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| ***Lochgelly South Primary******and Nursery School*****Standards and Quality Report*****Achieving Excellence and Equity*** |

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| **Context**

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| **Setting/School Roll (including ELC/ASC)** | 160 (school) + 13 (nursery) =173 (combined) |
| **FME**  | 25.6% (P4-7) |
| **Attendance (%)**  | **Authorised** | 2.46% | **Unauthorised** | 1.92% |
| **Exclusion (%)** | 0.01% |
| **Attainment Scotland Fund Allocation**  | £56 390 |

**School Aims Shared Vision and Values*** To create a happy, caring, secure and stimulating environment in which children can develop self-confidence and self-esteem and become self-motivated learners who understand the purpose of the activities they are engaged in.
* To build positive relationships with children and encourage them to be respectful, courteous, considerate and supportive to others.
* To develop positive and meaningful partnerships with parents based on openness, shared values and a common concern and responsibility for the development of the child.
* To maintain and develop effective communication with the home and the community which promotes a positive and supportive relationship.
* To promote a holistic approach to wellbeing, using Our Minds Matter, 5 Ways to Wellbeing.
* To develop self-regulation and the skills of independent and co-operative working.
* To provide a well-planned and challenging curriculum which provides for continuity and progression and aims to develop the whole child at a level and pace appropriate to his/her needs.
* To monitor the quality of the curriculum and evaluate its success.
* To monitor pupil progress and provide quality support for learning programmes.
* To work towards coherence and consistency in the child’s learning experiences including the transition from nursery into primary and from primary into secondary education.
* To encourage children to care for their school and local environment and to develop a sense of pride this.

Our nursery aims to:* provide a safe and stimulating environment in which children can feel happy and secure;
* encourage the emotional, social, physical, creative and intellectual development of children;
* promote the welfare of children;
* encourage positive attitudes to self and others, and develop confidence and self-esteem;
* create opportunities for play;
* encourage children to explore, appreciate and respect their environment;
* provide opportunities to simulate interest and imagination;
* extend children’s abilities to communicate ideas and feelings in a variety of ways
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| **Improvement for Recovery Priority Work****Session 2020 – 2021** |
| **Focused Priority:** **Child Wellbeing, including school and nursery provision** (emotion works/ 5 ways of wellbeing common approach).**Staff Wellbeing** (Emotion Works/ OMM - 5 ways to Wellbeing common approach) |
| NIF PriorityImprovement in children and young people’s health & wellbeing. NIF Driver* Assessment of children and young person’s progress
* Teacher professionalism
 | HGIOS 4 Quality Indicators**KEY**3.1 Ensuring wellbeing, equality and inclusion**RELEVANT** 1.1 Self-evaluation for self-improvement, 2.1 Safeguarding and child protection2.4 Personalised supportHGIOELC Quality Indicators**KEY**3.1 Ensuring wellbeing, equality and inclusion**RELEVANT** 1.1 Self-evaluation for self-improvement,2.1 Safeguarding and child protection2.4 Personalised support |
| **Progress:*** All staff have received training and access to the Treehouse Mental Health support materials. These support the mental wellbeing of both pupils and staff.
* All classes engaged with the Emotion Works Recovery Programme, this ensured children were supported on their return to home using a common approach to develop self-regulation skills.
* All staff have engaged with the Wellbeing leads to Wellbeing, professional learning materials. One staff member was able to adopt a leadership role sharing the learning from ‘Wellbeing Leads to Well-doing’ with nursery and support staff.
* All Wellbeing Pathways have been updated and are now clearly underpinned by Our Minds Matter, the RSHP resources and the Emotion Works programmes.
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| **Impact:*** Both staff and children felt the Emotion Works programme and Treehouse platform helped them to articulate and recognise their feelings. Staff also felt that Emotion Works should be a focus at the start of every session, to reinforce a common language around feelings and as a basis to develop maturing self-regulation skills.
* *Wellbeing Leads to Well-doing has* allowed staff to establish a sound foundation of knowledge and understanding regarding hierarchy of needs, attachment theory, windows of tolerance and adverse childhood experiences. Our children have benefited from this enhanced understanding as staff are now more responsive to learners needs. This has resulted in a calmer ethos around the school and particularly in the playground.
* *Updates to our Health and Wellbeing planners* have ensured our children will experience greater consistency, progression and depth.
* Our P6/7 Shine Wellbeing results showed our boys felt their general health was in line with the Scottish average, while the girls were slightly below. In terms of the WHO-5 Wellbeing scale our girls were in line with the National average, with 23% experiencing low mood and our boys were below the 22% national average, with only 16% indicating low mood. Both our girls (92%) and boys (95%) scored higher than average for ‘liking school’. With regards to self-confidence, our boys were in line with average levels at 72%, yet only 27% of our girls felt confident, this is less than half of the Scottish average.
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| **Next Steps:*** At staff request, we intend to use the CAMHS materials and secured PSAs spaces on the "Positive Relationships for Learning". This professional learning isbeing delivered by the pedagogy team and will provide further practical interventions and strategies for supporting wellbeing and resilience.
* Staff have identified ‘meeting learner’s wider needs’ as a priority on next session. This would also incorporate a focus on play pedagogy across the school and the development of Sports Leaders.
* Our updated Health and Wellbeing planners have an increased focus on Mental, Social and Emotional Health, as well as an increased focus on OMM, these will be piloted next session. This will support all pupils but we will have a particular focus on self-image at the second level.
* We will continue to embed Emotion Works as a tool to support self-regulation.
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| **Focused Priority:** **Attainment and Teacher Agency - carried forward from 2019-20 S.I.P.** |
| NIF PriorityImprovement in attainment, particularly in literacy and numeracy.Closing the attainment gap between the most and least disadvantaged childrenNIF Drivers* Teacher Professionalism
* School Leadership
* Assessment of progress
* Performance Information
 | HGIOS 4 Quality Indicators2.3 Learning, teaching and assessment**RELEVANT*** 1. Leadership of learning, 2.4 Personalised support, 3.2 Raising attainment and achievement

