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| ***Springfield Primary School and Nursery***  ***And***  ***Letham Primary School***  **Standards and Quality Report 2020/21**  ***Achieving Excellence and Equity*** |

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| **Contexts**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC)** | **82 - Springfield**  **35 - Letham** | | | | | **FME** | **19 - Springfield**  **0 - Letham** | | | | | **Attendance (%) 94.4% - Springfield**  **93.1% - Letham** | **Authorised** | **12 - Springfield**  **11- Letham** | **Unauthorised** | **5 - Springfield**  **1 - Letham** | | **Exclusion (%)** | **0** | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | **£21,146 - Springfield**  **£1,175 - Letham** | | | |   **Vision** – To create a positive, inclusive school environment which develops confident, resilient and highly motivated learners.  **Values** – Positivity, honesty, kindness and respect.  **Aim** – To develop self-disciplined and independent individuals who are inspired to participate fully in the life of the school and beyond. |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | |
| **Priority 1** - Effective use of a variety of assessments, and a shared understanding of standards, to maintain attainment over time across the curriculum. | |
| HGIOS 4 Quality Indicators  2.3 Learning, Teaching and Assessment: Theme 3 Effective use of Assessment  3.2 Raising Attainment and Achievement: Theme 2 Attainment over Time  **HGIOELC**  2.3 Learning, Teaching and Assessment  3.2 Securing Children’s Progress  **NIF Drivers**  Assessment of children’s progress  Performance information  School Improvement | |
| **Progress:**   * Pupil attainment/moderation/assessment timetables and proformas were created with an online bank of assessment materials for literacy and numeracy. * Headteacher attended Assessment and Planning Development model session. * Staff training was provided focusing on moderation and assessment processes in literacy and numeracy. * New staff were provided training in the effective use of Benchmarks across the BGE. * All staff have been involved in training on interpretation and use of SNSA and BASE data. * Home learning approaches were adapted and standardised across the school and nursery following Cluster agreement. * Home learning engagement and progress trackers were developed. * Elips used consistently by all EYOs across the nursery. * Online transition documentation has been developed and are beginning to be used with clear expectations of consistent information provided and formats. * Transition information shared effectively between nursery and P1, using new transition documentation. | |
| **Impact:**   * All teachers observed have a clear understanding of pupil abilities, providing appropriate pace and challenge. This has resulted in increased pupil motivation and attainment has been maintained or improved at all stages year on year. * Whole school expectations, experiences and outcomes at every level/stage has led to high-quality learning and teaching and interactions in nursery and in most classes across the school. * Almost all teachers continue to embed improved knowledge of attainment benchmarks and assessment processes, resulting in accurate assessments of pupil progress. Evidence is robust and is beginning to be triangulated independently by the majority of teachers. * Interpretation of ELIPS/ SNSA/ BASE data allowed all class teachers and EYOs to identify gaps in learning, and plan appropriately to meet the needs of all learners. * Assessments show all children with ASN, FME and social and emotional needs have made progress over the year. * Planning and tracking meetings and observations show that most teacher’s and all EYO’s planning has become more effective for children’s individual needs in all classes and nursery. * Using standardised school assessments for literacy and numeracy, all staff are completing stage appropriate assessments. As a result, most staff are now updating tracking independently, using new assessment materials to inform more regular tracking updates and question/have more confidence in what a level looks like. * Use of whole school assessment documentation allowed for continuity in learning on return to school in all classes. * P3-7 pupil evaluation focus groups show that children continue to have a good understanding of where they are in their learning and can articulate their next steps. | |
| **Next Steps:**   * Continue to develop online bank of assessment resources in relation to BGE. * Use the bank of BGE assessment resources to accurately plan for next steps. * Continue to use SNSA/BASE data to inform planning. * Continue to implement a triangulation of evidence to support assessment processes. * Further update assessment timetable/ policy in line with new resources. * Regular staff meeting focus on BGE assessment and moderation. * More regular attainment focus groups implemented. * Teacher led end of level assessments. | |
| **Priority 2 -** To develop a relevant, post COVID-19 curriculum with a focus on health and wellbeing and outdoor learning opportunities. | |
