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

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | *School: 193*  *ELC:20* | | | | | **FME** | *38%* | | | | | **Attendance (%)** | **Authorised** | **6.07** | **Unauthorised** | **3.70** | | **Exclusion (%)** | *0.03* | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | *£86 935* | | | |   **Learning Together for a Positive Future**  We value **Honesty & Kindness**  Together we aim to be:   * **successful learners who want to keep learning** * **responsible citizens who respect our community** * **effective contributors with a ‘have a go’ attitude** * **confident individuals who are happy, healthy and can make good decisions** |

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| **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  **School**  **Raising Attainment - Improving Learning, Teaching and Assessment through the Leadership of Learning** | |
| NIF Priority   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged pupils and young people   NIF Driver   * school leadership * teacher professionalism * parental engagement * assessment of children's progress * school improvement * performance information | HGIOS 4 Quality Indicators  Self-evaluation for self-improvement  Leadership of learning  Leadership and management of staff  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising Attainment and achievement |
| **Progress:** The class teachers worked collaboratively to develop their practice in sharing learning intentions with the pupils. This included professional learning and reflecting on practice.  Our Relationships & Regulation policy has been re-written, and agreed approaches are in place, led by Fiona Robertson a & Nikki McPhee. Our Nurture base (Rm 11 support) has evolved over the session to allow for the C19 restrictions, led by Nikki McPhee. Our team have engaged in a range of training to help pupils to regulate their emotions and behaviours. Our team have dedicated time to support their own wellbeing.  Fiona Robertson is engaging in Gaelic learning, GLPS, and we have worked with the Fife Gaelic network. C19 and technology issues reduced the Gaelic teaching in P5. The P5 pupils engaged well in the sessions that could be provided. P1-3 have had opportunities to develop their Gaelic knowledge. | |
| **Impact:** Opportunities for children to learn and know the expectations in their learning have increased. The teachers have found, through observations and discussions with their classes, that using the Learning Intentions has helped to focus most children more on their learning. From discussions with the classes, most children can talk about what they are learning and what their next steps are. The use of Success Criteria has helped to improve most children's progress in a range of curricular areas. It has provided the opportunity to clarify learning and identify any gaps. It has provided the children with opportunities to show their understanding and to monitor their own progress. A minority of pupils can talk about the success criteria and co-creating it, from pupil feedback discussions. Remote learning hindered the some of the planned actions.  Almost all our pupils know the rules and most follow them. Most pupils and parents from our surveys feel they are treated fairly and with respect. There is an increase in pupils who are worried about bullying. From those pupils a minority felt that bullying was not dealt well with, however most felt safe in school. Most pupils and parents who took the surveys felt their emotional wellbeing is supported and that they get help to do well.  From discussions, pupil feedback and surveys the majority of pupils like learning Gaelic. The younger pupils are particularly enthusiastic, whereas older pupils can find the relevance in the language. | |
| **Next Steps:** Over next session the development of learning intentions, success criteria and feedback will be continued to ensure pupils are clear of the expectations in their learning, as part of teacher’s ongoing practice development and quality assurance.  As part our health and wellbeing curriculum next session there will be a drive on empowering pupils and helping those who feel bullied. Our focus will be on developing a conducive learning environment for all.  Our languages programme will be refined over next session to ensure all children have an opportunity to learn French and Gaelic as their additional language. | |
| **Nursery** | |
| NIF Priority   * Improvement in attainment, particularly in literacy and numeracy.   NIF Driver   * school leadership * teacher professionalism * parental engagement * assessment of children's progress * school improvement * performance information | HGIOELC 4 Quality Indicators  1.1 Self-evaluation for self-improvement  1.2 Leadership of learning  **2.2. The Curriculum**  **2.3 Learning, Teaching and assessment**  **2.5 Family learning** |