HGIOELC Quality Indicators**KEY**2.3 Learning, teaching and assessment**RELEVANT** 1.2 Leadership of learning, 2.4 Personalised support, 3.2 Securing children’s progress |
| **Progress:*** All teaching staff have undertaken carefully planned professional learning sessions to develop their understanding of professional enquiry as a means to increase teacher agency and improve learning and teaching approaches for learners.
* All staff have self-evaluated their understanding of practitioner enquiry using the GTCS auditing tools. They have also undertaken professional learning and reading to add depth to their reflections, develop a common language and establish a process for undertaking and enquiry.
* Our probationer presented her own professional enquiry as an example of good practice.
* A Professional Learning Community (PLC) was established and presented as a system for sharing practice, expertise and professional learning, with a specific space organised that could allow us to operate remotely (Teams group).
* Staff were provided with guidance on how to access suitable sources of research and theory to guide future enquiries (Impact Wales materials, GTCS, Professional Learning Library). They were then asked to select a theme to focus professional learning on and share with the PLC.
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| **Impact:*** Due to COVID, although actions and tasks have been undertaken there is little impact evident within the classroom or outcome data at this time.
* The audit and self-evaluation supported staff to identify the actions required for planning enquiries next session.
* A Professional Learning Community Teams page has been established, as a space to share links, professional learning and research materials. So far all staff have accessed and contributed to developing this platform.
* All staff were able to present their professional learning on a research theme to the PLC. They also provided summary materials to share with staff, for future reference.
* Professional learning undertaken so far will form the foundation for practitioner enquiries planned for next session.
* All staff now know where to access quality sources of research on which to base enquiries and would agree that this terms work has increased their professional knowledge of research relevant to improving learning and teaching. Staff produced high quality presentations and committed additional time to researching their themes fully.
 |
| **Next Steps:*** Continue to build a culture based on the sharing of professional learning and practitioner enquiries. This will ensure staff develop the agency required to action change in order to meet learners’ needs.
* A co-created plan will enable this priority to be continued next session. Individual professional enquiries will allow for evidence to be gathered and impact measured.
* The PL shared this term will signpost the types of research available to support the enquiry process leading to targeted improvements in learning in teaching.
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| **Focused Priority:** **Learner Participation - carried forward from 2019-20 S.I.P. due to Pandemic** |
| NIF PriorityImprovement in children and young people’s health and wellbeingImprovement in employability skills and sustained, positive school leaver destinations for all young people.NIF Driver* Teacher Professionalism
 | HGIOS 4 Quality Indicators**KEY*** 1. Self-evaluation for self-improvement