| **HGIOS 4 Quality Indicators**  2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.1 Ensuring wellbeing, equality and inclusion, Theme 1: wellbeing  3.2 Raising Attainment and Achievement  **HGIOELC**  2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.1 Ensuring wellbeing, equality and inclusion, Theme 1: wellbeing  3.2 Securing children’s progress  **NIF Drivers**  School Improvement  Teacher professionalism  Parental engagement | |
| **Progress:**   * A relevant, context specific, skills-based curriculum was created including the development of a rolling program of IDL topics linked to Es and Os. * Coverage trackers are being used well to track IDL, with a focus on HWB and outdoor learning, as each stage moves through the school. * Clear assessment expectations and requirements for supporting evidence have been developed in relation to literacy, numeracy and health and wellbeing. * SP - Outdoor learning was reinstated in the P6/7 class and Forest Kindergarten reintroduced in the nursery. * During home learning a focus was maintained on HWB through set tasks and live wellbeing check ins with class teachers and PSAs. | |
| **Impact:**   * Year on year attainment has been maintained across the curriculum with a secure coverage of Literacy, Numeracy and HWB pathways across nursery and the primary stages. * Focusing on HWB has maintained and further promoted readiness to learn. During school closure a continued focus on HWB allowed the majority of pupils to returned from school closure ready to learn. * A coherent, progress system in place, supporting transitions between staff. * Almost all pupils are observed to be able to apply HWB skills taught across the curriculum, and through discussion, pupils understand the skills they are learning and can articulate this. * All children in Pupil Evaluation Rocus groups show that they know what progression looks like and have a clear understanding of their progress and next steps. * All pupils are observed to be motivated during outdoor learning activities and understand the purpose of their learning eg understand the transferrable skills being taught. * Parental feedback during home learning showed that parents and pupils felt well supported by the addition of wellbeing check ins. * The staff team remains supportive and almost all staff feel well supported in their role. Stress in the   workplace is managed by the whole staff team working together. | |
| **Next Steps:**   * Clear assessment expectations and requirements for supporting evidence now need to be developed in relation to BGE. | |
| **Priority 3 -** To plan for universal support to raise attainment over time for all learners. | |
| **HGIOS 4 Quality Indicators**  2.4 Personalised support. Theme 1 and 3: Universal support and removal of barriers to learning  3.1 Ensuring wellbeing, equality and inclusion, Theme 3: inclusion and equality  3.2 Raising Attainment and Achievement, Theme 2 and 4 –Attainment over time and equity for all learners  **HGIOELC**  2.4 Personalised support. Theme 1 and 3: Universal support and removal of barriers to learning  3.1 Ensuring wellbeing, equality and inclusion, Theme 3: inclusion and equality  3.2 Securing children’s progress, Theme 2 and 4 – children's progress over time and ensuring equity for all children.  **NIF Drivers**  School Improvement  Teacher professionalism | |
| **Progress:**   * Creation and use of consistent whole school assessments and interpretation of assessment data used by all staff across the school and nursery. * Regular review meetings/transition meeting/stage partner discussions/ learning support meetings focused on identifying potential barriers to learning and interventions. * Best resources to support learning for all were identified and a bank of new resources were purchased or developed. * All staff continued to be upskilled in use of ICT to ensure ICT was used to support learning. * Staff training was provided in the PACE approach, assessment and iT to build capacity to meet the needs of all learners. * Ongoing engagement with key staff members, partner agencies eg SALT, social work and parents to identify and remove barriers to learning and provide an inclusive learning environment. * Pupil evaluation focus groups and regular discussions with all pupils. * Focus groups for identified pupils. * Virtual assemblies/bubble assemblies allowed achievement and successes to be shared while maintaining a focus on school values. | |
