******

|  |
| --- |
| ***Lumphinnans Primary School and Nursery***  **Standards and Quality Report**  **2020/2021**  ***Achieving Excellence and Equity*** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | 122 + 30 Nursery | | | | | **FME** | 39.3% | | | | | **Attendance (%) 89.4** | **Authorised** | **6.2** | **Unauthorised** | **3.9** | | **Exclusion (%)** | 0.02% | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £52929 | | | |   Lumphinnans Primary School was built in 1892. It is a non-denominational school serving the local area of Lumphinnans. Our school caters for the mainstream education of Primary and Nursery children and also houses a support facility which is accessed by children from across West Fife. The school was extended in 2006 when a new multi-purpose games hall was built.  The current roll for 2020-2021 is approximately 122 over 6 classes. The Nursery accommodates children aged 3 – 5 and has a capacity for 30 children. Class teachers are supported by a Support for Learning teacher (0.4FTE). Our average SIMD is 2.7 and FME 39.3%. 75.4% of pupils live in SIMD 1 – 3.  Our extended leadership team comprises 1 permanent PT who is part-time in class and 1 temporary PT also part-time in class. Across the school, support staff comprises of one administrative assistant, one part-time clerical assistant and 4 Pupil Support Assistants. The nursery is staffed by 5 Early Years Officers and one part time Early Years Development Officer. Our nursery teacher works across 3 local nurseries and spends an allocated number of hours in Lumphinnans. School staff, Active Schools and Community Groups organise a range of extra curricular clubs during lunchtime and after school. These include football, gymnastics, basketball, hockey, netball and dance. Children also have the opportunity to participate in a range of school sports festivals. Many of these are organised and led by our Active Schools Coordinator. However, due to Covid 19 restriction, these clubs have not taken place this year.  Cowdenbeath Out of School Club also operates after school provision in Lumphinnans each week day and runs during the school holidays. This is accessed by all families from Lumphinnans and also neighbouring schools. A Breakfast Club runs every morning, supported by parents. It is envisaged that these will all resume when the restrictions are lifted.  The Parent Council play an active role in the life of the school and organise events through the year to provide a range of opportunities for our pupils. Parents enjoy being involved in the life of the school through shared learning, assemblies and parent workshops. Work continues to develop to identify increased opportunities for family involvement in school and their child’s learning. These activities have continued to take place virtually with parents using online platforms to participate in the life of the school.  At Lumphinnans we ensure that all children develop skills for learning, skills for life and skills for work. Our vision is clear – “**Be All You Can Be**”. In order to achieve our vision we encourage and support children to show the values of **Honesty, Effort and Respect** |

|  |  |  |
| --- | --- | --- |
| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | |
| NIF Priority   * **Improvement in children and young people's health and wellbeing** * **Improvement in attainment, particularly in literacy and numeracy**   NIF Driver   * School Leadership * Teacher professionalism * Assessment of children’s progress * School Improvement | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators   * 1. **self-evaluation for self-improvement**   2. **leadership of learning**   3. **leadership of change**   **2.2 Curriculum**  **2.3 Learning, Teaching and Assessment**  **2.5 Family Learning**  **2.6 Transitions**  **3.2 Raising Attainment and Achievement**  **HGIOELC**   * 1. **self-evaluation for self-improvement**   2. **leadership of learning**   3. **leadership of change**   **2.2 Curriculum**  **2.3 Learning, Teaching and Assessment**  **2.5 Family Learning**  **2.6 Transitions**  **3.2 Securing children’s progress** | |
| **Progress:**  As a school we have committed to ensuring that high expectations, based on our strong school vision and values, are embedded and cascaded from SLT to teachers and PSA/O's, considering the adaptations or additional support some individuals may need to meet these expectations. There is regular sharing of information and collegiate working to support both individuals and groups/classes meaning learners are provided with consistent boundaries and expectations. This year we have consulted parents on our information sharing and delivery of online learning with very positive responses which mirrored teachers views of the effectiveness of online learning. During the period of online learning SLT made clear expectations of work set and teachers worked together to share best practice with this and supported one another to ensure that high quality assignments were created and set for all learners. Staff were encouraged to share these successes empowering teachers to be leaders of learning and sharing their knowledge and expertise with others. Staff are encouraged to pursue and share their own strengths and areas of interests regularly. A teacher led science week was organised and resources were shared to enable this to be delivered both in person and virtually. Parents