day, based on the responses from the parent questionnaires.**  **Use SHINE data to monitor the health and wellbeing of children in P.6 and P.7 and link with cluster colleagues to provide best service in utilising the fund awarded to the cluster to support with wellbeing (on cluster plan from August 2021).** | | | |
| **Attainment of Children and Young People** | |
| **Our end of session figure demonstrates 74.5% of our pupils have achieved or are working beyond their expected level of attainment in literacy. This result is calculated by finding the average teacher judgement across the whole school. We are confident every pupil is working within the appropriate level.**  **Our end of session figure demonstrates 73.1% of our pupils have achieved or are working beyond their expected level of attainment in numeracy. This result is calculated by finding the average teacher judgement across the whole school. We are confident every pupil is working within the appropriate level.**  **This figure should be considered carefully and sensitively to reflect our school context. Many of our new EAL pupils join our school at an older age with little or no school experience, with little or no spoken/written English. We currently have 23% of children in the ELC and school who have English as an Additional Language. We also have a significant number of pupils with additional support needs around literacy and numeracy.**  **Our LAC children are performing well across the school with 71.4% of children achieving on or above expected levels in literacy and 85.7% of children achieving on or above expected levels in numeracy.**  **For children in SIM 1/SIM 2 67.3% of children are on or above expected levels in literacy and 62% in numeracy.**  **In the Nursery 29% of children are performing above the level expected in literacy and 32% in numeracy.**  **Teachers, the Headteacher, Depute Headteachers, Additional Support for Learning Teachers and Raising Attainment Teachers meet termly to review pupil progress and identify cohorts of pupils/ curriculum areas for intervention. This involves careful analysis of attainment data, teacher judgement and summative evidence such as SNSA results and standardised assessments. This resulted in support of collaborative teaching, targeted group input in Maths Recovery and literacy and increasing pace of learning for some pupils. This was reviewed across our three planning blocks to ensure appropriate support, pace and challenge for all learners.**  **SNSA results for Primary 7 evidences that overall 87.5% of our learners are working within average or above average ability bandings in Literacy.  The scores show that 45.8% pupils scored above average bandings and 41.7% of our pupils scored within average bandings. The remaining 9% (6 pupils) have identified difficulties within literacy.**    **SNSA results for Primary 7 evidences that overall 90.2% of our learners are working within average or above average ability bandings in Numeracy. The scores show that 41.7% pupils scored above average bandings and 48.6% of our pupils scored within average bandings. The remaining 7% (5 pupils) have identified difficulties within numeracy.**  **SNSA results for Primary 4 evidences that overall 77% of our learners are working within average or above average ability bandings in Literacy. The scores show that 14% pupils scored above average bandings and 63% of our pupils scored within average bandings. The remaining 19.7% (16 number of pupils) have identified difficulties within literacy.**  **SNSA results for Primary 4 evidences that overall 86% of our learners are working within average or above average ability bandings in Literacy. The scores show that 7% pupils scored above average bandings and 79% of our pupils scored within average bandings. The remaining 16% (13 number of pupils) have identified difficulties within numeracy.**  **Teachers continue to plan and track using Workshop for Literacy materials with confidence across all of the Early Years. Planning formats in the upper stages promote the Workshop for Literacy approaches, as well as developing the use of Accelerated Reading and Literacy Circles.**  **We purchased the Oxford Owl reading programme to enable all Nursery and Primary One children to access reading during lockdown.**  **Progress of identified pupils are tracked closely to ensure interventions continue to be of value and are appropriate in meeting the needs of each learner.**  **The purchase of Clicker 8 provided assistive technology for all classes to promote inclusion and support children with Dyslexia.**  **We have been able to purchase a large number of Ipads to replace many of our broken devices and provide opportunities for both whole classes and individual children to access technology more effectively.** | |
| **Outcomes for Young People** | |
| *n/a* | |
| **Evidence of significant wider achievements** | |