| **Impact:**   * Almost all pupils have continued to make progress despite school closures and class quarantine, and almost all pupils across the school remain on track or ahead of track. * Observations show that high levels of universal support is provided in all classes. Lessons are well differentiated with appropriate use of new resources. * Observations show ICT is beginning to be used well in all classes to support learning eg immersive reader and staff feel more confident in their use of ICT and knowledge of programs available. * P3-7 pupil focus groups show that pupils know what resources and support are available and how to access this support. This has removed potential barriers to learning and encouraged independent learning in an inclusive environment. * All pupils have a clear understanding of expectations, in both behaviour and learning across the school and nursery. * All children are aware of their individual targets in literacy, numeracy, HWB and across the BGE to progress. * Pupils are motivated to learn, learning is appropriately challenging, and the pace and progress of learning is in line with expectations. | |
| **Next steps:**   * Continue to develop Universal support as part of an inclusive classroom, focusing on social and emotional needs. * Continue to provide focus group support for targeted pupils. * Continue to build on the use/knowledge of ICT resources to enhance inclusive, independent learning at the appropriate level of attainment. | |
| **Attainment of Children and Young People** | |
| **Springfield**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Reading** | **Writing** | **Listening and Talking** | **Numeracy** | | **P1 16 Pupils** | **81%** | **75%** | **94%** | **75%** | | **P4 5 Pupils** | **100%** | **60%** | **100%** | **100%** | | **P7 10 Pupils** | **100%** | **100%** | **100%** | **100%** |   SP - Focus groups will be set up for the four P1s and two P4s not attaining expected levels in writing and numeracy as they move into P2 and P5. Continue to work with LST to develop further support strategies and identify barriers.  **Letham**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Reading** | **Writing** | **Listening and Talking** | **Numeracy** | | **P1 5 Pupils** | **80%** | **80%** | **80%** | **80%** | | **P4 5 Pupils** | **100%** | **100%** | **100%** | **100%** | | **P7 4 Pupils** | **100%** | **100%** | **100%** | **75%** |   LM - Continue to work with parents, LST and EP to further offer support strategies.  Both Schools:  Despite school closures, almost all pupils P1-7 are maintaining expected levels of attainment in Literacy and numeracy.  Assessments on returning to school showed almost all pupils had continued to make some progress in literacy and numeracy during home learning. This was due to the structure of lessons, regular feedback to pupils, regular/good contact with families, creating and sharing with parents a clear and concise programme of expectations. Home learning’s main focus was on Literacy and Numeracy and one other varied BGE curricular area. It is therefore the intention next year to create a greater focus on BGE, to improve and better assess and track progress.  Following remote learning, it was noted that the majority of pupils returned to school ready to learn. However, the emotional wellbeing of less than half of the pupils, alongside decreased social skills, led to more frequent incidents of behaviour, particularly in the playground. A focus of next session will be to develop an inclusive classroom and promote positive emotional, social and relationship skills using the Circles Framework. | |
| **Evidence of significant wider achievements** |
| **Virtual performances**  SP – The whole school, including Nursery produced a Christmas show which was videoed in classes, pupils learned Makaton as singing was not allowed.  SP - Pupils were involved in preparing and recording performances online for House Captain speeches either at home or on school Ipads, which were then collated together on SWAY documents and either shared with parents or with the whole school on smartboards to allow for feedback and voting. This also allowed some pupils to take part with more confidence as they could have several attempts, weren’t in front of a massive audience, develop additional leadership, presenting and ICT skills.  LM – The whole school, in separate classes, produced a virtual Christmas show to share with parents on video. It was recorded on Ipads in scenes and edited together, with a blue screen added by the help of a parent. This was a new way of working for all involved. The children and parents found it a success and enjoyed being able to watch back their acting and see it take shape with the background scenery changing for each scene – it felt like they were actually going to that country. Recording the show gave the children a chance to learn their script in sections, making the lines easier to remember, it could also be re-recorded, and therefore making it quicker to record.  Both school and cluster schools were involved in the Virtual Cupar Burns competition. Children categories included recitation, vocal and instrumental. Children practised at home and sent in their videos to be collated on a school SWAY, which was then sent to the judges. Letham received 5 First places for the various events. The children gained valuable performance skills, children who ordinarily would not take part due to confidence, participated.  **Virtual visitors**  Pupils planned interview questions in advance for virtual visitor eg author visits, Edinburgh Zoo using the opportunity to develop note taking skills, ask questions and make links to DYW activities.  