**RELEVANT**1.2 Leadership of learning**,** 2.7 Partnerships**,** 3.3 Increasing creativity and employabilityHGIOELC Quality Indicators**KEY** 1.1 Self-evaluation for self-improvement**RELEVANT** 1.2 Leadership of learning, 2.7 Partnerships , 3.3 Developing creativity and skills for life and learning   |
| **Progress:*** Remote learning provision was improved to ensure a consistency of approach across the school and increase participation. This was achieved through moderation, articulating standards, signposting appropriate resources, professional development of IT skills and sharing good practice.
* Consent was also gained which allowed us to progress to live sessions.
* Opportunities for learner participation was hindered by infection control measures and remote learning. The inability to mix pupils meant many of our planned groups (RRS, OMM) had to be adapted. Resulting in a class based approach to maintain bubbles. OMM’s philosophy was fully embedded in our updated planners and evident in classroom practice across the nursery and school.
* Active Schools worked with our P7s developing leadership skills based on their OMM programme. In term 4, half of our P6 pupils interviewed for Sports Leaders roles, with training resuming next session.
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| **Impact:*** From the remote learning perspective, we were able to increase engagement online to between 85 and 90%. Previously (Term 4 2020) this was consistently less than 74%.
* Active School’s engagement with P7 was well received with positive pupil feedback, where they attributed the programme to increasing confidence, motivation and skill development. They also felt the physical activity aspect allowed them to try new things and increased activity while encouraging them. Almost all children agreed in feedback that “it helps me feel better about myself” and “it makes me not give up and keep going.”
* This past year has been challenging in terms of sustainability and has perhaps highlighted weaknesses in the mixed stage approach we had previously adopted and based plans around.
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| **Next Steps:*** Now staff have a better understanding of authentic pupil participation and associated support and evaluation documents we now feel we are at the point of embedding this in our regular classroom practice and Curriculum Rationale.
* On reflection we would continue the single stage approach to participation groups (OMM & RRS), we also intend to engage further with Eco Schools.
* We will re-register with Right Respecting School, with an aim to be re-accredited by June 2022.
* Next session we will be working with Active Schools to introduce a sustainable model for Sports Leaders at the P6 stage, with P7 taking a lead role in this. This will involve promoting sports across the school and leading outdoor play in P1-3, while also developing leadership and citizenship skills in our young people.
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| **Attainment of Children and Young People**  |
| * The table below illustrates a dip in our attainment aggregate within both math and numeracy. This can be partly attributed to the impact of Remote Learning, however, a very small P7 with a higher than average proportion of ASN has also been a contributing factor.
* This data highlights the need for targeted intervention, particularly in maths and numeracy where there has been a drop of 15%. There is 4% decline in reading and a 1% attainment. This is the key driver behind the planned additional SFL/PSA to be funded through PEF.
* The Practitioner Enquiry focus within next year’s SIP will also address the particular learning needs within each classroom.
* The average SIMD quintile for Lochgelly South Primary School is 2.2, this is 0.7 below the Fife average. We have 0 pupils in quintile 5 and 7.9% of our pupils from quintile 4.
* Below are the stretch targets for our school, these illustrate that we are already exceeding the targets for our catchment, despite the challenging conditions.