were actively encouraged to participate in science week activities also. Explicit and regular updates of communication channels are shared with parents and staff to allow parents, pupils and staff to be well informed and kept up to date. Staff have an awareness of the current challenges faced by groups and individuals following the coronavirus outbreak and have worked to support children with this by adapting strategies to support learners back into education. SLT produced informative and reassuring information which was shared with parents to help with the return to school and minimise any anxiety surrounding this. A new website was created which both celebrates success and provides a one stop shop to share information that parents may need. This supports parents to feel empowered and informed when making decisions regarding their child(ren). SLT consult the wider staff body when decision making is required and will listen to and act upon teachers and PSA/O’s views. All staff are mutually respected and valued within our setting.  At Lumphinnans all staff have a good understanding of the social and economic background of our community. We are committed to supporting our families with social issues and we are aware of barriers such as lack of food, internet, poor literacy and how these factors can impact our learners. We have worked to build strong and trusting relationships with our families, which has allowed us to communicate with and support all learners during each home learning period. The SLT ensure that all staff are aware of school values and know that they are a recurring topic of discussion in our classrooms, especially when facing challenging behaviour. We have had several new staff members this year and it can be difficult to ensure consistency throughout the school, especially with the current restrictions meaning limited contact and most meetings taking place online. Our families are always involved in the decision-making processes that have an impact on our learners. We frequently ask for feedback, suggestions, and opinions through various online platforms. We also use seesaw consistently for communication and as a means of recording learning, ensuring that our parents have lots of positive feedback regarding our use of Seesaw. Under normal circumstances, there are lots of opportunities to work collaboratively across the school, to share good practice. That has been difficult this year however, once restrictions are eased, could continue to support consistency and moderation in teaching and assessment. Management have guided staff through a significant period of change this year and have been supportive of their needs and wellbeing whilst working from home. All staff were committed to providing an excellent standard of work and worked collaboratively to ensure there was still a positive outcome for all learners.  During classroom visits most children showed an understanding of their learning and could confidently discuss their next steps. In almost all classes written feedback in jotters were linked to learning intentions and success criteria and there was clear evidence of progress in learning.  **Nursery**  Staff have had regular formal and informal times with leaders to discuss any issues/ideas. A good quality assurance programme is in place for management to see progression and where more support may be needed to improve. This was then planned for carefully. Staff had a voice and their ideas were valued and acted upon to ensure everyone felt part of the team. Staff engaged in peer assessment activities to help support each other in a constructive format. They planned of opportunities for staff to work together to develop the areas in the nursery. There have also been many opportunities to share research and how this can be used within our setting. Parents views were sought and the data gathered used to improve practice. | | |
| **Impact:**  **Improvement in children and young people’s mental health and wellbeing**  Following prolonged periods of lockdown we identified the wellbeing of children and staff was a key priority for this session. Pupils are welcomed into school every morning and are encouraged to complete an emotional check in allowing them to understand, express and share their feelings. By completing this is makes children’s feelings feel validated and supports staff to help them if they are feeling in a negative way. All staff within school endeavour to make all pupils feel welcomed by knowing their names and taking the time to talk to pupils across the school they then feel known by wider staff and this promotes a positive ethos beyond the classroom. Individual needs of pupils are shared amongst staff so all staff feel empowered to support children should they need to. Staff work creatively to help all pupils to gain success and this consistent approach is embedded from SLT, teachers and PSA/O. This multilevel approach ensures that pupils have several adults they know and trust. Staff are aware that the curriculum does not take a “one size fits all” approach and endeavour to meet individual needs by exploring a range of wider experiences individually, with groups and with whole classes. Pupils are taught explicitly about individual differences and these differences are celebrated. Pupils have an awareness of additional support needs and disabilities both of those within school and others in their wider community. We have a vast amount of outdoor space which is utilised to support children’s wellbeing. The outdoor spaces are used to promote wellbeing through regular PE activities, team building initiatives, daily walk and talk sessions allowing pupils time out of the classroom to realign focus and to explore outdoor learning priorities. A few pupils have obtained RSPB recognition for their work to conserve nature and P7 pupils are working towards their John Muir Award focussing on wellbeing and connectiveness outdoors. We have creatively reinstated our toast club initiative at break time which gives pupils a place they can go during break which helps with playground conflicts and pupils who may not have had a nutritional breakfast. This in turn supports children’s readiness to learn.  **Nursery**  All children are thought of and cared for within our nursery. Staff share information to ensure we are getting it right for every child. Staff link closely with parents via conversations and the use of Seesaw. Developing positive relationships with our families has meant that we can be approached with any worries or concerns parents/carers may have. Staff have also provided extra support to families to ensure the best for their child. Staff are aware of attachment theory and can support children in a manner of ways. Staff set up a wellbeing area where children can go to when a little quiet time is needed. This area can be used to share emotions and develop restorative approaches. All staff have engaged in training regarding Building the Ambition where in depth discussions were had. We also had the opportunity to think about any area that would need to be looked at or refreshed after receiving this training. Staff engage in the yearly PRD process and engaged with mandatory training through in-service days and planned development sessions. Parents views were sought through the use of Microsoft forms and regular communication with Seesaw.  **Improvement in attainment in literacy and numeracy**  Attainment figures show an increase in writing of 2% and a decrease in reading (2%) and listening and talking (1%). Attainment in numeracy has remained at 80% for P1,4 and 7.  Most pupils are identified as being on track with a few pupils behind track and a few achieving levels ahead of the expected dates. These figures are scrutinised and regularly reviewed. There is a robust framework used to analyse the data using a multi-lens approach to identify key themes and trends for areas for improvement. This data is then used to create targeted focus groups with explicit areas identified and carefully planned for interventions. These targeted interventions have been refocussed following the second lockdown and staffing has been used creatively and proactively to support learners who need additional support to help them close the gap. Teachers are supported by the benchmarks, tracking information and RU trackers to feel informed when making decisions and use this information to plan well for next steps. Teachers are aware of their responsibility to support learners with closing the gap whilst also providing engaging lessons to stimulate and challenge able learners. A strong focus on skills for learning, life and work is encouraged across the school to prepare children for future. The relevance of learning is shared with pupils too which helps engagement and related current learning to future destinations. Children are encouraged to become active participants in their learning and teachers use pupils’ interests to engage learners through exciting contexts for learning. This also provides rich experiences for application of learning across the curriculum. We are proactive in supporting families who have identified levels of low attendance. We are supportive of those families and endeavour to remove barrier which result in low attendance. During lockdown we worked closely with a number of families identifying those pupils who may benefit from sessions in school, and this worked well. Pupils are proud of their achievements and endeavour to do well. The culture of being proud of our school has also improved substantially and pupils are keen to do well. The House system is used to give pupils a sense of identity and belonging within the wider school community. We have worked hard this year to make use of technology to keep the promotion of the house system prevalent within the school.  **Nursery**  We are in the process of looking more at the learning environment to ensure there is engaging activities which provide challenge and inspire motivation. Staff engaged in tracking meetings to discuss progress of their key children and from those discussions, next steps were highlighted. We share this information at a development night to ensure all staff are aware of and can cater for all children. The children have the opportunity to play outside regularly and this area has also been developed to ensure continuity of learning and that good progression takes place. We have spent time creating individual plans for pupils whom need extra support. This is to ensure that all staff are following the same scripts ensuring continuity for the children. We regularly evaluate our progress at staff meetings and highlight where work is needed. Creating a calendar of events has ensured that meetings, development nights and in-service days are well planned for and correct quality assurance procedures are in place. Children are encouraged to take a lead in their own learning and are regularly consulted to make choices which can be seen from our Little Voices board. | | |
| **Next Steps:**   * Continue to develop a shared understanding of the pedagogy of teaching reading and numeracy in order to increase attainment in these areas showing a particular focus on 1st and 2nd levels. * Continue to develop nurturing approaches across all stages of the school to support readiness to learn and ease pupil’s anxieties   **Nursery**   * Continue to look at visions, values and aims. Share these more often with families and children. Embed these into our daily practice. * Continue to develop scripts which are used consistently by all staff to promote positive behaviour. Introduce the Rights of the Child with the children. * Revisit the use of the trackers as a planning tool. Ensure evaluations are being completed regularly and being used to inform next steps. Look at developing the planning formats for ease of use. | | |
| **Attainment of Children and Young People** | | |
| Focus for School Improvement Plan 2021/22 will be lst level reading and 2nd level Numeracy | | |
| **Evidence of significant wider achievements** | |
| All staff were committed to providing an excellent standard of work and worked collaboratively to ensure there was a positive outcome for all learners. Staff and pupils IT skills improved greatly as has our communication with parents. We pride ourselves on the fact that we engaged with 100% of our families on SeeSaw and used this successfully to communicate with parents and children during the challenging times of lockdown. We were also able to, and continue to work closely with Morrisons to provide food parcels for our families, thus supplying meals for those families in most need. We have A few pupils have obtained RSPB recognition for their work to conserve nature and P7 pupils are working towards their John Muir Award focussing on wellbeing and connectiveness outdoors. We have creatively reinstated our toast club initiative at break time which gives pupils a place they can go during break which helps with playground conflicts and pupils who may not have had a nutritional breakfast. This in turn supports children’s readiness to learn. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| **Communication with Parents**   * SeeSaw used prior to initial lockdown from Nursery – P7 therefore parents and children were familiar with this platform. 100% of parents signed up and we upgraded to the subscribed site which gave us access to additional resources and dashboard data * Informal messages on daily basis to catch up/give overview of learning for the day ensured positive relationships with parents and reassurance if required. * Weekly Sway video from HT giving any updates or what’s happening in the week ahead * Evaluative questionnaires sent to parents on a fortnightly basis to establish what is working well and any improvements required. Very positive responses and encouraging comments. * Continued use of all other methods of communication such as Facebook, Twitter, school app to share success and continued with wider life of the school such as House Colour Day, Burns, Shining Stars, National Storytelling Week virtually * Regular phone calls from HT to any families who showed a fall in levels of engagement * HT maintained regular contact with Chair of Parent Council to maintain links   **Learning and Teaching**   * Planning/tracking/progress meetings with teacher and HT continued using Teams. * Teachers aware of expectations - teaching with focus on new learning, differentiated, live interactions, pre recorded voice over lessons * Personalised and individual feedback using voice recorder, voice notes, screen recordings, written feedback allowed teachers to assess understanding and inform next steps in learning * Assessment more robust and teachers were able to track progress – further assessments when pupils returned confirmed data and teacher judgement   **Monitoring and Tracking**   * SLT monitored SeeSaw to ensure high quality learning and teaching as well as pupil engagement and volume of lessons posted. * Dashboard used to gather date on levels of engagement and also activity from teachers * Spreadsheet used to keep record of levels of engagement and families contacted in first instance by class teacher then HT if signs of lack of engagement. Engagement averaged between 81 – 99% during second lockdown. * Children not engaging were invited into school   **IT**   * Devices from Scottish Government had a positive impact on engagement and supported most families well. SLT monitored closely those who had been allocated a device for levels of engagement * Used staff strengths to support each other with IT skills especially new members of staff   **Key Worker/Vulnerable families**   * Situated in own school afforded us the opportunity to offer more vulnerable families time in school enabling targeted support and closing gaps in learning * Families classed as vulnerable include EAL, poor attendance, lack of engagement during first lockdown, mental health of parents or pupil anxiety   **Next Steps/changes to previous practice**   * Continue to use SeeSaw as a method of communication with parents and as a platform for sharing learning * Continue to use Forms to gather and respond to feedback from parents. * Develop a plan of action on how to support the wide variance in children experiences as they return to school, varying levels of engagement in learning, should there be a further lockdown * Focus on assessment and variety of ways of gathering evidence of learning through remote learning. | |
| **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 | 18 | | Additionality in staffing | 1 FTE |   The additional devices supported almost all of those pupils who were given one to access online learning. However, a few struggled to engage and required paper copies of work to be handed in or were invited into school where support could be given.  As a staff, we established robust raising attainment plans for the additional recovery teacher highlighting gaps in individual pupil’s learning. This approach was working well until significant staff absence and shielding resulted in the additional recovery teacher being required to cover a class. Restrictions of working across bubbles also had a significant impact on the recovery teacher’s timetable. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | |
| **Progress:**  Following an extended period of school closure, we recognised the increased importance of formative assessment and use of evidence-based pedagogies in literacy and numeracy and address gaps in the attainment and achievement of children.  As a staff we discussed the barriers to learning for our Attainment Scotland Funded children. Barriers included: attendance, punctuality, attainment, pupil engagement, parental engagement readiness to learn, resilience, EAL, additional support needs.  We also highlighted the need for improvement in attainment in literacy and numeracy as well as improve our pupils mental health and wellbeing following two lockdowns and periods of home learning. We used the funding to secure 1 additional PT which allowed time out of class to support the school recovery plan.  We used funding to employ a Pupil Support Officer with a specific remit of developing strategies and initiatives to support resilience and mental wellbeing of our pupils and linking closely families to increase attendance. This was particularly evident during the lockdown period and the return of pupils to school  PEF plan links directly with School Recovery Plan  **Resources used to support development**   * How good is OUR school * Kitbag – online version of kitbag was used with whole class and groups of children. * Mindfullness – activities and opportunities such as: Cosmic Kids, Zenden, Go Noodle, mindfulness music, 5 point scale, worrybox, class meeting * Emotional Check ins * Emotion works * Time to talk * Communication with parents through regular use of SeeSaw, Teams, Facebook, Twitter, School App and Groupcall. * Youngminds.org. * Fife Resilience Tool | |
| **Impact:**  We have a range of initiatives which have impacted on the resilience, readiness to learn, attainment and pupil/parental engagement for most of our pupils and families. We developed writing progressions as well as explored effective learning and teaching as a whole staff. Impact of these have shown that for those pupils not on track there is an increase of 11% (2/18) in attainment in writing, 5% (1/18) increase in reading and 16% increase (3/18) in numeracy for our ASF pupils. Soft data gathered also highlights the impact of our various groups of children across stages P1 - 7  Evidence gathered from:   * Classroom visits * Jottor monitoring * Padlet (online resource - staff capacity and development) * Seesaw (pupil and parental engagement in learning) * Attendance figures (BI) * Evaluations from parents, staff and pupils (resilience, mental health wellbeing) * Parent feedback/evaluations/questionnaires * Pupil/staff evaluations (particularly those from PSO showing evidence of pupil’s mental health and wellbeing) * Attainment data * Engagement with Social Media (greatly increased) * Engagement with remote learning * Robust tracking system   **Capacity of staff, learners and parents**   * Within our PEF plan and Recovery Plan we identified a need to improve attainment in literacy and numeracy as well as improve children and young people's mental health and wellbeing * Cooperative planning between support staff and teaching staff has built capacity and developed a deeper understanding of effective learning and teaching * Staff development for ALL staff (including support staff) virtually * Built capacity of staff to deliver kitbag and emotion works sessions within their own class on a daily basis * Parents have a greater understanding of our approaches to learning and teaching through social media, SeeSaw and regular communication. | |

**School/Setting Name \_\_\_\_\_\_\_Lumphinnans 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 | Very 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 | Very good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Securing children’s progress** | Good | Good | Good |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** | **Not assessed** |  |  |
| **Quality of staffing** | **Not assessed** |  |  |
| **Quality of leadership and management** | **Very good** |  |  |

**Session 2021 -2022 Improvement Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**  **Improve attainment in reading** | | | | | |
| **Focused Priority:** **Increase in attainment for those children not on track in Primary 3 and 4 (1st level) by 10% from 64% to 74%** | | | | | |
| **HGIOS4 Quality Indicators**   * 1. **self-evaluation for self-improvement**   2. **leadership of learning**   **1.3 leadership of change**  **2.2 Curriculum**  **2.3 Learning, Teaching and Assessment**  **3.2 Raising Attainment and Achievement** | | | **HGIOELC Quality Indicators**  **1.1 self-evaluation for self-improvement**  **1.2 leadership of learning**   * 1. **leadership of change**   **2.2 Curriculum**  **2.3 Learning, Teaching and Assessment**  **3.2 Securing children’s progress** | | |
|  | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All children in the focus group (7 pupils across Primary 3 and 4) currently behind track by 3 months will show an improvement in attainment  All children in the focus group will show an awareness of the skills for reading and show an ability to decode and break down words. | Following assessments, use robust raising attainment plans to identify gaps in learning and areas for specific learning and teaching.  Use Scottish Government funded teacher and PTs to support the teaching of reading for the focus group.  Use Support for Learning teacher to direct and support the teaching of reading working in collaboration with the class teacher and Scottish Government funded teacher. | * Headteacher (monitor and tracking) * PTs (support planning process) * Support for Learning Teacher (support class teacher with resources for the teaching of reading) * Scottish Government funded teacher (deliver lessons, liaising closely with class teacher) | | Teacher’s planning will demonstrate skilled use of formative assessment to inform appropriately differentiated learning and teaching to meet the needs of the focus group of children  Attainment and tracking data for all pupils in focus group will show that they are making progress in reading with a trend towards closing identified attainment gaps.  Quality assurance activities will demonstrate clear impact of professional learning on the quality of reading lessons.  Pupil voice will demonstrate that almost all pupils enjoy learning and can talk confidently about their learning and next steps. | By June 2022 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

**Session 2021 -2022 Improvement Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**  **Improve attainment in Numeracy** | | | | | |
| **Focused Priority:** **Increase in attainment for those children not on track in Primary 7 (2nd level) by 10% from 76% to 86%** | | | | | |
| **HGIOS4 Quality Indicators**   * 1. **self-evaluation for self-improvement**   2. **leadership of learning**   3. **leadership of change**   **2.2 Curriculum**  **2.3 Learning, Teaching and Assessment**  **3.2 Raising Attainment and Achievement** | | | **HGIOELC Quality Indicators**   * 1. **self-evaluation for self-improvement**   2. **leadership of learning**   3. **leadership of change**   **2.2 Curriculum**  **2.3 Learning, Teaching and Assessment**  **3.2 Securing children’s progress** | | |
|  | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All children in the focus group (5 pupils in Primary 7) currently behind track by 3 months will show an improvement in attainment  All children in the focus group will show an awareness and understanding of the 4 concepts of numeracy and use these to improve their mental maths agility | Following assessments, use robust raising attainment plans to identify gaps in learning and areas for specific learning and teaching.  Use Scottish Government funded teacher and PTs to support the teaching of reading for the focus group.  Use Support for Learning teacher to direct and support the teaching of reading working in collaboration with the class teacher and Scottish Government funded teacher. | * Headteacher (monitor and tracking) * PTs (support planning process) * Support for Learning Teacher (support class teacher with resources for the teaching of numeracy) * Scottish Government funded teacher (deliver lessons, liaising closely with class teacher) | | Teacher’s planning will demonstrate skilled use of formative assessment to inform appropriately differentiated learning and teaching to meet the needs of the focus group of children  Attainment and tracking data for all pupils in focus group will show that they are making progress in numeracy with a trend towards closing identified attainment gaps.  Quality assurance activities will demonstrate clear impact of professional learning on the quality of numeracy lessons.  Pupil voice will demonstrate that almost all pupils enjoy learning and can talk confidently about their learning and next steps. | By June 2022 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

**Session 2021 -2022 Improvement Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**  **Nursery –** **to improve attainment in literacy and numeracy** | | | | | |
| **Focused Priority: for BASE results in P1 to show an increase in attainment for N5 pupils** | | | | | |
| **HGIOS4 Quality Indicators**  **1.1self-evaluation for self-improvement**  **1.2leadership of learning**  **1.3leadership of change**  **2.2 Curriculum**  **2.3 Learning, Teaching and Assessment**  **3.2 Raising Attainment and Achievement** | | | **HGIOELC Quality Indicators**  **1.1self-evaluation for self-improvement**  **1.2leadership of learning**  **1.3leadership of change**  **2.2 Curriculum**  **2.3 Learning, Teaching and Assessment**  **3.2 Securing children’s progress** | | |
|  | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Increase attainment in numeracy skills for N5s from 47% to 60% prior to transitioning to P1  Increase attainment in reading skills for N5s from 53% to 73% prior to transitioning to P1  Pupils to show an awareness of literacy skills in readiness for Primary 1 with particular focus on recognising letters of the alphabet and letter recognition  N5 pupils to show an understanding of number recognition and 1:1 correspondence when counting | Using the BASE results data, Nursery staff to improve learning in literacy and numeracy  Staff development sessions on the pedagogy of learning letter and number recognition  Nursery staff to liaise with P1 teachers to establish areas for improvement in literacy and numeracy and provide support where required | All nursery staff  PT (to support the learning and teaching of letter and number recognition and resources to support this) | | BASE results when pupils enter Primary 1  Observations, assessments and evaluations within the nursery setting  Information in PLJ  Information from Elipse | By June 2022 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Attainment Fund Rationale** | | **Amount of Fund** £52929 | | |
| Following an extended period of school closure, we recognised the increased importance of mental health on our pupils and their ability to recover and re-engage with learning.  As a staff we discussed the barriers to learning for our Attainment Scotland Funded children. Barriers included: anxieties following school closures, reduction in social skills, attendance, attainment, pupil engagement, readiness to learn, resilience.  We have highlighted the ongoing need for improvement in attainment in writing as well as improve our pupils mental health and wellbeing following two lockdowns and periods of home learning. We will use the funding to secure 1 additional PT which allowed time out of class to support the School Improvement Plan and the interventions on our Attainment Fund plan.  The funding will also be used to employ a Pupil Support Officer with a specific remit of developing strategies and initiatives to support resilience and mental wellbeing of our pupils and linking closely families to reduce anxieties and promote a positive mental wellbeing. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Impact on learners**  **Ongoing evaluation** |
| Improve mental wellbeing of a small group of pupils currently showing signs of anxiety which is impacting on their readiness to learn and social interactions and thus increase attendance and reduce absences.  Attendance is at the lowest percentage over the past 5 years. To increase attendance by 5%, from 89.4% to 94%.  Absences are currently at the highest rate over the past 5 years.  To reduce absences for 3% from 10.6% to 7% | We currently have a group of children who are finding engaging with school a challenge. Since returning to school we have implemented a number of interventions such as outdoor learning, problem solving groups, kitbag and therapy groups.   * Outdoor learning to develop social skills and positive interactions for a small group of pupils. This will also build resilience, cooperation and problem solving skills. * Appointment of a probationers to allow PTs additional time out of class to support and co-ordinate staff development and planned interventions in health and wellbeing in order to support engagement in learning, leading to raised attainment. The PTs will work alongside PSo to implement effective interventions linked to nurture and emotional wellbeing. * Appointment of a Pupil Support Officer to develop, promote and implement strategies which support relationships and behaviour management, attendance and nurture * PSO to provide point of contact for parents through “drop-in” sessions and parental engagement sessions. * Building capacity in staff to implement effective approaches and resources to support emotional wellbeing of pupils and a readiness to engage in learning. * Working with identified individuals and groups of pupils using nurturing approaches and activities in order to support wellbeing and belonging. * Focused professional learning sessions on supporting the implementation of identified strategies for all staff groups. * PSA’s and PSO working with SLT and PTs to support identified targeted groups of pupils linked to needs and current attainment. Strategies include nurture approaches to play, lunch times and breakfast club. Targeted groups will focus on children developing self help skills, resilience, social skills, peer friendships and regulation skills. All will contribute to a readiness to engage in learning and reduce anxieties * Kit bag sessions to allow children to develop social interactions, turn taking and empathy which will develop children’s ability to have a voice and engage. * Lego therapy sessions: Developing children’s ability to work cooperatively, listen to others, turn take and follow instructions. * As a school, improving approaches to ensure a nurturing school community, supporting self regulation and de-escalation for pupils | | Power BI data will show evidence of increased attendance and reduced absences  Observations and evaluations from pupils  Observations and evaluations from staff  Questionnaires from staff, parents and pupils | What has been the impact? |

**Appendix D – Pupil Equity Financial Plan Session 2021 - 2022**

**Allocated Amount:** £52929

****