| **Progress:**  Core provision - Audited using the Early Years Numeracy toolkit. As a result, additional resources were added to our core provision to support/add challenge. Board maker resources have also been included to provide further extension. These are woven naturally through our outdoor areas i.e., Numeracy shed, wet weather shed, investigation station, water wall, loose parts etc.  High Quality Observations – Staff received training from our Principal Teacher and Early Years Development Officer. A new system is now in place to display observations, allowing easier access to place on reflective plans or PLJs. There is now an area designated for our learners to record their learning on a plan and learning wall.  ICT - Our EYDO audited our resource and formulated a programme for staff suggesting new resources/websites to extend and challenge learners.  Family Learning – Our seesaw app has worked well this year and has been invaluable in sharing learning with parents/carers and suggesting how the learning can be extended at home.  Our Early Years Lead Officer will be sending out a series of sways during the summer holidays which focus on conceptual numeracy/family learning to further support our virtual transition. | |
| **Impact:**  Core Provision - More opportunities for BGE outdoors with the inclusion of conceptual numeracy experiences. Learners can be seen using boardmaker signs/resources on a daily basis to further learning. 67% learners are working within early progression level as a result.  High Quality Observations - Personal Learning Journals now contain less photographs and more high-quality observations. Staff now feel more confident in writing succinct observations/next steps and are attempting to write them as the learning happens with the children. Children’s questionnaire confirmed, almost all our learners are more confident in talking about their learning as a result.  ICT - Staff are using new resources and websites. Most of our learners are on track as a result.  Family Learning – Almost all of our families are engaging regularly with our learning app - 99%. This was confirmed in our family questionnaire. | |
| **Next steps:**  Mirror the activities carried out last year and replicate in Literacy.  Use the Early Literacy toolkit to audit literacy resources and improve core provsion.  Build on training in high quality observations, looking at the benchmarks/ELIPs data.  Use ELIPs data to determine next steps for targeted learners to close the gap.  Family Learning - Use our learning app to share improve literacy experiences and hold virtual groups such as PEEP/Book Bug. | |
| **Attainment of Children and Young People**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | *2020/21* | *Reading* | *Writing* | *Listening & Talking* | *Number, Money Measure* | *Shape position & movement* | *Information Handling* | | *P1* | *73.7%* | *73.7%* | *73.7%* | *73.7%* | *73.7%* | *73.7%* | | *P4* | *51.5%* | *33.3%* | *78.8%* | *75.8%* | *97.0%* | *75.8%* | | *P7* | *41.9%* | *35.5%* | *42.5%* | *58.1%* | *58.1%* | *58.1%* | |  |  |  |  |  |  |  | | *Overall* | *53.0%* | *44.4%* | *77.1%* | *68.6%* | *77.1%* | *68.6%* |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | *2019/20* | *Reading* | *Writing* | *Listening & Talking* | *Number, Money Measure* | *Shape position & movement* | *Information Handling* | | *P1* | *80%* | *80* | *80* | *80* | *80* | *80* | | *P4* | *56* | *56* | *66* | *56%* | *56* | *53%* | | *P7* | *70%* | *70%* | *70%* | *68%* | *71%* | *83%* |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | *2018/19* | *Reading* | *Writing* | *Listening & Talking* | *Number, Money Measure* | | *P1* | *98%* | *98%* | *98%* | *98%* | | *P4* | *82* | *59* | *95* | *73* | | *P7* | *77* | *64* | *64* | *68* | | |
| *We continue to see the positive impact on P1 through the Playful Pedagogy approach. Next session we will work with our cluster schools to improve communication and language as part of the foundations of early literacy development.*  *Writing attainment was significantly affected by the C19 lockdowns. Next session this will be a focus for improving attainment at first and second level and with our cluster schools at focusing on first level.* | |
| **Evidence of significant wider achievements** | |