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| **Attainment 2020/21** |
| Stage | Reading | Writing | Listening & Talking | Numeracy |
| **P1** | **83%** | **83%** | **83%** | **83%** |
| **P4** | **85%** | **85%** | **90%** | **80%** |
| **P7** | **62.5%** | **62.5%** | **62.5%** | **50%** |

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| P1/4/7 Attainment Aggregate Overview Time 2018/19 – 2020/2021 |
| Mathematics & Numeracy | Reading | Writing |
| 20/21 | 19/20 | 18/19 | 20/21 | 19/20 | 18/19 | 20/21 | 19/20 | 18/19 |
| **71%** | 86% | 79% | **77%** | 81% | 81% | **77%** | 78% | 78% |

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| **LSPS****Stretch Targets** | ActualPast Performance | Future targets based on school social context |
| 2018/19 | 2019/20 | 2020/21 | 2020/21 | 2021/22 | 2022/23 | 2023/24 |
| Literacy | 76.8 | 77.6 | 77% | 63.8 | 69.5 | 75.2 | 80.8 |
| Numeracy | 78.0 | 88.2 | 71% | 69.4 | 74.3 | 79.2 | 82.9 |

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| **Evidence of significant wider achievements** |
| * All staff members demonstrated high levels of resilience and adaptability, under very challenging circumstances. Strengthening relationships and maintaining connections have been central to supporting the learning, wellbeing and ethos of our community. Our staff have been a real credit to the school and provided security and consistency in exceptional circumstances, we are incredibly proud of the collegiate working and commitment to doing the best for our children.
* All P3 pupils participated in the Scottish Modern Languages week. They learned to greetings in a variety of languages and produced a short film for sharing with parents and across social media platforms. This increased enthusiasm for modern languages and the class felt proud of having their work appreciated and recognised more widely.
* P3 and P4 also took part in the National Museum of Scotland's Digital Schools Sessions. The sessions enriched the children’s experience using real artefacts and learners were able to make connections between this and the learning in class.
* As part of the Emotion Works Recovery Programme, P5 learners created posters to share their understanding of what Emotion Works is and the ways in which it helped them recognise and manage their feelings. This generated lots of discussion where the class was able to describe how Emotion Works had helped them in specific situations. One pupil had their effort recognised in achieving runner up status in the National competition.
* For the first time, our P7 pupils worked alongside Active Schools to develop their leadership skills through the newly produced programme which links to OMM, there was full participation and engagement from all pupils. Feedback from the class teacher and pupils was very positive, with children feeling the programme made them work better as a team.
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| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| **Successes*** Advancement of digital skills for both staff and pupils. All staff feel far more proficient in delivering learning remotely in new and creative ways.
* Moderation activities ensured there was a consistent approach, agreed standard and expectation of provision across the school. In addition, this improved the quality of learning and teaching as staff shared good practice and useful sources to support remote learning. In addition staff also supported each other in the advancement of IT skills.
* Nursery staff used See-saw to keep better connected with families, both to support learning at home and to share achievements and progress. This will continue and has been well received by all parents.
* We were able to maintain 3 bubbles during the closure period and are particularly grateful to our support staff and EYOs who made this possible. They were well supported by our teaching team, however, the level of responsibility they adopted meant teachers were better able to provide high quality remote learning.
* The skills developed during our period of remote learning will be maintained and developed through homework, which we have continued to provide remotely. This will ensure we have the systems, as well as appropriate skills for staff and pupils, in place should they be required during any future school closures.
* We were pleased with the levels of engagement we were able to maintain. Staff gathered engagement data from across learning platforms on a weekly basis (Teams, IDL, educationcity ,Lexia) See data below -

**Overall – Aggregates**

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| **Accessing Teams** | **Accessing any learning platforms** | **Calls home – support/ concern/praise** | **Attended in school**  |
| ***88%*** | ***90%*** | ***22%*** | ***12%*** |

**Challenges*** There was a small cohort of families who were difficult to reach and eventually stopped answering our calls, despite being provided with devices and alternative resources. These children have been targeted upon their return to school, with our additionality teacher and SFL teacher working more intensively with them if required.
* Staff absence and isolation periods have increased pressure on our system. The additionality of 4 days CT allowed us to cover all classes, however, this often meant these staff weren’t able to continue targeted support roles and fully sustain interventions.