Pupils enjoyed Cinderella Live, a fully interactive live show watched online that allows the audience to participate as they would in the Theatre eg Boo, Laugh, Cheer, Clap, Shout “Behind You” whilst being in the comfort of their own classroom. Whilst not being the same as being in the Theatre the younger children especially benefited being in their own class, being able to move about and take breaks when needed.  LM – Pupils were fortunate enough to be able to take part in a music performance from a Musical Theatre team, they prepared and asked question whilst being able to learn about the various instruments and genres of music through the decades.  **Trips**  Lochore Meadows trip involved pupils in a series of activities such as kayaking, mountain biking and orienteering. This developed a range of new physical skills for many pupils, as well as providing opportunities to develop social and DYW skills such as teamwork, communication and assessing risks.  LM – Pupils planned and helped to risk assess a camping trip to the local church. The pupil has a night away in single manned tents, learning valuable life safety skills eg lighting fires, toasting marshmallows. Despite the rain, feedback was very positive from all children and parents.  LM - After starting their topic on ‘People who help us’, the P1-4 children planned a COVID friendly fundraising event as a way of sharing and giving back. They decided to do a sponsored walk, in aid of the Scottish Mountain Rescue Team. They considered the route and organised sponsorship, learned about donations and how they could help, developed teamwork, leadership, waiting, compassion, and consideration skills, gained a more global view on kindness, being part of global issue/feeling. The 14 children raised an amazing £700. This was recognised with a Motion in the Scottish Parliament, a message from the Local Councillor and an article in the newspaper.  **Community**  LM – During lockdown pupils were involved in this year’s Big Bird watch, which heightened children’s awareness of the inhabitants of the local area and environment, how to look after the birds, make bird feeders, create instructional writing during home learning active. Children were able to discuss the different birds they had in each other's gardens and suggest reasons for this.  LM – P5-7 wrote letters to the local care home Pitlair House. The residences reciprocated with bunting and a bit about themselves. Pitlair staff stated that the residents were delighted to receive mail from the children at Letham. Letham pupils very much enjoyed learning about the lives of the care home residents, one of them was 95 and still drawing. Pupils were learning the skills of compassion and learning about events from the past with a true connection. Next steps, the pupils had planned to perform some music and reading but this had to be postponed.  LM P1-4 pupils wrote letters to the elder in the village as it was noted by the community that some people were feeling the isolation of COVID. |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| **Successes**   * SP - Engagement progressed from 84% in the first 2 weeks to 94% in week 4 and this was then sustained throughout. * LM – Engagement: 100%   Reasons for high levels of engagement:  Parents stated they felt more confident in accessing online learning; staff had taken on feedback from the first lockdown and prepared progressive SWAYs with documents and activities to provide a consistent structured weekly approach; throughout home learning further feedback was sought regularly from pupils and parents and approaches were adapted accordingly.  Additional measures and interventions put in place: an increase in access to technology (devices provided from BTS), individualised plans for low engaging pupils; additional school places being offered to vulnerable pupils; active tasks, physical workbooks or activities sent home; an increased level of communication and interventions offered between HT/PT and parents of non-engaging pupils, with consistent expectations being provided.   * Staff unity, cohesion and confidence developed as staff took more ownership and leadership of contingency learning plans. * Staff continued to use and upskill their use of TEAMs, GLOW, email, SWAYs and Seesaw. * Staff further developed their understanding of a progressive curriculum as they worked together to create various differentiated home learning SWAYs; nursery to P7, for a variety of home learning reasons. * Almost parents provided positive feedback on the sharing, structure and amount of learning to be done at home. * As a result of parental and pupil feedback, interactive online teaching was introduced for all classes. All parents who engaged with this found this supported their ability to help their children or allowed the pupils of working parents to be better supported to complete tasks. Data and staff reporting demonstrate live lessons improved motivation and increased communication and links with parents and pupils. Almost