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| ***Dunnikier Primary and Nursery School***  **FINAL Standards and Quality Report 20-21**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | **ELC 36**  **School 373**  **Total roll 409** (based on census 27th Sept 20) | | | | | **FME** | ***41/222= 18% (P4-7) (***Based on Healthy Living Survey Feb 2020) | | | | | **Attendance (%) Power** | **Authorised** | **4%** | **Unauthorised** | **3%** | | **Exclusion (%)** | **0** | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | ***PEF £89,440*** | | | |   Dunnikier Primary School and ELC are in central Kirkcaldy and within walking distance of many of the town’s local attractions and amenities of which we make very good use. We are part of the Balwearie High School Cluster of schools.  Dunnikier School opened in 1893 and has always been known locally as ‘The Red School’. We have a rich diversity in culture and religion with 17% English as an Additional Language. We maintain around 40% placing requests which is a positive reflection of our ethos and our learning and teaching provision.  Our school motto is ‘One School Many Individuals.’ Our school community agreed 5 main values which underpin all the teaching and learning that takes place in Dunnikier. We will conduct our business with, and continually develop these values of Respect, Responsibility, Confidence, Challenge and Fun. |

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| **Improvement for Recovery Priority Work-**  **Priority 1-Session 2020 – 2021**  Reconnect with pupils on return after pandemic and lockdown and beyond with a focus on ensuring **health and wellbeing needs** are prioritised and met, at all levels including staff. | | |
| NIF Priority Improvement in children and young people’s health and wellbeing  NIF Driver Assessment of children’s progress | HGIOS 4 Quality Indicators  1.1, 2.1, 2.4, 3.1  HGIOELC Quality Indicators  1.1, 2.1, 2.4, 3.1 | |
| **Progress:**   * Existing strategies used in recognising anxiety and poor mental health were further developed by **all staff** through ongoing use of 5 ways to Wellbeing. * **All staff in ELC and school** were trained in the use of new resources Do Be Mindful and Emotion Works. These were also shared with parents through assemblies and home learning tasks. * **All pupils** had opportunities to explore and develop aspects of wellbeing using new strategies through the use of new resources. * **Cluster** now all using a common approach to developing emotional wellbeing. * **Most classes and ELC** undertook specific wellbeing activities through outdoor learning. | | |
| **Impact:**  *.*   * **Almost all** pupils in the school and ELC can talk about what wellbeing means, their own wellbeing and its importance in self-care as **evidenced in** pupil, parent and staff surveys. * **Most pupils** demonstrate knowledge and understanding of mindfulness and can undertake mindful activities, breathing, mindful walking, close listening as **evidenced** in pupil surveys. * **99% of 44 parents** reported their children were able to share their learning about wellbeing at home. * Positive relationships between adults and children were commented on for both ELC and school, even when this was virtual teaching. ‘I feel like my daughter has developed a really good relationship with her teacher and over lockdown the catch-ups were particularly helpful in developing this relationship, I feel like the teacher really knows and understands how my daughter works and I could tell when certain tasks were set with her in mind, I feel like the home learning, although not ideal, has been really successful and everything was done to still engage’ (Parent). * **All staff** have demonstrated skill and confidence in connecting with children virtually and physically, which has led to positive comments from parents and pupils commenting on how safe they feel. **Evidence** in surveys illustrated that 97% of 44 parents agreed their children felt safe in the class particular 93% of 44 parents agreed their children were safe in the playground. This is also echoed in the nursery and 100% of parents surveyed said they would recommend Dunnikier ELC to other parents. * 100% of 33 staff surveyed **evidenced** that they feel valued at Dunnikier ELC and primary ‘. Opinions are always requested and encouraged’ and ‘I feel valued and listened to on both a professional and personal level.’ (Staff comments) * 100% of 33 staff surveyed report that their wellbeing needs are considered at Dunnikier ELC and school. * **Almost all** pupils who took part in the wellbeing outdoor learning reported that they greatly enjoyed it. Having fun is one of our most important core values. | | |
| **Next Steps:**   * **Continuing priority** to develop emotional literacy for all children N-P7, build resilience and be confidence in building positive wellbeing by embedding the use of the resources and strategies introduced session 20-21 * Specific **new priority. All children from N-P7 will develop the 4 capacities, positive wellbeing and enterprise skills through regular progressive outdoor learning activities.** | | |
| **Improvement for Recovery Priority Work-**  **Priority 2-Session 2020 - 2021**  **Through face to face and blended learning, consolidate and develop digital literacy at all levels and use this to improve parental communication.** | | |
| NIF Priorities  Closing the attainment gap between the most and the least disadvantaged children and young people  Improvement in employability skills  NIF Driver  Parental Engagement  School improvement | | HGIOS 4 Quality Indicators  1.1, 1.3, 2.3, 2.5, 3.2  HGIOELC Quality Indicators  1.1, 2.1, 2.4, 3.1 |
| **Progress:**   * **All staff** in school and ELC have had professional development in digital literacy. * New Software packages have been effectively used to deliver engaging differentiated learning activities to **all pupils.** * Increased consultation with parents took place to monitor progress of and support the delivery of remote learning. * Digital systems and structures were created to gather data about levels of engagement during lockdowns. * High quality professional discussions took place with regards to assessment of progress * **All teachers** engaged in increased moderation and shared planning. * The balance of time in the curriculum was adjusted to increase opportunities for literacy and numeracy across the curriculum to compensate for any gaps in learning which may have occurred during lockdown. * **All pupils** had opportunities to have fortnightly STEM learning. | | |
| **Impact:**   * **All teachers** and **almost** **all pupils** have benefitted from the creative use of digital technology across the curriculum **Evidence**- *‘I have developed skills and confidence in teaching numeracy through digital platforms. (Staff)* * Increased sharing of learning and good practice through virtual collaboration between staff. **Almost all** pupils experience interactive, challenging remote and face to face learning.**96% of 196 P4-7 pupils** state they have been sufficiently challenged in numeracy and **93% in literacy.** * Parents have communicated positively about digital learning – when given a range of ways of teaching remotely **14% of 88** parents preferred recorded lessons, **28%** preferred live lessons and **43%** chose live teams chats and consultations. **83% of those 88 parents** agreed they could see their child making progress with their learning in core subjects and **85%** reported the differentiation and challenge was right for their child. ‘Great engagement with class, good range of activities, really good intros to topics e.g. decimals, range of teaching methods remotely. Overall a fantastic response to an incredibly challenging situation.’ (parent) * The ELC environment provides rich opportunities for **all children** to develop digital literacy skills. **A**l**most all children** are confident and independent with early digital literacy skills and this is evident through observation in PLJ’s. * **100% of ELC parents** who responded to our survey said they could access the suggested learning activities during lockdown and they supported their child with early learning. * P6 now have STEM ambassadors who will work with and train staff next session. Evidence has been gathered to apply for our Stemnation Award. We are almost there. * **Almost all** children have positive relationships and are eager learners. | | |
| **Next Steps:**   * Continuing priority- to further develop all staff and all children’s digital skills across the curriculum to increase DYW/skills for life- children will be able to use and able to articulate how IT can be used in real life contexts. * **Specific new priority- revisit school vision, values and aims to refresh curriculum rationale. Redress balance across curriculum** to ensure **all children** r**eceive breadth and depth of progressive learning in all curricular areas.** | | |

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| **Attainment of Children and Young People** *(Early Learning, Primary and Special)* | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | P1/4/7 attainment | ***18/19*** | ***19/20*** | ***20/21*** | ***% increase decrease*** | ***Pupils*** | | Numeracy | **85** | **74** | **68** | **-17%** | **28 pupils** | | Reading | **83** | **76** | **69** | **-14%** | **23 pupils** | | Writing | **84** | **79** | **68** | **-16%** | **27pupils** | | Talking and Listening | **87** | **83** | **83** | **-4%** | **7 pupils** | | *Total pupils P1/4/7 = 170 pupils* | | | *Each child = 0.6%* | | |   **Whole school data this session**  Reading- 277/369 = 75.1% on or above with 7 pupils 1.9% working above average  Writing- 265/369 = 71.7% on or above with 6 pupils 1.6% working above  Listening & Talking- 326/369 = 88.3% on or above with 13 3.5% pupils working above    NMM- 27/369 = 76% on or above with 9 pupils 2.4% above  SPM- 288/369 =78% on or above with 9 pupils 2.4% above  IH- 286/369 = 78% on or above with 9 pupils 2.4 % above    Pupils diagnosed with ASN on track.  Reading- 60/108 56%  Writing- 54/108 50%  L&T- 77/108 71%  Numeracy- 66/108 61%%    It was particularly challenging to gain accurate assessment of progress during lockdowns.   * Data shows that talking and listening attainment remains high. * Pupils report that they struggle to do extended writing without additional teaching support. * Teachers reported effort and application was reduced during lockdown rom that demonstrated in the classroom learning environment. It was already noted within the learning environment in school as a challenge. Writing was already starting from a lower base in 18/19 * Staff, pupil, and parent surveys highlighted that access to the breadth of the BGE had decreased.   **Next steps school**  184 of 196 **96%** of P4-7 pupils reported they felt challenged and supported to make progress in numeracy where only 177 – **93%** of pupils felt the same about literacy.  This, along with P1/4/7 data, whole school data and cohort's data, indicates a need for us to focus on raising attainment in writing.  Explore use of PEF to trial a new resource called IDL which is a software package which some schools have had success in using to raise attainment in literacy and numeracy.  Use stretch data from Fife Council to inform targets.  **ELC N5’s (2020-21)**  Numeracy 18-19 81% 19-20 82% 20-21 81%  Reading 18-19 83% 19-20 84% 20-21 77%  Writing 18-19 81% 19-20 86% 20-21 81%  T&L 18-19 85% 19-20 87% 20-21 81%   * Despite lockdown, **all children**, since starting nursery, have continued to progress as a result of the high-quality learning experiences provided by practitioners. Almost all children are confident, independent learners. * Children are developing relevant skills in early numeracy and mathematics. As a result, most make very good progress. Children rote count and recognise numerals as they play games and complete jigsaws. There are a few children (25%) who are ahead and can count on from various starting points with accuracy and explore simple addition. They use appropriate mathematical language with confidence during play and when making comparisons. * Most children make very good progress in early literacy, communication and language (31% are ahead in writing, 22% reading and Listening and Talking 40%). Children’s verbal and non-verbal communication skills are developing very well. Their emergent writing is progressing well. Children are developing a range of skills in different contexts, including phonological awareness through rhyme and recognising initial letter sounds. * Children make **very good progress** in health and wellbeing. They are independent in personal hygiene and demonstrate this daily. They play well together and children are beginning to develop skills to resolve minor conflict through becoming more aware of restorative approaches. Children developed a range of physical skills as a result of sessions in the gym hall, when playing outdoors in the garden. * A focus on Do Be Mindful and Emotions Works has led to **almost all** children being able to identify their feelings and how to cope with them at an early level.   **Next Steps ELC:**  In order to further improve our attainment in reading and writing it has been identified that we need to continue to develop these skills across the nursery core-provision (including outdoors) and ensure literacy skills are interlinked.  Through our tracking and attainment meetings it has been identified that we need to further develop support for our EAL learners. We intend to use an initiative called Nursery Narrative which will improve the readers/writers voice and support with Early reading skills. | |
| **Evidence of significant wider achievements** |
| * 100% of children have benefitted from use of Playpod. They have variously developed skills across the 4 capacities of becoming of Successful Learners, Confident Individuals, Responsible Learners and Effective Contributors * 6 pupils from P6-P7 continued to develop skills in reading and playing music on cellos with the virtual and latterly physical support of the visiting music service. * All classes were involved in a virtual world Book Day event. They listened to the story of ‘Rosie Revere Engineer’ for World Book Day which challenged children's thinking around DYW, stereotypes and girls as engineers. * A few children developed editing and filming skills when contributing to and/or helping create assemblies (P1-P7) * All children in the school learned sign language to be filmed for parents doing Jingle Bells and Rudolph at Christmas * Most children engaged with Home Learning Challenges and in doing so developed the digital literacy skills necessitated by learning and working remotely from home. * P4/5 pupils enjoyed developing their athletic skills by being involved in trials arranged by Active Schools * All P7s worked hard to build stamina and fitness to run a 5K. * All P7s achieved the John Muir award which focussed on 5 areas, and all earned their Natural Connections awards. * 10 out of 14 classes developed skills of mindfulness and the strategies, knowledge and skills required for achieving positive mental health through practising of 5 ways to wellbeing through off site outdoor learning. * Most classes have ‘Proud walls’ in class sharing success and wider achievement from home. This has improved self-esteem and wellbeing. * P7 learned about crystal making in virtual conjunction with Adam Smith College. The grew, observed and recorded their growth their own crystals. They made comparisons and measured and learned about test conditions and variables. * P3/4 had virtual DYW/WOW support from a marine biologist as part of their Seaside topic. They learned about pollution and conservation and undertook some beach cleans. They observed recorded and wrote reports about their outdoor experiences. |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| **What did Dunnikier school do well during lockdown?**  **Successes**   * **All staff** showed great positivity in the face of adversity. The staff team became more cohesive and open to collaboration and moderation. Teacher agency increased as did the quantity and quality of professional dialogue around planning, assessment and what constitutes engagement. * Staff worked well with information from pupils and parents to devise and provide consistency of high-quality home learning in line with our clear and shared expectations. * **All staff** digital skills and confidence greatly increased. * Data gathered during lockdown enabled targeted support for pupils and parents, supported judgments about those who had shown NO signs of engagement to be allocated devices and /or receive enhanced support in hubs. * We offered additional virtual support for learning and an EAL hub which supported some of our vulnerable pupils not eligible for space in existing hubs. * Al**l of our PSAs** built stronger relationships with key children and gained confidence in planning and resourcing activities for pupils as a result of working in the hubs. * Teaching staff working in the hubs gained confidence in supporting children across a wider range of ability in one group than they would normally experience in a class. with differing needs and individual work as a result of working. * This data from engagement recording allowed us to contact individual parents to offer additional support. * Communication between home and school increased. * **Almost all pupils and parents and all staff** have gained confidence in using TEAMs and early years staff have also developed knowledge and skills in effectively using See Saw.   **Comments**   * ‘I think consultation meetings are helpful if there is an area my child is stuck on she can speak to her teacher live, rather than message and get support if needed. There is always a good mix of tasks a degree of flexibility on how to approach then to keep child engaged. I like the videos from her own teacher as it keeps her engaged’. * ‘Communication is very very good!   **Challenges**   * It was particularly challenging to gain accurate assessment of progress across the curriculum during lockdowns, but especially for extended pieces of writing. * The most useful data was the non-engagement data- the levels data was not particularly useful as it was not standardised across schools and was subjective. It was almost impossible to make judgements and spot trends across levels of engagement data- ours showed random levels week to week. There were too many unknown home factors to ascertain reasons or predict levels. * Sustaining positivity in teams was challenging due to the speed of change necessitated by the pandemic. * Accessing all services supporting frontline delivery of teaching and learning when colleagues are working from home and from email remains a significant challenge in pace of recovery and contributes to the feeling of isolation for those in schools. While there is empathy, there is a lack of understanding of the reality in schools because other services do not physically attend.   **What did Dunnikier ELC do well during lockdown?**  **Successes**   * **88% of 50** Early Years (EY) parents surveyed were happy with the amount of work provided, **98%** were satisfied with the quality of work and 83% felt the pitch was correct. * 81% of85 P3/4-7 parents surveyed were happy with the amount of work provided, 88% were satisfied with the quality of work and 85% felt the pitch was correct. * 100% of 48 (EY) parent respondents and 73% of 85 P3/4 -7 respondents were satisfied with the feedback they got from staff. * Of the 48 EY parents who responded 42% said teacher videos were most helpful in keeping children connected.,28% said live class sessions and 19% said weekly. 72% of our parents completed the survey ‘How Good was our ELC provision during Lockdown?’. * 100% of respondents said they could access the suggested activities for their child. * 100% of respondents said their child enjoyed the activities and they supported their child with early learning. * 95% of respondents felt communication was excellent.   **Comments**   * Personal interest shown by staff towards children. * Staff were dedicated to meeting children’s learning needs. * Responsive to parent messages * There were plenty activities to choose from and we never felt under any pressure to complete a certain number of them. Staff were aware that on some days there would be more submitted than others owing to parent work patterns. Feedback was great too - my child got a real buzz when he heard from his teachers. * Lots of encouragement and interaction * Children loved seeing and hearing from staff, “made my child’s day”. * Virtual Assemblies * Fun enjoyable activities that helped children with their learning needs * Keeping in touch and offering a structure that could be used at home. * Reading book/story section   **Challenges**   * Accurately assessing progress in learning during lockdown * Engaging with our EAL families * Managing quick and significant change throughout * Many services that support schools are still not working at full capacity and children are missing out – universal examples being playground equipment not being fixed to the more targeted support of specialist services and their respective backlogs. * Quantifying engagement proved challenging. * It was hard to establish any patterns from our levels of engagement data. There were sporadic dips and spikes in levels. Reasons for these were hard to gauge due to the very variable home circumstances day to day and/or week to week. * **ELC-**engaging with ELC families and finding a suitable platform that would have allowed us to do virtual sessions with children and families. |
| **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 | | Additionality in staffing | Funding for 0.4 teaching staff |  * We have very little qualitative data about impact on learning from devices given out. Most pupils increased engagement i.e., attending class chats and but for a few it made no difference. For most of those given devices it made no impact on their submission of learning activities completed. * Our additional staffing was difficult to recruit but when in place was used effectively to maintain continuity in the hub staffing *‘*Consistency of the same teacher at the hub worked particularly well.’   After the lockdown the physical targeted support below was able to happen   * **All 18 children in P5, P6a & P6b who were** **targeted for literacy support** are now confident and competent at including a who, what & where in their writing, All targeted pupils are now familiar with using story mountain planning formats to help them plan and write more extended pieces of writing focusing on sentence structure. **All 18 children in P5, P6a & P6b who were targeted for numeracy support** showed increased confidence in working with the 4 operations. They were all able to experiment with different strategies and then select what worked best for them. They were able to apply these strategies to different contexts at different times but often still needed help to identify which operation was needed. * **All 12 children who were targeted for literacy support from P3/4, P4** can now add adjectives into sentences in different places maintaining correct grammar. **7 children targeted from P4/5** targeted pupils can now add adjectives, adverbs and fronted adverbials, Pupils were able to build words using a given root and varying the prefixes and suffixes, and to work out possible meanings. They then used their newly taught toe – by toe strategies to decode and comprehend very complex texts with unknown words. Pupils were not using ‘magic e’ rules when decoding unknown words, so ‘magic e’ was revised and consolidated using ‘nonsense’ words and pupils can now decode more complex words which have this pattern. * **All 6 of the P 3 children targeted** have also shown an increase in their willingness to try and apply taught strategies independently. They return enthusiastically and are keen to share what they have been doing with their peers. and they have shown they can transfer the skills taught into their other learning. “Oh, we did this with Mrs. X” EG. * Teacher's observations highlight that **100% of 6 targeted in P2** children have begun to show independence and a willingness to try new things. They have begun to transfer skills taught to other learning within the classroom environment. All were enthusiastic to go to their Raising Attainment group. Also, when they returned from their RA group, they were more engaged in learning in the classroom setting, more confident to try new tasks and willingness to try and their self-esteem had been boosted. * **100% of 11 pupils targeted in P1a &P1b** have increased their recognition of initial sounds. 3 of the 11 now know all of them without support. They all demonstrate increased engagement in their groups and confidence in approaching literacy and numeracy. * Detailed individual pupil reports from teachers and PSA for the **6 pupils targeted** in P1/2, and evidence in jotters and from observations, evidence **100% of pupils** have made progress in fine motor skills, conservation of number within 10, concentration, readiness to learn, perseverance, turn taking and growth mindset. |
| **Attainment Scotland Fund Evaluation (PEF)** |
| **Progress:**  **No SAC**  **£84, 440 PEF**   * 90 Hours of PSA was recruited/purchased to add to the 115 hours we were allocated. Targeted children received support. * Staff received training in **Do Be mindful.** * Pupils received and effectively used pupil workbooks for **Do Be Mindful** * All staff were trained remotely in the use of **Emotion Works.** * Each class received a box of sensory toys to support targeted children with sensory needs and for universal support in increasing general attention to learning. * Talking Pens were bought to add to or EAL resources. They have yet to be deployed. |
| **Impact:**   * 90 hours of PSA support have been used to enable **7 very vulnerable** ASN children to access the curriculum with full time one to one direct support or by being always able to access emotional and academic support available within the room. 1 of these pupils 7 attends PSS and one other is being referred.100% of these 7 pupils have progressed in their ability to regulate emotions and make safe choices however progress is not linear. * A further **5 vulnerable** children require a high level of support to access learning. These children have a range of ASN including ASD and SEBD. 100% of these 5 pupils have progressed in their ability to regulate emotions, engage independently with learning, build confidence and self-esteem and make safe choices however again, their progress is not linear. * PSAs provide bespoke resources and contribute to children's individual risk management and learning plans. They also creatively engaged **all of the 12 pupils** and extend their learning. All PSAs have been involved in supporting parents in and out of school with sharing of resources and strategies used in school with frequent informal contact and involvement in developing and implementing action plans * **100% of these 12 children** frequently show increased readiness to learn and almost all have made small step achievements in learning in most curricular areas as clearly evidenced in end of year reports and individual plans and records. * Sensory toys were well used by our ASD children and many others made use of the toys for fidget objects to calm and support attention to learning**.**     **Impact statements cross references with all comments regarding DoBe Mindful – purchased through PEF and Emotion Works also purchased through PEF (on page 1 priority 1)** |

**School/Setting Name - Dunnikier Primary School**

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

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(Within last 3 years)* |
| **1.3 Leadership of change** | Very good | Very good | Very good | Very good |
| **2.3 Learning, teaching and assessment.** | Very good | Very good | Very good | Very good |
| **3.1 Ensuring wellbeing, equity and inclusion.** | Very good | Very good | Very good | Very good |
| **3.2 Securing children’s progress.** | Very good | Very good | Very good | Very 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** | **Very Good** |  |  |
| **Quality of staffing** | **Not assessed** |  |  |
| **Quality of leadership and management** | **Not assessed** |  |  |

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| **National Improvement Framework Priority:**  relevant links made. - Who What How - | | | | | |
| **Focused Priority:** to devise and implement a progressive programme of outdoor learning from ELC – P7. With a specific focus on 4 capacities and well-being – to include where relevant literacy and numeracy.  **Aim – all children from N-P7 will develop the 4 capacities, positive wellbeing and enterprise skills through regular progressive outdoor learning activities.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| **1.1, 1.3,2.1, 2.2, 2.3, 2.4 , 3.1, 3.3** | | | Linked to all relevant QIs as well as key QIs. | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| What are we trying to improve?  Is this focused on children and young people and making a difference to their outcomes?  Is it for all learners or a group of learners? | Will these actions improve outcomes for all or some of the school’s/setting’s children and young people? | Is responsibility shared and devolved?  Does this allow for and demonstrate leadership at all levels? | | How will evidence be gathered – data, views, direct observations? | Are these linked to Working Time Agreement?  Are timescales realistic? |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation.** | | | | | |

**Priority 1**

**Priority 2**

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| **National Improvement Framework Priority:**  relevant links made. | | | | | |
| **Focused Priority: revisit school vision, values and aims to refresh curriculum rationale. Redress balance across curriculum** to ensure **all children** r**eceive breadth and depth of progressive learning in all curricular areas.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| **1.3, 2.2 ,2.3, 2.4, 3.3** | | | Linked to all relevant QIs as well as key QIs. | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| What are we trying to improve?  Is this focused on children and young people and making a difference to their outcomes?  Is it for all learners or a group of learners? | Will these actions improve outcomes for all or some of the school’s/setting’s children and young people? | Is responsibility shared and devolved?  Does this allow for and demonstrate leadership at all levels? | | How will evidence be gathered – data, views, direct observations? | Are these linked to Working Time Agreement?  Are timescales realistic? |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation.** | | | | | |

**Priority 3**

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| **National Improvement Framework Priority:**  relevant links made. | | | | | |
| 1. **Focused Priority: Improve the writing skills** of **children at P1,4,7 to enable 79% of pupils to achieve appropriate levels by providing daily writing opportunities.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| **1.3 2.3, 3.2,** | | | Linked to all relevant QIs as well as key QIs. | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| What are we trying to improve?  Is this focused on children and young people and making a difference to their outcomes?  Is it for all learners or a group of learners? | Will these actions improve outcomes for all or some of the school’s/setting’s children and young people? | Is responsibility shared and devolved?  Does this allow for and demonstrate leadership at all levels? | | How will evidence be gathered – data, views, direct observations? | Are these linked to Working Time Agreement?  Are timescales realistic? |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation.** | | | | | |