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| ***East Wemyss Primary School and Nursery***  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | 147 Primary  30 Nursery | | | | | **FME** | 11 | | | | | **Attendance (%)** | **Authorised** | 3.55% | **Unauthorised** | 3.18**%** | | **Exclusion (%)** | 0% | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £44,407 | | | |   East Wemyss Primary School and Nursery serves the community of East Wemyss. The school has gone through several changes in recent years, particularly in changes in Headteacher. In June 2020, the current Headteacher took up post and was joined by a PT in August 2020.  Whilst the Healthy Living survey shows our FME to be 11%, other sources have identified this to be 30%. Our SIMD quintile average is 2.0.  The school roll has increased slightly to 150 and our current roll in nursery is 43. This session saw the opening of our 52-week provision in February 2021.  This current session, the values of Respect, Resilience, Confidence, Teamwork and Happiness have remained at the forefront for our school community with an opportunity to review these built into the Agile Recovery Plan for the session. |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | |
| NIF Priority:  To raise attainment in Literacy and Numeracy.  To ensure the design of the curriculum meets the needs of learners.  To develop a shared vision, based on the school values to reflect our school community.  NIF Driver:  School improvement  Teacher professionalism  Assessment of children’s progress  Performance information | HGIOS 4 Quality Indicators  1.1 Self-evaluation for self-improvement  1.2 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  1.3 Leadership of change  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | |
| **Progress:**  **Priority 1 - To raise attainment in Literacy and Numeracy.**  All teaching staff are using the agreed Literacy and Numeracy RUs to record their assessment evidence. All teaching staff have met with the HT to discuss planning and attainment twice this session. All teaching staff have taken part in 2 moderation cycles (1 for writing and 1 for learning outdoors). Staff training has focused on how to plan Literacy and Numeracy with a focus on Benchmarks and Experiences and Outcomes using an agreed format. All classes have had a ‘learning walk’ visit with a focus on Literacy.  Clicker 8 licenses were purchased for all devices in school. All teaching and support staff have enrolled in Clicker 8 training and have begun to use this resource in class.  Through collegiate sessions and a dedicated time during November 2020 and May 2021 in-service days, the team have agreed on 2 parts of the teaching model. These are learning intentions and success criteria and feedback. This has been underpinned by professional reading and dialogue which focused on why these are important and sharing examples of good practice. All staff have their own copy of Shirley Clarke’s A Little Guide to Formative Assessment and are making use of the reflection sections.  The additional teacher for 0.6 worked with P1 and P1/2 with targeted groups during terms 1 and 2. After analysis of BASE results showed a decrease in all areas and in particular for those who were previously ahead of track, the focus was then turned to P1/2 for the remainder of the session.  Due to a number of absences both in school and the nursery, the targeted work for P3 for phonics has been affected. PSA support in P5 targeted Literacy skills with specific groups, but also included HWB using Kitbag to support learners who required additional support to feel ready to learn. And latterly, additional teacher support has been used to target Literacy skills with P4 learners.  The P1 and P1/2 teacher undertook the virtual PPP training and attended the networking meeting. The impact of this work has been quite limited. Staff reported that the training, without the ability to discuss together, was challenging to take on board and that discussions very often deviated to Covid and its implications.  The nursery provision has been completely revamped this session (9-3 session). Staff worked together to create a new layout that encouraged free flow throughout, taking account of the need to have quieter areas available for the children to give the breadth of experience required. The outdoor provision was also developed to include more obvious areas. Core provision checklists to be used on a termly basis have been developed to ensure the provision is monitored regularly. The use of these checklists are in the early stages. All staff had quality observation training during the February in-service.  The second nursery session opened in February 2021. It offers a morning and afternoon session and has been set up to give children the breadth of experiences. The outdoor area still has work to be completed, but this should be ready for August 2021.  Support from the peripatetic teacher and EYDO has been significantly impacted upon by covid absences in the area.  The nursery team have engaged in professional dialogue following training for RtA and have kept evidence of their discussions with next steps identified.  **Priority 2**  All staff are now using the Fife pathways for Literacy and Numeracy and have recently began using the Relationships and Sexual Health programme throughout the school.  Establishing a clear progression of resources for Literacy is an activity that has not taken place. However, the Literacy resources, including reading books, have all been re-organised to make it easier for staff to access.  A school improvement technology audit has been requested as the number of working devices in school is below the minimum. This audit will create a detailed plan for next session about what is needed.  