all staff also reported that live lessons improved assessment of pupil progress. * Online wellbeing check-ins were also introduced, run by class teachers and PSAs which almost all targeted children engaged well with. PSA will continue these with focused children in school next session. This also allowed staff to feedback to CPC/CPDC where any concerns were raised, allowing ongoing child protection and safeguarding of all pupils. Almost all parents and pupils reported that their emotional health was well supported by this added approach. * Feedback from nursery parents was positive overall with regard to the variety of activities provided. This was then tailored to a slightly more structured approach for less than half of working parents who requested more independent tasks for their children. * Pupils stated they felt motivated to engage with online learning and particularly enjoyed the feedback SWAYs and the opportunity to share successes through the introduction of WAGOLLs. Individual feedback was provided in an appropriate timeframe similar to that of a classroom environment, providing personalised next steps, and differentiated learning, and allowing opportunities for individual discussions of learning for pupils. * Teachers stated that virtual teaching lessons were a valuable opportunity to connect with all their children, assess more accurately misconceptions, and also include key worker children. Staff found it beneficial to have children on rotation to be able to get the most out of the sessions. * All staff were involved in completing engagement and assessment information which was recorded on a whole school engagement and assessment tracker, providing a robust overview of continued progression for all staff. * LST supported the professional development of support staff during closure leading to improved approaches for pupils. * LST effectively supported families of ASN pupils leading to increased engagement. * The use of GLOW, TEAMs, SWAYs and Seesaw were valuable tools for two-way communication between home and school and will continue to be used and enhanced in school eg for homework and home-school linking. * All staff welcomed the ability to coordinate their own class. * Almost all staff enjoyed the freedom, uniqueness of the situation to be able to ‘Think outside the box’.   **Challenges**   * A small number of pupils and parents who, despite various opportunities and amendments made to both communication methods and materials provided, still did not engage with the majority of tasks. * Although additional netbooks were provided, a few families still had challenges with connectivity and when paper packs were given, they were not always completed or returned. * Although staff reported Child Activity Centres being held within own schools was more manageable than central CACs, with small numbers of staff, this still provided challenges in delivering online learning while covering in class learning for those attending school. * Technology connection was a challenge, particularly in Letham. This made virtual teaching lessons frustrating and more difficult to implement. * An increase in Child Protection, community, social work and police recorded incidents took up CPC and DCPC time from strategic school matters.   **Blended learning:**   * Within multi composite classes where some pupils had returned while others were still learning from home, class teachers were required to spend additional time working together in planning meetings to ensure appropriate work was set for those children who were being taught by another class teacher. * This in turn created challenges around the original WTA and allowing time to facilitate this in addition to planned school development. * It was difficult to maintain the same level of contact with families as they had become accustomed to, while teachers had returned to class teaching, and such high levels of feedback and communication were not sustainable. * PSAs sometimes feel stretched as the lunch bubbles have created a longer time for the children to spent in the lunch hall, and playground cover can be boisterous with so many key children to observe. * The continuation of bubbles means some children continue to feel separated from the rest of the school and start to think in silos, lacking the ability to lead, share and care for the younger children in the school. |
| **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 | 14 - Springfield  4 - Letham | | Additionality in staffing | No additionality in staffing was provided - Springfield  0.2FTE - Letham |   **Devices**   * 13/14 targeted pupils consistently engaged and completed home learning tasks set and attended virtual online lessons. * The virtual wellbeing check-ins allowed for staff to support vulnerable children and monitor/ maintain closer contact with Child Protection children. * In-school work followed up using ICT from home learning tasks set.   **SG money**   * Used to allow all teachers to focus on targeted children particularly reading. Resulting in increased attainment for all targeted children. * Allowed class teachers to liaise with the parent and LST to develop and implement bespoke, wellbeing support strategies. No further incidents have been raised or recorded. Child has stated she felt well supported and is now able to use taught strategies. * Allowed for all children on a rota basis to have focused teaching time. Allowing teachers and children to identify key skills and areas for development. * During lockdown allowed the class teacher to support the delivery of the home learning model and support key worker children. |