**Results from SEIC Impact ASK - Remote Learning Survey for Pupils and Parents**

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| **Wellbeing During Disruption and Recovery** |
| **Stakeholder** | **Overall HGIOUS Rating** | **Av. Theme Rating** |
|  Parent/Carer |  Very Good - Excellent |  5.42 |
|  Learner |  Very Good - Excellent |  5.43 |
| **Learning & Teaching During Recovery**  |
| Parent/Carer | Very Good | 5.07 |
| Learner | Very Good - Excellent | 5.45 |

This consultation evaluated our quality of remote learning and also helped to identify ways we could further support parents and improve our provision. Suggestions included; providing additional concrete materials, increased use of pre-recorded lessons and the introduction of live sessions. All of these were implemented. |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)** |
| **Staffing Additionality -** 0.6 Teaching Staff, upped to 0.8* Our additional teaching staff provided supplementary SFL for targeted pupils. However, from January the focus changed to teaching the children of key workers or vulnerable pupils, as well as covering the long-term absence of our own SFL teacher. This allowed us to ensure that concerns requiring referrals and assessments were responded to quickly.
* The additionality has also allowed us to use the Resilience Toolkit, initially targeting 5 pupils. This has provided staff with specific strategies to develop resilience in these learners. Most notably this has supported one pupil to re-engage and increase attendance in class, from going to class only a few hours a week to almost all of the time. However, it is too early to evaluate its full impact on the other pupils who have not had the same concerns.
* This term the additionality has also allowed us to train and provide refresher training for support staff in the use of 5 Minute Boxes (a resource to support early development in literacy and numeracy), this will make their use more sustainable next year when the additional staffing is removed. This plan will continue into next session where we will be able to gather evidence to measure this impact.
* At points the additional teacher has simply allowed us to maintain operational service when classes and staff have been ill or isolating due to covid-19. Without this additionality, learning provision and staff wellbeing would have been negatively impacted.

**Digital Devices -** 30 Chromebooks + 6 wifi dongles* 23% of our pupils received devices.
* Use of these devices was carefully monitored using the insights function on Teams.
* The digital devices increased engagement for 36% of those families who received them.
* Despite frequent phone calls and targeted efforts to support engagement and access, the remaining 64% showed very little improvement in engagement, this group only appeared online once or twice a week, if at all.
* Contact with these families was maintained and support offered, however, we had some difficulty overcoming these barriers. As a result the progress of these learners was carefully monitored upon return, with appropriate interventions made as required.
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| **Attainment Scotland Fund Evaluation (PEF)** |
| **Progress:*** In an effort to replace and update technology, 10 laptops were purchased, as well as 2 smart televisions installed in classrooms and 80 sets of headphones. This provision was targeted towards reducing digital poverty and developing IT skills to ensure remote learning was possible and that we were well resourced in school to meet the remote learning needs of pupils of key workers and vulnerable children.
* Software was purchased to support our learners both in school and at home, this included; Lexia, IDL Literacy and IDL Numeracy. This has been key to supporting and monitoring learning during closure periods.
* The School App. was also bought to improve communication with home.
* To support wellbeing of both staff and pupils, the Emotion Works recovery package and the Treehouse mental health program, were purchased. These were used by all pupils across the school and time was allocated from the working time agreement for staff to utilise these materials personally.
* Part of our allocation was committed to increasing Pupil Support staff and our SLT staffing through extending our PT’s role to Acting DHT with a Wellbeing focus. This role has also allowed us to build the foundation for using professional enquiry to build a culture of improvement.
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| **Impact:*** The additional IT purchases have allowed us to maintain remote engagement between 85% and 90%. It also meant we had enough devices so all of our learners in school had full access, allowing them to engage with their peers online.
* Targeted use of the programs purchased allowed us to carefully monitor the progress of pupils who would normally receive SFL.
* The additional PSA hours allowed us to transition a child back into the classroom full time. In previous years this child had been spending more than half of the day out of class and had disengaged from learning. This child is now making steady progress and is in class almost all of the time.
* Additional staffing meant we were able to offer direct support to pupils who returned from lockdowns with elevated anxieties. Our ADHT worked with teaching staff to strategically develop and refresh our Health and Wellbeing Planners to ensure they incorporate OMM, the new RSHP resources and Emotion Works.
* Qualitative data from both staff and pupils highlighted increased readiness of learners to discuss and recognise their emotions. This was attributed to the Emotion Works recovery programme, which also provided a common vocabulary and framework for restorative conversations and supporting individuals.
* The nurture toolkit and kit bag was used with a small group of 6 children, who were sometimes reluctant to go to class or were distressed on occasion, this has allowed these pupils to be transitioned back into class or develop strategies to ease their anxieties.
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**School/Setting Name Lochgelly South 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** | **Good***with aspects of very good* | **Good***with aspects of very good* | **Good** | N/A |
| **2.3 Learning, teaching and assessment** | **Good** | **Good***with aspects of very good* | **Good** | N/A |
| **3.1 Ensuring wellbeing, equity and inclusion** | **Good***with aspects of very good* | **Very Good** | **Very Good** | N/A |
| **3.2 Raising attainment and achievement** | **Good** | **Good** | **Good** | 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)* |
| **1.3 Leadership of change** | Good*with aspects of very good* | Good*with aspects of very good* | Good | 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*with aspects of very good* | Good*with aspects of very good* | Good | 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** | **5-very good** |  |  |
| **Quality of environment** | **Not assessed** |  |  |
| **Quality of staffing** | **5-very good** |  |  |
| **Quality of leadership and management**  | **Not assessed** |  |  |

