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| **Ladybank Primary School**    **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  Priority:   * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged young people. | | **National Improvement Framework Drivers:**   * Teacher Professionalism: how we support teachers in their professional development. * [Assessment of Children’s Progress](https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/what-is-assessment-and-when-and-how-does-it-take-place/): how we gather information about children’s progress and how we use this information to support improving outcomes for all. * Performance Information: how we gather and analyse information to help us target areas for improvement, show where we have been successful and where we may need to do more. | | | |
| **Focused Priority:**  Increase percentage of children meeting benchmarks within the number organisers at P4 and P7 to 78% by May 22. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| * 1. – Self-evaluation for self-improvement   **2.3 – Learning, teaching and assessment**  2.4 – Personalised support  **3.2 – Raising attainment and achievement** | | | 1.1 – Self-evaluation for self-improvement  **2.2 – Curriculum**  2.3 – Learning, teaching and assessment  **3.2 – Securing children’s progress** | | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| By January 22, nursery environment audit identifies rich numeracy environment both indoors and outdoors. | * Numeracy audit undertaken in the indoor and outdoor environment. Opportunities identified to improve provision are actioned. * CPD undertaken using new numeracy trackers for PLJ. Next steps identified for individuals. | | * Lesley O’Brien * Nursery Team * Liaise with Lisa Beattie. | * Audit of nursery environment * Areas for action minuted in staff meeting minutes * PLJ monitoring | * September 21 * Ongoing * Each term |
| By May 22, most staff are confident in delivering a conceptual numeracy approach to learning and teaching in maths. | * Numeracy identified as a priority in CPD reviews. * *Conceptual numeracy courses accessed for staff (class teachers and PSAs) as per CPD reviews.* * Audit numeracy resources – *identify and purchase resources to support learning and teaching – specifically moving from concrete>pictoral>abstract.* * Staff focus on using the pyramids both in planning and with the children. * RfU completed digitally building on and moderating assessments from 20~21. | | * Lesley O’Brien * All Staff * All Staff * Teaching staff * Teaching staff | * Potential Learning Partnership focus – to be agreed with staff * Staff audit – August and May | * September * Ongoing * June 21 * Planning meetings at the start of each term * Ongoing |
| By May 22, 78% of pupils in P4 and P7 meet the benchmarks for numeracy outcomes. | * Identify target groups for additional intervention. * *Target groups of children in P4 and P7 receive small group support within a conceptual numeracy approach.* * *Identify individuals significantly disproportionately affected by lockdown in P3-P7. Target small group support for identified areas of numeracy. (To ensure sustainability of gains in attainment)* | | * Lesley O’Brien, Kathleen Morris * PSA support * PSA support | * Attainment data * Attainment over time * Assessment evidence * P7 BBHS maths assessment | * August, January and May data gathering |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**  Priority:   * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged young people. | | **National Improvement Framework Drivers:**   * Teacher Professionalism: how we support teachers in their professional development * [Assessment of Children’s Progress](https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/what-is-assessment-and-when-and-how-does-it-take-place/): how we gather information about children’s progress and how we use this information to support improving outcomes for all * Performance Information: how we gather and analyse information to help us target areas for improvement, show where we have been successful and where we may need to do more. | | |
| **Focused Priority:**  Through implementing supports at a universal and additional level including a focus on the use of assisted technology, decrease the attainment gap for children with additional support needs to pre-lockdown levels. | | | | |
| **HGIOS4 Quality Indicators** | | **HGIOELC Quality Indicators** | | |
| * 1. – Self-evaluation for self-improvement   2.3 – Learning, teaching and assessment  **2.4 – Personalised support**  2.6 – Transitions  3.1 – Improving wellbeing, equality and inclusion  **3.2 – Raising attainment and achievement** | | 1.1 – Self-evaluation for self-improvement  2.4 – Personalised support  3.1 – Ensuring wellbeing, equality and inclusion  **3.2 – Securing children’s progress** | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Identified children in nursery have increased the time they attend nursery from 2/3 days to full time by January 22. | * CPD opportunities identified for staff to access for ASD. * Audit nursery environment using EY Circles toolkit to identify next steps for inclusion. * Use environmental checklist. * Use Pupil Profiling tool to plan appropriate supports for individuals. | * Nursery teacher with nursery team * Shona Gray – Key Worker | * Amount of time attending nursery. * Incidences of becoming overwhelmed reduced | * Term 1 * Attendance check in Jan 22 |