| * Primary 1-3 explored our Scottish culture through the learning of Gaelic * P1 raised awareness of Type 1 Diabetes by helping a fellow classmate achieve her ‘100 blue pictures challenge’ for Scotland JDRF. * P2 pupils shared their literacy achievements by sharing Christmas poetry virtually * P4 & P5 extended their musical skills and team work through learning to play the ukulele and perform. * A targeted group of P7 pupils had an enhanced transition through Natural Connections delivered by Community Education Workers * P7 enjoyed making lanterns for the community project at Silverburn that were used to create a light show in honour of mental health awareness. * All classes used play to help develop the seven executive functions in the summer play days. * All classes engaged in ‘giving’ of the 5 ways of wellbeing by supporting the charity Comic Relief, raising through virtual means just short of £500 | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| Each families’ experience was very different during the year, especially during Covid 19 lockdowns. From those families who responded to our survey most found the learning tasks shared on Seesaw useful. Engagement ranged in classes from 91% to 35% on different weeks. The majority of families thought the number of tasks were about right. A few thought there were too many and few thought there was not enough. Our families are now very familiar with Seesaw and this is used to share successes in learning during class time as well as supporting communication between parent and teacher. The use of MS Teams for planning and review meetings suited some families rather than attending in school. This will continue for those who want this option when schools open up. We were very fortunate in the school and nursery to have avoided any class isolations. A few individual families did have to self-isolate due to contact tracing. Attendance and attitude to absence has suffered for a few families. The school has begun a cluster project on attendance led by our Education Manager. | |
| **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 | 46 Chromebooks 10 Mifi | | Additionality in staffing | Teacher: 0.4FTE PSA2: 4 hours |   Our supply of Chromebooks were delivered late into the lockdown. Those without any device or relying on a smartphone were the first to have a Chromebook delivered. We still have Chromebooks available and will continue to offer these over next session. Families who did not have appropriate devices in the first lockdown invested in devices over Christmas so only a minority still required a device from the school. The Chromebooks did not appear to increase the level of engagement. Using our own school to offer spaces over 4 bubbles and in the nursery supported our most vulnerable families and children of key workers. This increased engagement compared to the first lockdown.  Our additional staffing was subsumed into long term absence cover. Our additional PSA hours supported individual pupils with ASN who required an adapted curriculum.  Our attainment was impacted by about a fifth of pupils predicted to achieve across the curriculum. However, we missed our stretch target by 0.5% of this session in literacy and gained over the maths target by 7%. | |
| **Attainment Scotland Fund Evaluation (PEF)**  **Supporting those at risk or not on track in literacy and numeracy** | |
| **Progress:**  **Extending the Playful Pedagogy approach -** our approach has been extended into P2 and a guide has been produced to inform practice led by Ashley Thomson.  **Digital Family Engagement -** Engagement was tracked Seesaw and devices offered to those who needed them, led by Fiona Robertson.  **Targeted learning and wellbeing Intervention -** Second level targeted groups based on SSNA data and teacher assessment with Jill Waters. Continued use of the nurture base and emotional/wellbeing support led by Nikki McPhee. | |
| Almost all pupils who required early intervention were supported by a multi-agency approach to support their needs. The majority of families stated they knew how they could help their children in their learning through the annual survey. Almost all parents interact on Seesaw and communicate with the teachers in P1 & P2. Most teachers feel confident in the approach. Most pupils are provided with challenge and enjoyment at Early into First level. This is evident in our survey of staff, observations, pupil views and attainment levels.  Most families use and engage in the Seesaw app and stated that they know how to help their child. Our annual survey demonstrates this and an approval of Seesaw as an effective way of engaging with families. At this stage we do not have the evidence of increased learning beyond the classroom for targeted pupils. We will continue to develop our digital engagement into next session.  In the first term targeted literacy support was given to P6 & P7 pupils. Almost all in those groups increased their phonological knowledge and reading skills. Teacher assessment evidenced this and the SNSA for a minority showed an increase of the specific learning. This intervention came to an end after the second term due to absence.  Initially, the wellbeing support was confined to classes due to C19 restrictions. Our Active School Coordinator supported our strategy to build confidence and interpersonal skills. The targeted individuals demonstrated development of skills in their wellbeing wheels. | |