| **Almost all children across the ELC and School are able to use either the Seesaw or Teams platforms to access remote learning and share their work.**  **A number of children in Primary 5 were successful in performing at the Scottish Tennis Championships.**  **The ELC and school celebrated World Book Day to promote a love of reading.** | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| **Strengths identified:**  **Remote Delivery (general overview)**  **Staff much more adept and confident with remote learning during this second lockdown.**  **Mixture of delivery- live sessions, pre-recorded sessions, files and activities**  **Confidence in digital skills increased significantly in children, parents and staff (much less support with setting up Glow passwords, accessing and loading assignments needed this time)**  **7 design principals remained fundamental to the learning experiences offered.**  **Better differentiation offered across all stages (this was one area parents and staff felt lacked last lockdown)**  **Greater breadth of curriculum delivery this time (literacy, numeracy, idl, health and wellbeing, PE. science, art offered during this lockdown)**  **All 86 Scottish Government devices allocated and delivered (using vulnerability matrix and Fife Council BTS criteria). Training manuals created and shared and telephone support offered to parents throughout lockdown.**  **Strength in stage partner collaborative working, ensured consistency of approach and a degree of moderation. Strengthened relationships between class teachers.**  **Regular whole school, departmental and stage meetings. Focussed and purposeful, an opportunity to share practice and support one another.**  **Weekly tracking of SIMD/care experienced/ASN/EAL engagement**  **Daily morning virtual check in for each class with their class teacher**  **Weekly overview welcomed by children and parents with weekly planning/expectations**  **Learning tasks uploaded previous night rather than in the morning (responsive to parents’ request)**  **Use of four-part model (one aspect of Agile Recovery Strand Two) continued to be**  **Used through Teams and Seesaw.**  **KWPS values remained a key aspect and KWPS badges continued- home visits to deliver badges and certificates**  **Use of house points awarded weekly by all staff to motivate and sustain engagement**  **Seesaw (used for Nursery, P.1 and P.1/2)**  **Previous lockdown average engagement with Teams for P.1 was 46%. This time same cohort engagement with Seesaw averaging 96%. Significant difference with almost all children now engaging.**  **Seesaw parental questionnaire reviewed very positively. (36 respondents out of possible 61).**  **Virtual library on Seesaw offered choice and variety in Literacy**  **Teams (for P.2 through to P.7)**  **‘Playground’ on Teams offered peer support for children and a channel to deliver health and wellbeing**  **‘Insights’ a good in-built mechanism to measure engagement**  **Leaders of learning/participation across all levels**  **PSA’s led virtual on-line sessions with groups of children.**  **The Support for Learning team prepared and delivered to children’s homes individualised learning packs**  **SfL team worked in close partnership with the class teachers to effectively support children with ASN**  **Parents joining weekly live virtual assemblies- shared on a SWAY by Pedagogy team as example of good practice**  **Partnership with specialist EAL Teacher to try and improve engagement for EAL learners**  **Some parents have a better understanding of how their child learns and how to support their child’s learning (parental feedback from Seesaw/Teams discussion and from parent’s evening telephone calls)**  **Food packages, home learning, stationery, toiletries and electricity cards delivered by staff to family homes**  **Close partnership working with Social Work and Elected Members to effectively support families at risk during lockdown**  **Next steps**  **Maintain use of Seesaw and Teams for home learning (rather than paper copies as used prior to March 2020) Less wasteful for the environment, more engaging, easily understood by parents and children.**  **Trial Seesaw in Primary Two and Three initially during summer term 2021. Evaluate in June 2021 via Forms. Collate responses and determine whether to continue with Seesaw at the beginning of next session or revert back to Teams.**  **Maintain positive parental engagement with parents feeling more connected with their children’s learning. Offer on-line live conceptual numeracy workshops for all parents from Nursery age up to Primary seven. Offer the same for literacy.**  **Positively frame the return to school for all children- avoid negative ‘catch up with lost learning’, ‘behind’ terminology.**  **Maintain Chromebooks for learning for children who received one during lockdown. DHT’s continue to monitor their use and assist with any technology issues.**  **Hold review meetings for children with ASN to discuss and identify positives from remote learning. Can we replicate, utilise or build on any support strategies in school?**  **Robust, systematic assessment before prioritising areas for targeted intervention. Liaise with cluster colleagues and Balwearie High School to identify key experiences and outcomes for the summer term 2021 prior to current P.7 children transitioning. Use of Elips data to inform Early Years staff prior to Nursery to P.1 transition.**  **Scrutiny of Stuart Booker data to identify children not on track, any commonalities and plan interventions towards next year’s stretch aim. Effective use of SfL and Covid Recovery Teacher for assessment and delivery of targeted support.** | |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)** | |
| |  |  | | --- | --- | | **Number of devices provided to support learning at home** | **86** | | **Additionality in staffing** | **1.0FTE Covid Recovery Teacher** |   **The impact of the Covid Recovery Teacher has been limited as the teacher experienced three periods where she was required to self-isolate, then she became unwell with Covid and is now suffering the effects of long term Covid. This has meant she has had extended periods of absence during this year. However, when she was in school the teacher worked with small groups delivering targeted interventions to raise attainment for children six months of track and this did impact positively in bringing most children back on track. She was also very much needed as class cover to support the school when many staff were self-isolating.**  **We took delivery of the devices early in the session and were able to identify and distribute all devices quickly to children in their homes. A class teacher and the HT and DHTs worked to produce user guides for children and parents and give all children Glow usernames and passwords within a very short timescale. This ensured children could access remote learning within the first couple of weeks of the first lockdown. Engagement was monitored on a weekly basis and shared at SLT and departmental meetings to identify ways to raise engagement. Particularly in the second lockdown period the HT and DHTs received several emails and telephone calls to compliment staff on their delivery of remote learning. Use of the devices was monitored by the DHTs and devices were removed and redeployed where they were not helpful in supporting the learning. Paper packs were produced for each child by the SfL team and hand delivered to homes for 32 families. This was time consuming and there was no mechanism to ensure the work was completed or understood.** | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | |
| **Progress:**  **The Pupil Equity Fund enabled the funding of a Raising Attainment Teacher for two days a week. Following the tracking meeting September 2020 a group was identified for targeted intervention for Primary five using the Maths Recovery Programme and a literacy group with the Primary Two cohort. The Support for Learning team and Raising Attainment Teacher worked in collaboration to identify a baseline to measure the resulting impact of the intervention. The focussed work progressed well with children demonstrating developing understanding from their baseline assessments. Unfortunately there were significant staff absences due to Covid cases (twenty two staff absent at one time in April 2021) and self-isolation across the school community, meaning the Raising Attainment Teacher was required to cover classes and the targeted interventions were postponed. The Support for Learning Teacher and Raising Attainment Teachers were subsequently absent from work due to long term sickness.**  **PEF also funded additional support for Pupil Support Assistants to progress the learning of identified children with complex ASN. The children were all offered provision throughout the entire school session, through the Children’s Activity Centres and the Key worker/vulnerable places in school. All of the children took up the offer and the school was able to maintain a high level of support throughout whilst maintaining consistency with identified children working with their existing PSAs. As a result, the children with complex ASN have high attendance levels and attained better than projected. This is evidenced through Power BI attendance data, child’s plans, and review meetings.**  **The Emotion Works Recovery Package was really successful in providing a consistent programme from Nursery through to Primary Seven to support children’s understanding of emotions and the language to describe feelings. This is evident in the level of conversations had with school staff where children can now articulate how they feel with confidence and shared understanding.** | |

**School/Setting Name- Kirkcaldy West Primary School**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | ---- | Very Good | Very Good |  |
| **2.3 Learning, teaching and assessment** | ---- | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | ---- | Very Good | Very Good |  |
| **3.2 Raising attainment and achievement** | ---- | Good | Good |  |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | ---- | Very Good | Very Good | --- |
| **2.3 Learning, teaching and assessment** | --- | Good | Good | --- |
| **3.1 Ensuring wellbeing, equity and inclusion** | --- | Very Good | Very Good | --- |
| **3.2 Securing children’s progress** | --- | Good | Good | --- |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2018 - 2019** | **2019 - 2020** | **2020-2021** |
| **Quality of care and support** | **---** | **---** | **---** |
| **Quality of environment** | **---** | **---** | **---** |
| **Quality of staffing** | **---** | **---** | **---** |
| **Quality of leadership and management** | **---** | **---** | **---** |