| Cluster Development Priority  *(This may be reworded once cluster priority is agreed)*  Staff are able to use the Circles toolkit to identify barriers to learning and address them. | * Introduction to Circles Approach – focus on inclusive environment audit. * Engagement with EP to support introduction of approach. * Whole school Cluster – led by Ruth Chalmers. | * Lesley O’Brien * TBC * Ruth Chalmers | * Staff feedback questionnaires – May 22 * Refer to Universal Support Profiles for individual support * Learning Partnership focus? To be agreed with staff. | * In-service Day 2 * TBC through cluster planning |
| Technology is used effectively to support learners with ASN when identified within Universal Support Profiles or Child’s plans.  By May 22, almost all staff are aware what technology can be used within assessment of a level. | * Clicker – re-establish use across P1-5. Provide additional CPD for class teachers and PSAs. Ensure access on all Netbooks. * CPD – assisted technology within Office 365 and use of technologies within assessment of a level. * *Purchase or refurbish 5 Ipads for identified pupils with significant and complex ASN.* * CPD – Apps and how they can be used to support learning. * Develop ICT support continuum to guide staff understanding of progression. | * Kathleen Morris * Gemma Donnelly * Kathleen Morris * Lesley O’Brien * Kathleen Morris * Kathleen Morris | * Tracking – expanded (inc attainment over time) tracking for individuals with ASN. | * Term 4 (20~21) and Term 1 * In-service Day 3 – Nov 21 * Staff Meeting – Term 2 |
| By March 22, Universal Support Profiles in place for all pupils with ASN at universal level. Supports identified are used in class.  By Jan 22, most pupils with identified ASN are able to identify what they can use that helps them with their learning. | * CPD provided on meeting the needs of children with dyslexia and dyscalculia at a universal level in an inclusive classroom environment. * USPs reviewed in August 21 by class teachers (SfL consulted) * Review structure of Universal Support Profile in partnership with Cluster and BBHS * Use new shared format for transition USPs for P7s going to BBHS. | * Kathleen Morris * Class teachers * Lesley O’Brien and cluster (Ashley Birrell – PT ASN at BBHS) * Lesley O’Brien and Class teacher | * Class audits – led by Kathleen Morris (SfL) * Pupil Focus Group – Led by Kathleen Morris | * USPs reviewed and updated Term 1 * Classroom audit of supports – Term 2 * Pupil Focus Group – Term 3 |
| **Ongoing Evaluation** | | | | |
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| **National Improvement Framework Priority:**  Priority:   * Improvement in children and young people's health and wellbeing | | **National Improvement Framework Drivers:**   * School Leadership: how we develop and support our head teachers and how we develop leadership across all parts of our school community * [Parental Engagement](https://education.gov.scot/parentzone/getting-involved/ways-of-getting-involved/): how we ensure the maximum benefit of parental involvement and engagement in children’s learning and in the life of the school * Performance Information: how we gather and analyse information to help us target areas for improvement, show where we have been successful and where we may need to do more. | | | | |
| **Focused Priority:**  Increase awareness of pupils and staff about 5 ways to Wellbeing and increase proportion of our school community reporting positive mental wellbeing. This priority will have a focus on pupil and staff wellbeing and providing support for families to foster positive mental health and wellbeing at home. | | | | | | |
| **HGIOS4 Quality Indicators** | | | | **HGIOELC Quality Indicators** | | |
| 1.4 – Leadership and management of staff  2.4 – Personalised support  2.5 – Family Learning  **3.1 – Improving wellbeing, equality and inclusion** | | | | 1.4 – Leadership and management of practitioners  2.4 – Personalised support  2.5 – Family Learning  **3.1 – Ensuring wellbeing, equality and inclusion** | | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| By Nov 21, almost all pupils are aware of the 5 Ways to Wellbeing and the Wellbeing indicators.  By Nov 21, most pupils are able to talk about ways they can improve their wellbeing. | * Focus during return in August in class and at assemblies on 5 Ways, Indicators and Growth Mindsets. * *Purchase reading resources to support delivery. E.g. Izzy Gizmo* * Displays of 5 Ways and Indicators to be in each class. Incorporate class charter. * Continue to embed H&W progression. | | * Kirsty Bruhn * All Staff | | * Questionnaire * Evidence of 5 Ways and indicators displayed in classroom. * Pupil Focus Groups | * Whole school focus on H&W in Term 1 (Growth Mindset, 5 Ways and Indicators) * Focus Groups – Term 2 * Classroom audit – Term 2 * Ongoing – planned evaluation in May 22. |
| By May 22, most pupils are able to talk about resilience and tools they can use to help their own resilience. | * *P6s to receive peer mediation training as part of a cluster improvement priority.* * *Purchase Edinburgh Resilience Pack 5 – 10.* * Outdoor Learning used to support delivery of Edinburgh Resilience pack for all pupils. * Pupils taking part in outdoor learning at least fortnightly. * P4-7 working towards achieving their John Muir Award. | | * Felicity Laing (delivered during NCCT) | | * Pupil Focus Groups. * Pupil questionnaire * Staff observation for transference and application of skills | * Edinburgh Resilience Pack used in Terms 1 and 2 * Outdoor learning throughout the session * Pupil Focus Groups – May 22. |
| Targeted pupils report an improvement in their wellbeing according to Wellbeing indicators. | * *PSAs to attend Nurture Training provided by pedagogy team.* * *Normalising anxiety group run by H&W PT.* * *Mindfulness and Yoga sessions run by H&W PT.* * *Targeted Kitbags sessions led by PSAs for identified individuals.* | | * Lesley O’Brien * Kirsty Bruhn * Ruth Callan, Gemma Donnelly and Hannah Finch (PSAs) | | * Wellbeing Wheels – pre and post interventions * Wellbeing conversations with targeted individuals | * In-service Day 2 * Universal audit – Term 1 to identify individuals for intervention. * Group sessions up and running by Term 2. |
| Pupil participation in extra-curricular sport and physical activity is increased to 75%. #SportyKids #HappyKids | * *Increase opportunities to engage in clubs in school within Covid guidelines.* * *Identify inactive children and target participation.* * *Provide free club opportunities for all children at least once.* | | * Partnership support – Fife Active Schools * Marc Young * Teaching staff where possible * Paid coaches if Covid allows | | * Attendance sheets * Excellence and Equity tracker * Pupil questionnaire in Sept and April | * Two classes targeted per term from August. * Clubs running by September. * Target inactive pupils specifically in Term 3. |
| Parental anxiety around pupil wellbeing and resilience is reduced.  Families are aware of the ways they can support wellbeing and know how to access support if needed. | * Audit parental opinion on perceptions of pupil wellbeing, resilience and barriers to positive mental health. * Use audit to identify and access support for our community e.g. CAMHS – normalising anxiety course for parents. * *Offer training for families on how to use Kitbag to support child wellbeing.* * *Provide Kitbag@Home kits for families to borrow and use at home.* * Signpost services for families using Twitter and Facebook. * Use Sways to share tips on supporting Wellbeing using 5 Ways and Indicators. | | * Lesley O’Brien * Lesley O’Brien and Kirsty Bruhn * Kirsty Bruhn * Run through office – covid restrictions allowing * Lesley O’Brien * Lesley O’Brien and Kirsty Bruhn | | * Parental focus groups – feedback from Parent Council * Questionnaire to assess impact in Term 4. | * September and May * Audit for parents in Term 2 – inform planning for terms 3 and 4 * Kitbag training - Term 2 * Kitbag@Home - Term 2 * Ongoing * 1 each term beginning in Term 1. |
| Nursery Parental anxiety around child wellbeing and resilience is reduced.  Families are aware of the ways they can support wellbeing and know how to access support if needed. | * Audit nursery families on perceptions of pupil wellbeing, resilience and barriers to positive mental health. * Use audit to identify and access support for our community e.g. CAMHS – normalising anxiety course for parents. * Signpost services for families using Twitter and Facebook. * Use Sways to share tips on supporting Wellbeing using 5 Ways and Indicators. | | * Lesley O’Brien and Juliette Page * Lesley O’Brien * Lesley O’Brien * Juliette Page and Nursery Team | | * Parental focus groups – feedback from Parent Council (nursery members) * Questionnaire to assess impact in Term 4. | * September and May * Audit for parents in Term 2 – inform planning for terms 3 and 4 * Ongoing * 1 each term beginning in Term 1. |
| Staff are aware of the ways they can support their own mental health and wellbeing and know how to access support if needed. | * Staff Wellbeing Champion role extended * Ongoing item on staff meetings * Wellbeing board created in staffroom   + Positive quotes   + Tips for positive mental health * Monthly check-ins/drop in sessions * Signpost useful sites and services for staff * Lunchtime walks * Organise social events (if Covid allows) | | * Kirsty Bruhn – Staff Wellbeing Champion | | * Minuted item on staff meeting – opportunity to raise points for discussion * Informal chats * Feedback questionnaires | * June 2021 * Ongoing * September 2021 * From Term 1 * Ongoing |
| **Ongoing Evaluation** | | | | | | |
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