| **Attainment Scotland Fund Evaluation (PEF)** |
| **Progress:**  **PT**   * Alongside HT, supported all staff in the setup, delivery, planning, assessment and evaluation of home learning. * Key in maintaining, promoting and supporting a positive, progressive ethos across all staff in the school. * Supported all staff in developing their own emotional wellbeing so they have the capacity to support others. * Alongside HT, identified and liaised with targeted families to overcome challenges from discussions with staff and input notes from the engagement tracker. * Mentor to both probationers and conducted class observation to support the delivery and implementation of SIPs. * Conducted staff training on assessment and interpretation of data. * Maintained Depute Child Protection role to effectively maintain links with targeted families.   **PSA hours - targeted pupils**   * Held wellbeing check-ins virtually and in person in school during lockdown. * Created and implement effective communication with key parents eg daily discussions, home-school diary link. * Implemented nurturing approaches to support the bubbles during lunch and play provision. * Developing and implementing emotional regulation strategies eg fix it folders. |
| **Impact:**   * Positive feedback from parents shows a support for the school for creating a clear structure and implementing some of the suggested changes to the home-learning model. * All staff stated they felt their wellbeing was well supported in the workplace. * All staff implemented their own emotional check-ins with their class. Almost all children, whilst in class, were settled and focused. * PSA wellbeing check-ins have continued with targeted children. All targeted children know key adults to talk to if they require support. * All targeted children can now use Fix if folder independently and will freely go to it to resolve confrontation. * All targeted parents state they feel supported and have a good relationship with the school and can approach if help is required. * Probationer showed to be excellent practitioners, both passing their interviews and securing positions at new schools. |

**School/Setting Name: Springfield Primary School**

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

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

**School/Setting Name: Letham Primary School**

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

**Appendix B**

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| **School Improvement Plan 2021/22**  **Springfield and Letham** | | | | | |
| **National Improvement Framework Priority:**  School improvement, Teacher professionalism | | | | | |
| **Focused Priority 1: To further develop an inclusive classroom and whole school environment to best meet the needs of all learners.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.4 Personalised support. Theme 1 and 3: Universal support and removal of barriers to learning  3.1 Ensuring wellbeing, equality and inclusion, Theme 3: inclusion and equality  3.2 Raising Attainment and Achievement, Theme 2 and 4 –Attainment over time and equity for all learners | | | 2.4 Personalised support. Theme 1 and 3: Universal support and removal of barriers to learning  3.1 Ensuring wellbeing, equality and inclusion, Theme 3: inclusion and equality  3.2 Securing children’s progress, Theme 2 and 4 – children's progress over time and ensuring equity for all children | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| * Consistently inclusive learning environments in all classes. * Increased participation in learning and motivation in all pupils. * Increased staff confidence and skills to provide an inclusive learning environment that enables all pupils to learn and engage. * Increased opportunities for success through wider achievement opportunities, leading to improved targeted pupil motivation. * Fewer incidents of negative behaviour recorded through introduction of positive strategies and opportunities. * Improved social skills and collaboration among targeted learners. * Targeted pupils are well supported to learn in an environment and way which suits them, leading to raised attainment with fewer gaps visible. * Increased quality engagement with targeted parents developing shared strategies between home and school. | * Developing an inclusive classroom environment – using reflective questions when setting up classroom and to review throughout term 1. * Complete Circles Framework CPS. * Tests of change in each class following CICS for classroom environment. * Use