**Denbeath 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)*  *October 2016*  *+* |
| **1.3 Leadership of change** | Satisfactory | Satisfactory | Satisfactory | n/a |
| **2.3 Learning, teaching and assessment** | Satisfactory | Satisfactory | Satisfactory | n/a |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good | n/a |
| **3.2 Raising attainment and achievement** | Satisfactory | Satisfactory | Satisfactory | n/a |

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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)*  *October 2016* |
| **1.3 Leadership of change** | Good | Good | Satisfactory | n/a |
| **2.3 Learning, teaching and assessment** | Good | Good | Good | n/a |
| **3.1 Ensuring wellbeing, equity and inclusion** | Very good | Very good | Very good | n/a |
| **3.2 Securing children’s progress** | Good | Good | Satisfactory | n/a |

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

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged pupils and young people | | | | |
| **Focused Priority: Improving our learning through:**   * **Creating a conducive learning environment for all** * **Targeting learning and attainment at key stages** * **Building on our digital skills for second level pupils** | | | | |
| **HGIOS4 Quality Indicators** | | | | |
| * Self-evaluation for self-improvement * Leadership of learning * Leadership and management of staff * 2.3 Learning, Teaching and Assessment * 2.4 Personalised Support * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising Attainment and achievement | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| **Across the school most pupils, parents and staff feel there is a positive ethos and conducive learning environment.**  **Most pupils show a readiness to learn.**  **The few pupils who require additional support evidence progress to readiness.**  **Most parents of targeted pupils feel their child is supported and progressing to readiness.**  **Most pupils and their parents feel that emotional wellbeing is supported.**  **Most pupils feel safe and feel that bullying is dealt with well.** | Audit through HNIOS  Raising awareness of the six principles of nurture in the school community. Whole team understanding of six principles.  Guidance on health & safety compliance  Review and develop our relationships & regulation strategy including all stakeholders  Creation of charter of expectations with roles and responsibilities for all  Revise communication of pupil wellbeing in line with GPDR and Child Protection guidance  Training for teachers & PSAs to support targeted pupils.  Anti-bullying strategy including all stakeholders | Lindsey Manton – audit & compliance  Fiona Robertson & Nikki McPhee – Pivotal Training  Viv Sutherland – targeted pupil training  PT (TBC) - anti-bullying strategy & evidence of targeted pupils  Sara Else – Co-opted to support development | Progression of audit outcomes  Pupil views in feedback sessions  Monitoring of H&S reports  Analysis of attendance, presenteeism and exclusion data  Learning walk observations  Minutes of team meetings  Use of Boxall/wellbeing wheels/WIGs for targeted pupils  Feedback from parents of targeted pupils  Forms surveys for staff, upper school pupils and all parents | Term 1 – audit and raising awareness ( 2 collegiate hours)  Monthly by HT  Termly by HT  Cluster focus SLT meetings TBC  6 weekly by SLT + teachers  R& R strategy reminder August in-service  Further training once F Robertson has had train the trainer session  By end of term 2  Charter  Communication revision  Training for PSA by end of term 3  Anti-bullying strategy by end of term 3  Revision in Term 4 |
| **The majority of pupils at first and second level are on track in writing.**  **Targeted pupils’ communication is at early level** | Revisit Big Write to apply consistent approach.  Writing across learning and  Professional development of the teaching and learning of writing -  Attainment advisor updates  SEIC Wales  Education Endowment Fund  Fife Quality Improvement – Writing  Sharing of writing standards with families and celebrating writing success  Cluster collaborative - First level writing  Identification of targeted pupils at P1 via Elipse data.  Use of the communication Handbook  Cluster collaborative – Early level communication  Sharing of how families of can support communication at home | Kirsten Brown – school lead  Ashley Thomson & Nikki McPhee | Writing tracking and monitoring  Pupils’ views on writing  Early level communication - Models for Improvement with Elipse data | Term 1. - Review Big Write and agree non-negotiables. 1 collegiate session.  Tracking meetings – Power BI  Term 2 – Reading/training - effective approaches – action point for teaching.  Review practice 2 collegiate sessions  Term 3 – Review and action 1 collegiate session  Term 4 – Writing strategy 1 collegiate session  Term 1 - P1 analysis of data  Cluster Collaborative:  17th November 3.30-4.30 P7-S1 3.45 26th January March 9th April 27th |
| **Almost all pupils have increased opportunities to develop their ICT skills**  **Most pupils can apply a range of digital skills to their learning**  **Most pupils demonstrate their digital skills in their learning at home.**  **Most second level pupils can access Glow, use MS Teams and elements of Office 365** | Work with Levenmouth Academy to gain digital literacy award.  Training for teachers??  All pupils at second level to have access to GLOW account and have working device at home.  Opportunities for learning at home.  Shared skills and success with families via SEESAW  Parent workshops (dependent on C19) | Jennifer Scobie with support from Levenmouth Academy | Audit of current learning of ICT  Monitoring of pupil experience  Pupil feedback  Monitoring of SEESAW  Views of families | Audit term 1 ( 1 collegiate hour ) + ongoing monitoring  Of pupil feedback  Term 2 - revisit Fife ICT programme (1 collegiate hour)  Training TBC |
| **Ongoing Evaluation** | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | |

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy. | | | | |
| **Focused Priority: Improving the learning experiences and provision in literacy** | | | | |
| **HGIOELC Quality Indicators** | | | | |
| **1.1 Self-evaluation for self-improvement**  **1.2 Leadership of learning**  **2.2. The Curriculum**  **2.3 Learning, Teaching and assessment**  **2.5 Family learning**  3.2 Securing children’s progress  3.3 Developing creativity and skills for life and learning | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| **Most learners on track - working within early progressing level in Literacy in their pre-school year.**  **Most families feel their child is progressing well in their learning.**    **Children have a wider range of literacy learning experiences across their BGE**  **There is secure evidence of declaring attainment levels against the literacy benchmarks.**  **Targeted Literacy interventions are in place for learners in Term 1 using the evidence from ELIPs data to close the attainment gap.**  **Staff to use family learning app to share learning experiences/ progress in Literacy in conjunction with Personal Learning Journals.**  **Family Learning groups will provide further quality learning experiences in Literacy.** | Add more depth to the Literacy learning experiences available  outdoors, digitally, and across the provision using the Early Years Literacy Toolkit.  Act on advice from wider Early Years team to further improve Literacy provision. Networking/virtual visits (with other establishments) will also promote new ideas.  Continue to work with the wider Early Years Team to develop our use of observations, next steps in learning and use of the benchmarks.  Staff to revisit ELIPs, focussing on interpreting data. Staff will feel confident in planning targeted learning experiences for learners to help them stay on track.  Improve family learning communication virtually using a learning app and displays which are accessible to all.  Share literacy learning experiences throughout the year within the constraints of covid.  Share Literacy expectations with families | All Staff  Led by A Muir and L Swales.  G Inglis  L. Adams  A Muir and L Swales    L. Adams  G Inglis  A Muir  L Swales  M Jeffery –Support PEEP sessions.  M Balfour – Support Bookbug sessions.  C Davie - General communication in.  A Muir to plan a monthly sway to be sent through seesaw reviewing learning with suggestions how learning can be developed at home. | Learner’s views survey  Family survey  Audit from wider Early Years Team to drive improvement of provision . Record before/after.  Staff questionnaire.  PLJ Monitoring.  Attainment levels.  Intermittent/Final ELIPs scores.  Tracking engagement through learning app.  Evaluations of groups.    Written feedback from groups such as PEEP questionnaire. | Term 1 & 2  Use Early Years Literacy Toolkit to audit and update literacy provision across all the areas for indoor/ outdoor provision.  Share before/ after photos of indoor/ outdoor learning environment on Twitter/SEESAW.  Term 1 & 2  Act on advice given from wider Early Years Team. Use professional reading to  Relate theory to practice.  Term 3  Staff training building of from last year focussing on interpreting data. Liaise virtually with other ELCs to share good practice in improving provision/family learning.  Identify further gaps/needs in literacy for targeted individuals.  Term 4  Completion of literacy strategy for annual implementation and review. |
| **Ongoing Evaluation** | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | |

**Appendix C** **Session 2021 -2022** **Improvement Plan – PEF Plan**

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| **Attainment Fund Rationale** | | **Amount of Fund: £101 658 + £15 000 approx. underspend** | | |
| Our school is almost matching our stretch targets for attainment. However, where pupils are not progressing well in their learning there is an increased chance of low attendance or non-engagement in the classroom. This increases the chance of distressed behaviours which impact the learning environment for all. It is significant that the minority of our pupils have experienced trauma or have ASN, present with anxiety demand disorder, ASD or attachment disorder type behaviours. It is important for our school that we have an enhanced nurturing approach, work with agencies that understand the needs of our pupils, and engage with families to support our pupils who are the most avoidant to form positive relationships and learn. Improving their self-efficacy and basic executive functions through a whole school and targeted approach are the foundations of a readiness to learn. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Impact on learners**  **Ongoing evaluation** |
| **Increase of attendance and time in school of targeted pupils.**  **Increase in learning engagement.**  **Reduction in risk of/actual exclusion.**  **Increase in felt safety in school.**  **(Individual/group targets to be set)**  **Appendices to be developed and included once groups assessed and targets set.** | Additional Pupil Support Assistants   * Links with ASIST * Inclusive education training * Adapted curriculum * Anxiety demand avoidant approach * Links to Our Minds Matter * Emotional wellbeing learning * ASD friendly environment   Additional teachers & release of PT from class commitment   * Team teaching to support pupils with ASN * Targeted learning groups for literacy * Use of Base, Elipse, SNSA data and formative assessment * Targeted emotional regulation groups * Lunchtime activity groups * Use of nurture base   Additional literacy resources   * Targeted learning groups | | Specific wellbeing assessments eg wheel, WIGs, Boxall  Monitoring of attendance & learning engagement  Feedback from planning/review meetings with families, agencies & staff  Monitoring and tracking of progress in learning  Observations of development of inter-personal skills and engagement |  |

**Appendix E**

**Name of Establishment**

**Education Manager**

**Standards and Quality Report Session 2020 - 2021**

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|  | **Comments** |
| Agreed adapted format for SQR 2020 – 2021 has been used |  |
| Context table completed  Shared vision and values shared |  |
| **Improvement Work 2020 – 2021**  Progress noted  Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc |  |
| Clear impact shown for children and young people   * Quantitative or qualitative data to support this impact * Written evaluatively |  |
| Limited number of next steps identified |  |
| Attainment overview/Achievement of a Level/Outcomes for Young People   * Successes and gaps identified * Destination trends (secondary) |  |
| Wider achievement – impact on children and young people  (evidence of skills developed rather than a list of achievements/experiences) |  |
| What has been the success and challenges of school closure period (school/class isolation, remote learning between January – March 2021)  Evidence of   * Expectations for remote learning * Data for engagement levels * Feedback received from all stakeholders |  |
| Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing) |  |
| Attainment Scotland Fund Evaluation (PEF/SAC)  Progress:  Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc |  |
| Impact   * Quantitative or qualitative data to support this impact * Written evaluatively |  |
| NIF quality Indicators are evaluated using six point scale (School) |  |
| NIF quality Indicators are evaluated using six point scale (Nursery) |  |
| Care Inspectorate Grades included (where relevant) |  |

**Improvement Plan Session 2021 - 2022**

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