**Appendix B**

**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 children and young people
 | **Drivers** * School Leadership
* Teacher Professionalism
* Assessment of Children’s Progress
* Performance Information
 |
| **Focused Priority:**  **Building a** **Culture of Collaboration and Professional Enquiry**Developing a Professional Learning Community alongside the knowledge, processes and skills involved in undertaking a Professional Enquiry. This will establish enquiry as part of an improvement culture where staff are empowered and supported to apply agency. This will initially involve the teaching staff, however, in subsequent improvement cycles we would like to see how this can also encompass nursery and support staff. |
| **HGIOS4 Quality Indicators** |
| **Key**: * 1. Leadership of learning
* Professional engagement and collegiate working
* Impact of career-long professional learning
 | **Relevant**:* 1. Self-evaluation for self-improvement
	2. Leadership of change

2.3 Learning, teaching and assessment3.2 Raising attainment and achievement |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| Increased empowerment through enhanced teacher agency and application of research.Building a Professional Learning Culture where colleagues share, support and collegiately improve practice and policy.Developing an understanding of the Professional Enquiry process and how to use this to improve outcomes for learners.Engagement and application of research specific to individual learning contexts and learners’ needs.Strategically embedding Professional Enquiry and the Professional Learning Community within the culture of our school  | Engagement with GTCS professional enquiry audit and support materials.Staff will develop their understanding and use of a range of success measures and ways to triangulate evidence. This will ensure the evidence gathered from professional enquiries are robust.Use of Impact Wales materials to provide appropriate sources of research on which to build a professional enquiry.CTs will select a research focus for their own professional enquiry, working through this process and sharing their experience, impact and learning through the PLC.Peer coaches will be established to provide a critical friend to problem solve and support each other through the design, implementation and analysis process.Staff will have the opportunity to lead learning at classroom level and with the wider staff and parents, as they become the expert within their chosen theme.Co-create a vision and action plan for moving forward into next session 2022-23 (SQR & SIP) | Initial professional learning will be led by HT.Collective responsibility for sharing and developing practice through the PLC and using this sharing of knowledge, expertise and impact to inform practice.The coaching element will be a shared responsibility.Leadership responsibility for all teaching staff as they lead learning for pupils and other staff, with the potential to also lead with support staff and parents. | Initial **audit** and **data** gathered at the early stages will inform direction of improvement and support needs for staff.Staff will gather evidence from their individual professional enquiries – this may include **data, views or direct observations.**All staff are able to present the analysis of their **professional enquiry data** and **analyse** potential for wider impact on practice and policy through **professional dialogue**.Part of whole school evaluation process (HGIOUS/SQR) – professional dialogue, views, data.Long term it is anticipated that annual use of professional enquiry will be evident in the staff **PRD process**. | Time will be dedicated to developing an understanding of the professional enquiry process, this will be part of the staff development time from the Working Time Agreement.**Aug – Oct 2021*** Audit & engagement with GTCS Professional Enquiry materials
* PL – data gathering and analysis
* Consider research appropriate to learning needs within individual contexts.
* Establish peer coaches

**Oct – Dec 2021*** Peer coaching sessions
* Plan professional enquiry and data gathering methods
* PL - relevant research.
* PLC – sharing PL/plans/problem solving and collaboration
* May begin professional enquiry

**Jan – April 2022*** Actions for professional enquiry
* Data gathering & analysis
* Sharing findings and impact, exploring wider potential and next steps.