of social, emotional and relationship skills, support and strategies planning page and reviews for all pupils. * Ongoing use of skills, support and strategies, tools and planning pages for identified targeted children in each area. * Staff training/ late nights – Circles Framework/ Learner centred approach. * Planned teaching of social skills, peer support strategies in class and through outdoor learning opportunities. * Paula Cowie work with staff to develop outdoor learning. * Cluster PSA Nurture training on August INSET Day. * Agreement of consistent planning for PSAs - format and timetable * PSAs to introduce Lego therapy, kitbag, Jenga wellbeing sessions. * Provide consistent approach to behaviour management across the school – review of behaviour policy. * Young leaders developing playground activities, assemblies and reintroduction of house group activities. * Opportunities to develop leadership, young leaders, high 5 qualifications. * Reintroduction of wider achievement opportunities through masterclasses and school improvement groups. * Effective collaboration with parents – meaningful communication around targets and goals. * Developing shared strategies to support pupils both in school and at home – use of communication postcards and tasks to support this. (Update of homework policy to include this). * Actively seeking parent views through surveys, discussions, you said, we did boards/ communications and when possible, reintroduction of show and share events. * When possible, reintroduction of parent classes in nursery – PEEP/ bookbug. | Class teacher  LR/KD  Class teachers/ KD to support  PSAs  Class teachers/ PSAs  All staff  KD  KD to liaise with Active Schools  KD  Class teachers (Seesaw)  KD and class teachers  KD  KD/ AL – PEEP  MM/CW/AF - bookbug | | * Circles framework CICS * Classroom observations * Staff dialogue * Pupil evaluation focus groups * Test of change results and feedback * Pupil and parent feedback * Observations * Staff feedback and confidence * Increased staff confidence * Observations * PSA feedback * Participation data/ dialogue with targeted pupils * Observations, fewer playground incidents recorded * Participation data * Parent surveys/ feedback | Term 1  Term 1 and 2  Ongoing  Term 1  Term 1  Ongoing  Term 2/3  Term 1  Ongoing  Term 1 – ongoing  Term 1 – ongoing  Ongoing (reviewed linked to Covid restrictions)  Ongoing  Ongoing  Term 1 - ongoing  Term 1/2  Term 2/3  Dependent on Covid restrictions. |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

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| **National Improvement Framework Priority:**  Assessment of children’s progress. | | | | | |
| **Focused Priority 2: To further develop a bespoke, progressive planning and assessment curriculum across the BGE.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.2 Curriculum, Theme 3: Learning Pathways  2.3 Learning, Teaching and Assessment, Theme 3: Effective Use of Assessment.  2.4 Personalised Support, Theme 2: Targeted Support. | | | 2.2 Curriculum, Theme 2: Learning and developmental pathways.  2.3 Learning, Teaching and Assessment, Theme 3: Effective Use of Assessment.  2.4 Personalised Support, Theme 3 and 4: Identification of learning needs and targeted support and Removal of barriers to learning. | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| * Targeted Pupils will be able to demonstrate and apply the skills they have learned across the curriculum. * Learning pathways will ensure consistency in progression across all stages and subjects * Robust evidence informs accurate professional judgements and appropriate planning in all classes. * Assessments will provide reliable evidence which we use to assess all pupil progress/ achievement of a level. * All staff will be able to effectively evaluate learners’ progress and have a clearer understanding of attainment across levels. * All Learners’ experiences are appropriately challenging and enjoyable and well matched to their needs. * Targeted pupils will be observed to be highly motivated. Attainment across the school will be raised with fewer gaps visible. | * Continue to develop a variety of assessment tools in relation to the BGE. * To further develop and use BGE learning pathways across the curriculum. * Updated assessment timetable to be used by all class teachers. * Planned attainment focus groups. * Regular opportunities for moderation. (Detailed in assessment timetable) * Planned focus groups for targeted pupils. * Create a bank of strategies/resources/programmes to support targeted pupils in their daily classwork. | AW & Class Teachers  AW  AW & Class Teachers  AW/ KD  Class Teachers  AW  AW & Class Teachers | | Pupil/Staff dialogue  BGE assessments  Staff confidence  Staff dialogue  Pupil attainment groups  Tracking meetings  Assessments, tracking meetings.  Ongoing assessments Attainment data  Observations  Dialogue with targeted pupils/staff  Evaluation focus groups | Ongoing  Ongoing  Ongoing  When Required  Ongoing  Ongoing  Ongoing |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |