|  |
| --- |
| **Newburgh Primary School** **Standards and Quality Report*****Achieving Excellence and Equity*** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Context**

|  |  |
| --- | --- |
| **Setting/School Roll (including ELC/ASC)** | School 142 Nursery 15 |
| **FME**  | 18%  |
| **Attendance (%)** 97.82 | **Authorised** | 1.73 | **Unauthorised** | 0.45 |
| **Exclusion (%)** | 0 |
| **Attainment Scotland Fund Allocation (PEF and SAC)** | *£25846* |

All stakeholders were involved in the creation of our vision, values and aims. **Vision**Our vision is of a school where everyone works together to ensure all our pupils have the right to learn and play in a safe and happy environment. In doings so, we are '**Learning for Life**'. **Values** Honesty Kindness Respectful Responsibility Fulfilling potential Team work**Aims**All our stakeholders work together to: * Make everyone welcome and included
* Give opportunities for pupils to be involved in decision making
* Provide opportunities for friendships to grow
* Provide learning experiences which are interesting and which take place in different settings and cater for different learning styles
* Provide good resources and to care for them and use them well
* Provide a safe learning environment Respect privacy
* Encourage each pupil to try their best and to recognise their achievements and attainment
* Build links with the local and wider community
 |

|  |
| --- |
| **Improvement for Recovery Priority Work****Session 2020 - 2021** |
| **Improvement Priority 1** Improve use of digital literacy and skills in the school environment including its use as a tool for parental communication |
| NIF PriorityImprovement in attainment for all, particularly in Literacy and NumeracyNIF DriverSchool Improvement Parental Engagement  | HGIOS 4 Quality IndicatorsKey QI 3.2Linked QIs 2.2, 2.3, 2.7, 3.HGIOELC Quality IndicatorsKey QI 3.2Linked QIs 2.2, 2.3, 2.7, 3.3. 1.12, 1.14, 1.15   |
| **Progress:**All new staff trained in the use of Seesaw. Two members of staff identified and completed training to become Seesaw Ambassadors. New Seesaw protocol created for any new starts throughout the session. Parents encouraged through newsletters/flyers to promote use of Seesaw. All parents have now signed up and engage regularly. Survey of parents, carers showed almost all parents found Seesaw useful in engaging in their child’s learning and informing of progress. Audit of current digital resources was undertaken and gaps identified. Purchase of new netbooks allowed more ICT lessons to take place and skills to be developed. All classes have access to netbooks several times per week for full class lessons. Staff further developed their use and skills using Glow including teams. All teachers were able to use new skills to have live interaction with classes during lockdown period which some previously were unable to do. All class teachers engaged in training around the use of Sways to support learning and teaching. P6,7 children were taught these skills too and used within their learning across a variety of curricular areas. All classes used Fife PICT to develop ICT skills this session. P4-7 used Teams and Glow regularly as part of class teaching which significantly developed their skills in this area. All children from P2-7 were trained to use Lexia and Big Maths Online to support Literacy and Numeracy development. All class teachers were trained by our Support for Learning teacher to use Lexia and interpret the data from Lexia. Similarly, training was delivered to all staff about the use of data from Big Maths and how to identify gaps in learning. Nursery SEYO and a class teacher have been trained as Seesaw ambassadors. Two members of staff trained as a Digital Champion in May. This will allow staff to work with parents to develop digital skills next session.  |
| **Impact:**Almost all parents have signed up for Seesaw across the school and the nursery and have been able to access information about the progress in children’s learning throughout the year. Most parents engage frequently with the class teacher and Early years Officers through the app. This can be viewed on the app showing weekly engagement data. Survey of parents, carers report that almost all value Seesaw as a communication tool and found it useful during lockdown. Some children are developing their skills in adding to their Seesaw journals independently. All staff have developed their confidence in delivering ICT lessons and using the Fife Pict 3 to ensure appropriate pace and progression. The purchase of additional netbooks has significantly increased the opportunities for all children to use ICT across different curricular areas. Teachers from P2-7 report increased confidence of most learners independently logging on, accessing different software packages, using Microsoft packages across the curriculum, accessing Glow (P4-7) etc.  Lexia has been used across P2-7 this year and all children have made progress in the reading ages and levels on the system. Where this was used most consistently in classes, we saw greater improvements in reading skills. Some children who were previously not at expected national levels have now closed the gap and are on track.  |
| **Next Steps:**Continue to update staff skills through appropriate professional development courses including the use of Office 365 packages such as Sway.Creation of peer ICT buddies once restrictions allow.Digital champions to organise and run a parent workshop next session to develop their ICT skills and ability to support and engage in their children’s learning using ICT packages. (Seesaw/Glow). |
| **Improvement Priority 2** Build on current opportunities to ensure we nurture and support the wellbeing of all our children/families.To promote and develop an understanding of mental health and wellbeing, emotional literacy, ACEs and Trauma Informed practices across school and nursery community |
| NIF PriorityImprovement in children and young people’s health and wellbeingNIF DriverAssessment of children’s progressParental Engagement | HGIOS 4 Quality IndicatorsKey QI 3.2Linked QIs 2.2, 2.3, 2.7, 3.3. HGIOELC Quality IndicatorsKey QI 3.2Linked QIs 2.2, 2.3, 2.7, 3.3.1.12, 1.14, 1.15   |
| **Progress**All school staff were trained in the use of the Emotion Works programme. Teachers introduced the cogs during in school learning and, as part of Wellbeing Wednesdays, this was continued during home learning. Consistent language around emotion and feelings are being used throughout the school. The 52-week nursery class piloted the use of Emotion Works programme and worked on how this would link to currently used strategies including the Fix it Folder. This has now been rolled out to the other nursery class ready to implement in August. Nursery staff undertook Solihull approach refresher and new staff were trained. Parents were encouraged to engage with the online Solihull Course. A few parents took this up and staff made contact with parents throughout the course to see how they were finding it and strategies they were trying to use at home. Nursery staff undertook virtual training on ACEs, Attachment and Trauma. All nursery staff also received Leuven Scale training from the Early Years Principal Teacher and used this to make observations on engagement and wellbeing.All staff engaged with professional learning around Our Minds Matter (GLOW) and all teachers worked with classes to develop awareness of the 5 themes (connect, be active, give, take notice, learn) and wellbeing indicators. During Health and Wellbeing week, each day had a different wellbeing theme based on one of the 5 ways. Wellbeing Buddies were introduced to all children in nursery and P1-2. In the nursery a Wellbeing Buddy learning wall was created with children. Play Well Packs sent home and promoted to parents (Sept 2020). Parents becoming more familiar with the Wellbeing Indicators and staff sharing learning taking place around the indicators with parents, carers through Seesaw. Leaflets, Sways and Information on wellbeing were shared with parents. Our Support for Learning teacher made contact with families who required some additional, targeted support to share resources and advice. Resources purchased to support emotional wellbeing and emotional literacy including story books, emotion stones, feeling puppets etc. Resources being used across the school and nursery. As a result of COVID restrictions we couldn’t run our nurture session in the same way. Online anxiety groups and emotions groups were established. Sometimes these ran virtual, other times these were done within class bubbles.Parent questionnaire **sent** home in the nursery focussing on how children have settled in to nursery, supporting learners and communication. You said, we did activity completed. New nursery Sway newsletters sent out termly, increased use of Seesaw for communication purposes etc. All staff engaged with Fife Wellbeing Material and developed knowledge of strategies to support their own wellbeing including Mindful Walking, relaxation techniques etc. Nursery staff piloted ‘supervision’ which our cluster HTs have been undertaking for a few sessions. Nursery staff report this was a valuable activity and had a positive impact on their wellbeing. Collaboration with trainee Educational Psychologist to work with nursery staff to support children with ASN, behaviour needs using strategies including the STAR approach. |
| **Impact**Almost all children have increased their ability to talk about their feelings using language developed through the Emotion Works programme and other visuals such as 5 point scale. This is shown from the results of the baseline and follow up audit identifying emotion words, body sensations, triggers etc. All class teachers report the programme has helped with transition back in to the school building following periods of home learning or holidays. Survey of parents, carers showed almost all were aware of the new Emotion Works programme through the new created parent leaflet and information Sways as well as the home learning. Most parents were aware of resources they could access at home to support the emotional wellbeing of their children including resources produced by CAMHS. Almost all families report having an understanding of the wellbeing indicators and the 5 themes and where to access support and suggested strategies to support mental wellbeingParental feedback was very positive about the anxiety and emotion groups we ran this year. All participating children have also indicated through surveys or consultation that they felt it benefitted their emotional wellbeing. Improved attendance for some identified children occurred.  |
| **Next steps**Update our HWB learning pathway to include Emotion Works, Kitbag and Connect and Grow. New staff to be trained in use of Emotion Works. Twilight sessions through website. Reestablishment of nurture groups and nurture room when restrictions allow including parent groups (cuppa chat, Solihull, PEEP). Develop more outdoor learning experiences across the nursery and school to promote HWB.  |
| **Improvement Priority 3**Increased practitioner confidence in pedagogy and assessment in reading and a cohesive, consistent approach to teaching and learning and raising attainment in reading. |
| NIF PriorityImprovement in children and young people’s health and wellbeingNIF DriverSchool ImprovementTeacher professionalism | HGIOS 4 Quality IndicatorsKey QI 3.2Linked QIs 2.2, 2.3, 2.7, 3.3. HGIOELC Quality IndicatorsKey QI 3.2Linked QIs 2.2, 2.3, 2.7, 3.3.1.12, 1.14, 1.15   |
| **Progress**All teachers trained in use of PM Benchmarking tool and PM Reading scheme. Teachers attended professional learning webinars led by Stephen Graham including Creating a balanced reader and writer. Follow up collegiate sessions allowed teachers to share practice and ideas.New reading assessments and resources purchased to support reading development and progression. P1 Teacher undertook Year 2 of Promoting Playful Pedagogy course online. One teacher trained our two new members of staff in Vowel House to roll this out from P1-4. Targeted intervention reading groups were identified and teachers and PSAs worked with groups to challenge and support learners.All teachers using increased assessment data including GL Assessments for reading, spelling, SNSA data. Interventions implemented based on data to help target identified pupils who are not attaining expected levels. In the nursery, all staff received training or refresher training on Elips. All staff trained in the use of Lexia programme. Lexia use extended to all P2-7 and identified children in P1. Events and activities were promoted and organised to develop a positive reading culture across whole school/nursery and wider community including First Minister’s Reading Challenge, Bookbug, World Nursery Rhyme Day and Home Learning Book Challenge. Kahoot Family reading quiz was organised to promote reading for enjoyment. All children in school attended several live author events to increase motivation and engagement. Supporting reading at home Sways shared with families. Nursery promoted promoting reading with parents and carers through Seesaw. |
| **Impact**All learners willreceive and engage with high quality, excellence and equitable experiences to meet their needs in literacy and language. Attainment in reading increased to 80% despite COVID interruptions due to the focus on reading a targeted approach to reading interventions for children who were not attaining expected levels. Enhanced pedagogical knowledge of the teaching of reading. All teachers reported the Stephen Graham webinars and training material enhanced their knowledge of the teaching of reading and they now consider how the are ‘creating the balanced reader’. Most children in P4-7 can now talk confidently about what aspects of reading they are developing during reading sessions. Assessment and moderation of reading is now much more robust. PM Benchmarking toolkit is being used across the school. All teachers are using data more analytically. When restrictions allow, more opportunities for cross class moderation groups will be utilised. Targeted support and intervention groups has resulted in all identified children making progress in reading and although some children are still not attaining expected levels, the prediction dates for achievement of the level has shortened.  |
| **Next steps** Early in the session, review targeted intervention groups based **on** current data and assessment undertaken at the beginning of the new session. Develop more material/family learning sessions for parents to increase knowledge of how they can best support the literacy development of their child. Creating of literacy bags in the nursery and P1.  |
| **Attainment of Children and Young People**  |
| **Session 2020/2021**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Curricular Area | Reading  | Writing   | L&T  | Numeracy  | SPM  | IH  |
| P7  | 83  | 83  | 88  | 72  | 72  | 72  |
| P4  | 64  | 41  | 73  | 45  | 59  | 59  |
| P1  | 72  | 60  | 92  | 76  | 92  | 92 |
| Achievement of Expected Level | 73 | 61 | 84% | 64 | 74% | 74% |

Since returning in August, all staff have made Literacy, Numeracy and HWB a focus and looked to incorporate these curricular areas into BGE lessons where possible to allow children to transfer skills. Assessment carried out in August and September allowed us to identify pupils who were not where expected and put support measures in place. As a result, children now attaining expected levels in reading has increased. Drilling down into the data shows the current P2 group and P4 group as target cohort for raising attainment in reading next session Elips data has been shared with school staff and we have plans for one of the Early Years Officersto work in the P1 classroom in the initial few week of the session if possible in order to ensure a smooth transition and to work closely with the class teacher to support and challenge children. Writing attainment across the school has decreased this session and in particular achievement at First Level has gone down significantly. This will be a priority in our Improvement Plan for next session. Numeracy attainment has also decreased. We have made plans for a refresher on conceptual numeracy next session and also have already introduced Big Maths Online to promote and develop confidence within the 4 operations.  |
|  |
| **Evidence of significant wider achievements** |
| A number of children across the school performed really well in Fife Sumdog competitions showing their numeracy skills. 3 children finished in the top 10 this year with 8 others finishing in the top 50. P7 were overall winners of the Fife Sumdog competition in November. Children developed their art and creative skills working with the family coordinator form the National Galleries of Scotland. In partnership with Fife College, P6 and P7 pupils developed their STEM skills though a variety of virtual challenges. P5 pupils developed their leadership skills through Junior Leaders training with Active Schools.All P5 pupils also undertook Bikeablilty training developing their confidence, risk awareness, and cycling skills.  |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| Prior to the lockdown period, we prepared BGE Sways for Early, First and Second Level which were shared with all families. This helped provide pupils with access to learning tasks should they have required to self-isolate for any reason. We updated these Sways each term with new tasks to be completed. We also set up a number of software applications and packages for pupils which supported learning at home including Lexia, Big Maths etc. This proved successful as children who were unexpectedly asked to self-isolate had instant access to online material to complete while class teachers worked with their own classes. Our expectations for remote learning **were** shared with parents in a Sway in advance of the lockdown period. <https://sway.office.com/cAiCugVhJcuy7GTX?ref=Link&loc=play> We set Numeracy and Literacy tasks daily and in addition another area of the BGE was set each day. Teachers had daily **check-in** with children to monitor attendance and as confidence with Teams grew, staff completed live video calls with pupils through Microsoft Teams. We monitored engagement of pupils and had a high level of engagement with figures of engagement sitting above 90% each week. Non-engagement was addressed through phone calls to families offering additional support and places in school where appropriate. We surveyed families during the remote learning period to find out what was working well and what could be improved. 96% of families who responded said the learning tasks and lessons were good, 88% felt the amount of work set was right and 80% found the level of challenge of work was appropriate. Using this information, we adapted some of our delivery including offering additional work when requested, providing support where families felt **they** couldn’t complete all tasks, reviewing differentiation in learning. This information would prove valuable should we return to a period of remote learning in future. **Challenges*** Our challenges were access to technology. We were able to provide families with necessary IT equipment. However due to rural locations, internet access was not always great. To provide a solution to this, we provided paper learning packs, pre recorded lessons etc.
* Families juggling childcare, home learning and work reported finding it difficult to organise their days, especially if they had more than one child at home. After discussion with staff and feedback from families, it was agreed we would send out learning tasks the previous evening so families had an opportunity to look at learning in advance, gather any resources required, organise how their day could work etc. Positive feedback received after this change.
* As the weeks passed, we did begin to see as dip in engagement slightly. We introduced a few additional whole school activities to re-motivate and engage pupils.

**Successes** * Families were much more confident during this lockdown period in the use of our Seesaw and Teams platforms as a result of the continued use of these for communication, homework etc.
* Children had developed their digital literacy skills in school and therefore could confidently access their set learning. Software packages we had set up/purchased allowed children to access differentiated material which allowed progression in their learning. (Lexia, IDL, Big Maths)
* The ability to have our keyworker/vulnerable children in our own school was much more beneficial for families and higher uptake resulting in higher engagement of pupils.
* Social times, check in through Teams with classes, games etc received positive feedback from pupils and parents,
* High engagement and feedback and which continued upon return.
* Pupils responded well to individual messages from HT, certificate etc, to raise engagement and produce high quality work.
* Wellbeing Wednesdays allowed us to continue our focus from our School Improvement Priority around Emotional Wellbeing and the delivery of our Emotion Works programme
 |
| **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 |
| Additionality in staffing  | Supernumerary probationer  |

Using results of our Digital Access survey, we allocated the 14 Government devices and reconfigured school devices to support families. All children who received devices subsequently engaged in remote learning. With our additional staffing this year, we were able to have 7 straight classes instead of larger composite classes. This helped significantly with children transitioning back to school as they were able to remain in classes with friends helping emotional wellbeing. Surveys of children and parents confirmed staying in their year group classes helped with emotional wellbeing. Smaller classes sizes has also helped teachers target pupils more closely and identified children were supported in targeted intervention groups focusing on Literacy, Numeracy and HWB. All children who were part of targeted intervention groups have made progress in Literacy and Numeracy,The Principal Teacher has been able to work closely with children from P1-3 to support transition back to school and provide targeted intervention as a result of the additional staffing. BASE data, reading ages and Lexia results also indicate targeted children have made good progress in Literacy. Teachers in P4-7 were also able to be released from class for a period of time to work with individuals and groups. All teachers report this was valuable time and allowed them to drill down in to specific issues children may have and identify gaps in learning which they could then address in class.  |
| **Attainment Scotland Fund Evaluation (PEF/SAC) *(primary, special and secondary sector only)*** |
| **Progress:**Additional hours of PSAs were used to support targeted interventions including Codecracker, additional reading, anxiety group, Bikeability, kitbag session etc. Lexia and Big Maths online were purchased to support literacy and numeracy developments. All teachers were trained to use the programme, how to interpret the data and subsequently use the data in their planning. Additional staff cost released our Principal Teacher from class to support targeted groups, team teaching, lead school developments around Literacy etc. Emotion Works programme was purchased to support emotional wellbeing of all children in school and nursery. Training to ensure all staff were familiar with the programme and how best to launch the programme was delivered. Resources to support emotional wellbeing including emotion stones, cubes, story books etc were also purchased.  |
| **Impact:**All children who were part of targeted intervention groups have made progress in the learning. In P1-3, all children have increased their awareness of phonics, sight vocabulary and fluency in reading. In P4-7, identified children have developed their comprehension skills through targeted reading comprehension group sessions. All children who were part of anxiety or feelings groups have reported improved confidence and wellbeing. Families have said anxiety groups really benefitted children, especially during lockdown periods. Using Lexia across the school has resulted in improved reading levels and confidence reading unseen texts. Lexia and Big Maths online were received positively during home learning by most learners and families.  |

**School/Setting Name Newburgh Primary School**

|  |
| --- |
| **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 | 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 |  |

|  |
| --- |
| **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 | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Very Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Very Good |  |
| **3.2 Securing children’s progress** | Good | Good | Good |  |

**Appendix B**

**Session 2021 -2022 Improvement Plan**

|  |
| --- |
| **National Improvement Framework Priority:**  **Improvement in attainment, particularly in literacy and numeracy** |
| **Focused Priority: Improve pedagogical approaches to the teaching of writing leading to increased attainment in writing.** |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| * 1. Self-Evaluation for self-improvement
	2. Leadership of learning

2.4 Personalised Support3.2 Raising attainment | * 1. Self-Evaluation for self-improvement

1.2 Leadership of learning2.4 Personalised Support3.2 Securing children’s progress |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| Increase the percentage of children attaining national expected standards of attainment in writing and close the attainment gap between the most and least disadvantaged children.**All** pupils will receive well-planned, high quality learning opportunities in writing through further development of consistent approaches in pedagogy and assessment. | Evaluate where we are now with regards to the schools approach to teaching writing. Agree planning / assessment calendar for the year Agree structure of the week for writing opportunities Introduce a writing profile to clearly demonstrate progress from Nursery – P7 Introduce ‘Free Writing Friday’ - Talk for Writing Twilight sessions for all teaching staff in collaboration with Learning Partnership schools. Follow up collegiate session on our Newburgh Approach to teaching of writing. Creation of Newburgh Standard to **be** included in our Learning, Teaching and Assessment manual.Targeted individuals to work 1:1 or small groups with PSA to develop reading and writing skills using active, multi-sensory approach to learning (supported by the SfL teacher) to close attainment gap. 10 Minute Sentence Writing Adventure Target Intervention Groups with PSA and SfL teacherCodecracker, Rapid Reader interventions to continue. Regular review of data and progress Focus on fine motor skills in nursery and P1-3. Identified children to be part of targeted groups. Purchase of appropriate resources to support fine motor skill development. Parent leaflets/sways to be developed to share activities parents can do at home to support fine motor skills.Literacy audit in core provision areas in the nursery and P1 classroom. Development of literacy opportunities outdoors for nursery and early years. Nursery team to develop their awareness of the new PLJ progression planners. Creation of P1 and Nursery Literacy bags | All teaching staffHT/ All teaching staffAll teaching staffAll teaching staffAll teaching staffAll teaching staffAll teaching staffHT, PT, SfL and PSAs,SfL/PSAsSfL/PT/PSAsNursery Teacher, EYDO, P1-3 teachers, HTSEYOs, Nursery teacher, P1 class teachers HT, nursery teamNursery Team, PT, HT | Initial questionnaire of pupils re writing motivation and engagement.Staff surveyBenchmark writing identification of gap survey – pre and post training Baseline assessment. Levelled programme. Track progression.Big Writing Criteria Scale data, moderation activities termly. Feedback from **parents** on literacy bags | Term 2 – Oct – DecOngoing Training of PSA in term 1Training of PSA in term 1Term 1 Term 1Term 1 Term 2 and Term 3 |
| **Ongoing Evaluation** |
| **This should be updated as part of on-going cycle of self-evaluation** |

|  |
| --- |
| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy |
| **Focused Priority: To embed the learning, teaching and assessment of 1+2 Modern Languages across the school** |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| * 1. Self-Evaluation for self-improvement
	2. Leadership of learning
	3. 1.3 Leadership of change

3.2 Raising attainment  |  |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| Increased staff confidence in terms of personal knowledge and understanding of languages and to embed the learning, teaching and assessment of French in all classes. All children from P1-7 will experience high quality, engaging language lessons. Including P5-7 pupils to be experience L3 language delivery (Spanish)  | Engage with 1+2 Approach to Modern Languages material from Education Scotland and audit current practice and experience of pupils in all classes. Audit Modern Language resources in school and purchase resources where gaps exist. Staff to familiarise themselves with Bell Baxter Cluster Modern Language rubrics and learning pathway to be created. One class teacher to attend the Bell Baxter Modern Language network meetings and feedback to staffLink with Bell Baxter High Modern Language department and potential link with St Andrews University. Sharing of good practice sessions by staff who previously attended Spanish course in session 2019/2020 | All class teachers, HT and PTsAll class teachers, HT and PTsAll class teacherClass Teacher (still to be decided) HT and PTAll class teachers (FG and AM)  | Pupil engagement data – baseline and follow upStaff confidence surveys Assessment rubricsObservations, classroom walks Planning folders/documents to ensure coverage | November 2021 – Feb 2022September 2021 – October 2021 September 2021 – October 2021 Termly meetingsNovember 2021 – Feb 2022 |
| **Ongoing Evaluation** |
| **This should be updated as part of on-going cycle of self-evaluation** |

|  |
| --- |
| **National Improvement Framework Priority:**  Improvement in children and young people’s health and wellbeing |
| **Focused Priority: To increase the inclusion and participation, and therefore attainment, of all pupils and targeted pupils through a consistent approach focusing on cluster wide inclusive physical learning environments and socially accessible environments.** |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| **HGIOS4 Quality Indicators**2.4 Personalised Support3.1 Ensuring wellbeing, equity and inclusion3.2 Raising attainment |  **HGIOELC Quality Indicators**2.4 Personalised Support3.1 Ensuring wellbeing, equity and inclusion3.2 Securing children’s progress |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| Consistent approach across of inclusive practices across the whole school and nursery Increased participation and engagement in learning and a reduction in barriers to learning, in class for targeted pupils.Increased staff awareness, implementation and consistency of supporting inclusion through physical learning environments and socially accessible environments (CICS) and pupil profiling (CPS) Targeted approach for P7 pupils to support transition | All classroom teachers, PSAs and EYOs engage with Circles Framework using the self evaluation material and activities to identify current practice, areas of strength and developments including completion of the CPS (Circle Participation Scale) Develop consistent use of use of visuals and use of language across the school. Regular collegiate sessions to discuss progress/change/best practice shared at staff meetings.As part of the Cluster Improvement Plan, HT and SfL teacher to share progress, create a consistent cluster universal pupil profile for all pupils with SfL and/or ASNCircles framework CPS to support pupil profiling – common template to be developed for the cluster - create a cluster universal pupil profile for all pupils with SfL and/or ASNCompletion of agreed Pupil Profile to be used as BBHS pupil profiles for P7 transition to support AMG applications and transitions for pupils with Sfl/ASN | HT, Class teachers, EYO, PSAs,HT and SfL teacherHT and SfL teacherHT, SfL teacher and P7 class teacher | Circles Framework Planning Page, CICS, observations, Walkabouts, data of pupils out with learning environments, photographs, pupil feedback, attendance records,Cluster feedback, staff feedback, increased confidence and observations of class/targeted pupils.Completed templates, feedback from peers, increased confidence within staff identifying strategies/supports etc. Feedback from BBHS staff | August 21 (in service initial input) Collegaite session Term 1 and term 2Dec – May 22Dec – May 22Dec – May 22 |
| **Ongoing Evaluation** |
| **This should be updated as part of on-going cycle of self-evaluation** |