**May – June 2022*** Evaluation process
* Action/Impact/Next Steps
* Likely ongoing SIP priority

Embedding professional enquiry and PLC within our culture - by 2023 |
| **Ongoing Evaluation** |
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| **National Improvement Framework Priority:**  * Closing the attainment gap between the most and least disadvantaged children and young people
* Improvement in children and young people’s health and wellbeing
* Improvement in employability skills and sustained, positive school-leaver destinations for all young people
 | **Drivers** * School Improvement
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| **Focused Priority:**  **Curriculum Rationale**Review and refresh our Curriculum Rationale in collaboration with all stakeholders. This will support us in curriculum and policy design and allow us to ensure we are focused on making the best decisions about the learning, teaching and experiences we are providing within our specific context.  |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| **Key**: 2.2 Curriculum* Rationale and design
* Development of the curriculum
* Learning pathways
* Skills for learning, life and work
 | **Relevant**:* 1. Self-evaluation for self-improvement
	2. Leadership of learning

3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement3.3 Increasing creativity and employability | **Key**: 2.2 Curriculum* Rationale and design
* Development of the curriculum
* Learning pathways
* Skills for learning, life and work
 | **Relevant**:* 1. Self-evaluation for self-improvement
	2. Leadership of learning

3.1 Ensuring wellbeing, equality and inclusion3.2 Securing children’s progress3.3 Developing creativity and skills for life and learning |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| Development of a more holistic curriculum that looks at developing both knowledge and learning skills, as well as focusing on supporting wellbeing.Focus our learning and teaching on what is really important within our context.Justification for the learning experiences and priorities we choose to focus on.Our approaches to learner participation and leadership are clearly articulated.Clarity around what and why we do what we do at Lochgelly South Primary.Our curriculum rationale will be shared widely and continue to be part of ongoing review.Our Curriculum design in Nursery is reflected in all learning e.g. outdoors, Learning walls, PLJs | Professional Learning/Reading - A Curriculum of Hope, Debra Kidd, GTCS materials and Spotlight papers.Development of a curriculum rationale that celebrates our uniqueness and underpins the ethos, curriculum, policy and practice at all levels.Clearly articulated vision, values and aims that are interwoven across all learning.Development of a rationale that both reflects our context’s strengths and compensates when required.Learners across the school will be engaged within the process of refreshing the CRParents and other stakeholders will be engaged within the process of refreshing the CRStaff will be engaged within the process of refreshing the aims and CRUpdate of our Leadership and Citizenship awards programme. | PT to lead and ensure collaborative working with * All staff
* Pupils
* Parents
* Nursery

Collective responsibility design, embed and embrace through ethos and learning.Leadership at all levels will be threaded through the CR. | Pre and post use of curriculum rationale self-evaluation wheel (GTCS)HGIOUS 4/ELC/OUR Benchmarking Materials – 2.2 Curriculum, Where are we now?Data gathering – surveys/review groups/questionnairesStaff, pupils and parents have an awareness and understanding of our curriculum.Learning Partnership Visit – observations and feedback | Audit/self-evaluation – August 2021Will form part of In-set, Friday 12th Nov.Collaboration & consultation based on above – Sept - Dec 2021Articulation and write up of rationale – Jan-Feb 2022Learning Partnership dates - tbcReview, collaborate and update Leadership/Citizenship Awards – March 2022Curriculum Rationale shared and publicised –March 2022 |
| **Ongoing Evaluation** |
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| **National Improvement Framework Priority:**  * Improvement in children and young people’s health and wellbeing
* Closing the attainment gap between the most and least disadvantaged children and young people
 | **Drivers** * Assessment of Child’s Progress
* School Improvement
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| **Focused Priority:**  Supporting the broader needs of our learners – wellbeing, achievement, ethos & relationships. This will be achieved through the development of pedagogy and practical skills to support the needs of our learners, both generally and targeted. We believe ensure a sense of wellbeing and being able to experience achievements is an essential element of learning readiness that will positively impact attainment. |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| **Key**:3.1 Ensuring wellbeing, equality and inclusion* Wellbeing
* Fulfilment of statutory duties
* Inclusion and equality
 | **Relevant**:3.2 Raising attainment and achievement3.3 Increasing creativity and employability | **Key**:3.1 Ensuring well-being, equality and inclusion* Wellbeing
* Fulfilment of statutory duties
* Inclusion and equality
 | **Relevant**:3.2 Securing children’s progress3.3 Developing creativity and skills for life and learning |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| Emotion Works, Our Minds Matter and the RHSP will be fully embedded in our practice and ethos. This will help our children better regulate their emotions and increase their resilience and strategies for well-being. We will be accredited as a Rights Respecting School –Bronze Award. This will ensure all pupils are aware of their rights and responsibilities as responsible citizens and be better able to exercise their voice and participate fully within the community.Loose parts play will be developed across the whole school and nursery. This will enhance play provision, improve problem solving and increase creativity.As part of a cluster initiative, Pupil Support Staff will participate in "Positive Relationships for Learning", this will provide practical intervention strategies for supporting wellbeing and resilience.Establishing Sports Leaders will increase pupil leadership and participation skills, as well as, supporting increased engagement with structured play in P1-3, over break times.Ensure a holistic view of the child and their learning in Nursery* Emotional regulation
* Developing and nurturing relations with our families
 | Pilot of new Health and Wellbeing Planners, particularly RSHP and OMM matters aspect.Focus on Emotion Works in term 1, as part of Friendship Fortnight and establishing Class Promise etc.Re-register for accreditationAudit of current practiceDevelopment of action planStrategic roles assigned to pupils/staffEmbedding - Part of weekly assemblies, assigning leadership roles, class tasks.Loose Parts Play TrainingResourcing – including storage and reclaimed play materials/resources.Support staff have requested further training to support pupil wellbeing. We intend to use the CAMHS materials and secured 4 spaces on the "Positive Relationships for Learning"professional learning opportunity being delivered by the pedagogy team.Our P6 and P7 pupils will have the opportunity to become Sports Leaders as part of joint initiative with Active Schools. | Collective responsibility.Wellbeing Representative - TBCThis will be offered to staff and pupils as a leadership role, however, there will be a collective responsibility to embed RRS within our practice and ethos.Collective responsibilityPL – Smart Play NetworkPotential leadership roles (interest indicated)PL - Pedagogy TeamCluster InitiativePL - Simon Warren (Active Schools) will train pupils and relevant CTs. This will start a rolling programme with current leaders training future leaders for sustainability.Nursery staff led by Nursery Teacher | Staff observationsFeedback form pupil and staffObservations of children in situations where self-regulation is required.Termly self-evaluationsAccreditation by RRSFeedback from accreditation processAudit & self-evaluation (views & data)Staff observationsFeedback form pupil and staffObservations of children at play.Smart Play Network evaluation materials.Observation of strategies in use and feedback from staff and pupils.6 week block, with pre and post intervention assessment, using the nurture toolkit.Observation of Sports Leaders in action and feedback from staff and pupils involved.PLJs – observationsFeedback from staff – EYOs/EYDO/PT/CTTriangulation of learning- planning, recording, assessmentevident in PLJs? | Termly Self Evaluations and planning meetings (already part of practice)Oct/Dec/March/JuneObservations – ongoingAudit – August 2021Application for accreditation June 2022Training date (tbc)Programme to be implemented and resourcing in place by June 2022Initial training –Aug 2021Started late June 2021P7 Sports Leaders in place and working with P1-3 by Sept 2021P6s to be trained in Feb/March 2022Initiated in term 1, then ongoing |

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