The development of a learning outdoors programme with 3rd sector partners started off well at the beginning of the session with 8 different organisations. Covid had an impact on the ability of several of these agencies to work with schools both in terms of their physical work and in terms of their financial capacity. Due to a lack of communication from the agencies, the team agreed to focus on taking their outcomes outdoors to the playground to explore this.  **Priority 3 - To develop a shared vision, based on the school values to reflect our school community.**  Certificates recognising the 4 capacities are part of weekly assemblies and are valued by the children. Some children have shared that they prefer the virtual assemblies as there is ‘less time wasted’ and that the focus is now on ‘the good stuff’.  Work to reflect on our current school values was delayed due to lockdown until Term 4. During discussions with the children and staff, it was clear that very few were aware of the 5 current values, with only 2 members of the teaching team able to identify these. Using Forms, staff, parents and children all had the opportunity to share their views about what our values should be going forward. There is still further work to be done in this area.  Communication has been a focus with monthly updates for parents which became weekly during the lockdown period. All of the children in the school have Seesaw codes to access the App from home. All newsletters and updates have been shared on this platform along with Twitter and Facebook (closed group) for nursery parents.  Sways and Microsoft Forms have become common place in our school to share information and seek the views of all of our stakeholders. | | |
| **Impact:**  **Priority 1 - To raise attainment in Literacy and Numeracy.**  Our school attainment:   |  |  |  |  | | --- | --- | --- | --- | |  | 2018/19 | 2019/20 | 2020/21 | | Literacy | 68% | 30% | 47% | | Numeracy | 62% | 26% | 52% |   The use of RUs for Literacy and Numeracy has created a consistent approach across the school. All staff are using these documents to record their assessment data. The impact of this is that staff are confident about recording their assessment evidence and understand the importance of consistency across the school. Most staff are also making use of the EA pathway documents to support their planning of teaching, learning and assessment.  Clicker 8 has been downloaded onto all the devices where needed and most staff have started to develop ways to use this to support learning in the classroom.  From our professional discussions, learning intentions and success criteria and feedback form the basis of our teaching model here in East Wemyss. Staff worked together to create a sway which will be our agreed teaching model for the upcoming session.  **Priority 2 - To ensure the design of the curriculum meets the needs of learners.**  As the work with our 3rd sector partners, was limited to only the initial discussion stages, there was no impact on outcomes for learners. However, as a whole staff team, work began on changing the mindset about outdoor learning. Instead of seeing this as separate or on top of CfE, we have changed the way we refer to it as being learning outdoors. This establishes that all learning can be taken outdoors.  The majority of classes have had both Literacy and Numeracy lessons delivered in our grounds, and 2 classes have taken this learning to the local area to deliver the Es and Os identified. Less than half of the classes are also sharing that learning experiences in the EA have also been delivered outdoors. As a result, children are now given more opportunities to apply their learning in different contexts and in practical ways to add depth to their learning.  **Priority 3 - To develop a shared vision, based on the school values to reflect our school community.**  A recent Form sent out to parents to consult about the school values, has identified that Respect and Teamwork continue to be our core values. These were also identified by staff and pupils during their consultations.  Children enjoy our weekly assemblies and the focus on the achievements of everyone in school. The language continues to focus on the 4 capacities and our school values.  The majority of parents who responded to our questionnaire about school improvements, identified that communication between school and families has improved. | | |
| **Next Steps:**  **Priority 1 - To raise attainment in Literacy and Numeracy.**  This priority will continue to be a focus next session given our attainment data. Whilst it shows an improving picture, there are still significant gaps in learning in both Literacy and Numeracy. Now that we have robust tracking systems in place, the focus will shift to the pedagogical approaches for Reading and Writing and with a clear focus on Number, Money and Measure. This will link to further work on our teaching, learning and assessment model. Professional learning will look at the approaches to teaching and how we can best support individual learners.  **Priority 2 - To ensure the design of the curriculum meets the needs of learners.**  Continue to provide opportunities for learning outdoors and help parents to understand the shift in our language from outdoor learning to learning outdoors and the rationale behind this. This will not be a separate priority next session and will be part of our strategy to raise attainment.  **Priority 3 - To develop a shared vision, based on the school values to reflect our school community.**  Launch our school values at the beginning of next session and make these values the cornerstone of our conversations in school. Consult with all stakeholders about the vision and aims of our school to ensure that they reflect the values and the views of all stakeholders. | | |
| **Attainment of Children and Young People** | | |
| The school attainment in Literacy this session is 50% and in Numeracy is 52%. The data for our CfE declarations at P1, 4 and 7 is 47% in Literacy and 52% in Numeracy. This is an increase in both areas since last year.  Across the 3 aspects of Literacy, our Reading attainment is 62%, Listening & Talking 73% and Writing 51%. There is a clear gap in our attainment in Writing with attainment in follows a trend of decrease then slight increase in the latter stages of the school. This is a trend that will be addressed through the Cluster priority work alongside work in school about the approaches to teaching writing.  Across the 3 aspects of Numeracy, our Number, Money & Measurement attainment is 55%, Shape, Position & Movement is 60% and Information Handling is 64%. In the majority of classes, learners are performing better in SPM and IH than NMM. This balance needs to be addressed as learners need to have the core skills in the 4 basic processes in Numeracy to be able to access all of the aspects. This will be addressed in our SIP with an identified focus on NMM and professional learning about the pedagogical approaches.  All of our Nursery learners are on track in Listening and Talking and the majority of learners are on track in Reading, Writing and all aspects of Numeracy. From this, it is clear the attainment gap begins in nursery so the SIP focus will centre on early identification and targeted interventions. | | |
| **Evidence of significant wider achievements** | |
| Our P7 learners were offered the opportunity to take part in the Junior Leadership Programme. They developed skills in learning how to plan and deliver activities to younger cohorts of children. The ability to take this forward has been restricted by Covid guidance which has prevented the children from working with others from outside their bubble. However, they have created videos to be shared with the classes.  P7 have also been developing their performance skills by recording themselves performing a script written by Beatbox. This performance will be shared with the whole school at the end of term.  P5/6 have been part of a Drama pilot that targeted skills in Drama and Literacy. They developed skills in working together, particularly around their communication skills.  P5/6 have also taken part in a STEM project with Fife College whereby they were growing crystals. They then had to work together in teams to create presentations to share with Fife College staff via virtual meetings.  P5 have developed skills in music by taking part in the YMI last term and these were all delivered remotely and then upon the return to the classroom.  A local group, TWIG, donated a polytunnel to the garden area of the grounds. P1 have been learning about how to grow plants in this environment and what makes this successful. This work has been impacted by 2 periods of isolation for this class. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| During the lockdown periods, all learning was available through SeeSaw for all classes. P7s also used GLOW, as this was a platform they were already using in class to support the sharing of information. Expectations for remote learning were shared via a Sway. This shared that there would be a Literacy, a Numeracy and another task available daily. Families were encouraged to share as much of the learning as they could, whilst acknowledging the number of our families who were juggling their work commitments with supporting their child’s learning at home. Jotters, pencils and other supplies were available from local shops and promoted through SeeSaw. For a few learners, individual packs were delivered after communication with the family. We continued to celebrate learning throughout lockdown with our PSAs who live locally, delivering certificates to children every Friday.  We had an excellent response to our survey about online learning with almost all families responding. Parents gave us 4/5 stars for the amount of work available and 4/5 stars for the level of ability of the work set for children. Feedback also identified that parents were looking for some live interaction for the children. Weekly ‘meets’ were set up for children in P4-7 (P1-3 learners were already returning to school the following week) and these were well attended. For some learners, this was the only engagement with school they had all week.  There was a direct impact on teaching staff’s confidence and skill development in producing lessons for online learning. As a team, they shared ideas and resources and supported each other to deliver learning via SeeSaw. Creating videos, audio clips and a virtual classroom are amongst some of the specific digital skills developed during this time. Staff identified a wide range of skills and improvements that were as a result of the lockdown. It would appear that these are different for each individual. Most staff felt supported throughout this period and most felt that the workload and expectations were manageable.  Just under half of the P1-3 learners gave home learning 5 out of 5 stars with the majority of learners saying that the amount of learning was just right. The majority of this group of learners preferred the third task of the day  Most of the learners in P4-7 said that they enjoyed the home learning experience giving it 3 out of 5 stars. The majority also felt that the amount of work was just right. The majority of learners also stated that they preferred the third task and preferred tasks where they had to make something. This task was always another area of the curriculum other than Literacy and Numeracy.  During this period a number of our learners attended school with a mixture of keyworker children and those in the vulnerable category. Most of the learners said they enjoyed being in school during this time. The majority said they enjoyed the learning tasks with almost all learners stating that the adults in school supported them with their learning. The majority of learners also said that they had made new friends as a result of the experience which was a positive to come from an unexpected situation.  As a result of this experience, it’s become clear that SeeSaw can be a valuable tool to share learning and that adults and children need to continue to build their confidence and skill base to take this further. | |
| **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 | 24 | | Additionality in staffing | 0.8 |   By December 2020, 96% of pupils were able to access Seesaw at home.  The majority of learners who received a device, used it regularly to share their learning. Less than half of the learners did not access or share any work online. Additional support was offered to parents via e-mails and telephone calls, but this made very little impact. We produced support videos and sent links to parents to encourage the sharing of learning and kept in regular contact to offer support and encouragement. Overall, we had an average of 63% engagement during the Lockdown period and this was tracked carefully by our PT. We know this is an improvement from the Lockdown in 2020, but the quantitative data kept at that time, cannot be used in direct comparison. In terms of qualitative, the overall feedback from staff, parents and children, was that the online provision was far better.  Both additionality staff (1 x 0.6 and 1 x 0.2) have had their roles impacted on by periods of staff absence, particularly in Terms 1 and 2.  Groups of children were identified in P1/2 who had gaps in the learning for Reading, Writing and Numeracy. These children were identified from teacher assessments, BASE results and a recognition of their lack of engagement during the first Lockdown. For Reading, the majority of the learners targeted have now progressed onto 1IE. All of the children in the Writing group made progress across the range of skills taught and their confidence in their ability to work independently also increased. The majority of the children in the Phonics groups also made progress. These groups were part of Model for Improvement work. In Numeracy, a minority of the pupils have moved onto 1IE, however the remaining children have made progress towards this. The majority of the teaching staff have had individual sessions with the PT to discuss and collaborate about planning for Literacy and/or Numeracy.  The 0.2 post, released the PT from NCCT commitments to allow support of a few children whose engagement in education has been low with significant periods of time spent outside of class, particularly after the full return to school following the lockdown period. This work is ongoing. | |
| **Attainment Scotland Fund Evaluation (PEF)** | |
| **Progress:**  SeeSaw App has been purchased allowing all pupils to be able to access a platform where our learning can be shared.  Clicker 8 licenses have been purchased for all of the computers in school.  3 additional PSAs were recruited to undertake hours with individuals/groups of children.  A probationer has been in post with us since August 2020 and has been supported by a mentor and the staff team to successfully reach the SFR. | |
| **Impact:**  Early in the session, the App SeeSaw was purchased in order to ensure that in the event of a further Lockdown, we had an established way to share learning and communicate with our families. Staff engaged in professional learning to begin to understand all the functions available in the App and in Term 1 and 2, the App was used to communicate homework tasks and any information about events in the classroom. Introductory videos were shared that are created by SeeSaw and these were further supported by videos created by our PT. By December 2020, 96% of learners had access to this App at home. During Lockdown, weekly statistics were collated about the engagement with each of the 3 tasks online and an overall %ge for each class and the school each week. Our average engagement was 63%.  The majority of staff (teaching and PSA teams) have now completed their Clicker 8 training through Oracle with a majority of staff reporting that they are starting to use the programme to support learners using this support.  Additional PSA hours were used to support individual pupils across 3 classes. In 1 class, this has led to improvements in attainment and engagement and had a positive impact in terms of inclusion.  In the second class, the time was used to support individuals with Literacy difficulties. However, many of these hours have been impacted upon by staff absence and covid isolation periods.  Lastly, hours in the third class were allocated to support the readiness to learn and be included in class.  Having a probationer teacher this year, has given our PT flexibility to support staff and learners throughout the year, as well as develop our approaches to learning outdoors and planning for Literacy and Numeracy. The impact of this work is that all staff are using the same BGE tracker for EA, IT, Sciences, RME and Modern Languages to establish a consistent approach. A programme for RSHP is also now in place and this is being used in all classes to support the teaching of HWB outcomes. The PT has delivered training to support teachers in their planning for Literacy, Numeracy and SeeSaw and ensured that data held within in TRAMS is kept up to date to inform attainment discussions with staff. | |

**School/Setting Name East Wemyss Primary School and Nursery**

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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** | 3 | 4 | 4 |  |
| **2.3 Learning, teaching and assessment** | 3 | 4 | 4 |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | 3 | 3 | 3 |  |
| **3.2 Raising attainment and achievement** | 3 | 3 | 3 |  |

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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** | 3 | 4 | 4 |  |
| **2.3 Learning, teaching and assessment** | 3 | 4 | 4 |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | 3 | 4 | 4 |  |
| **3.2 Securing children’s progress** | 3 | 4 | 4 |  |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2018 - 2019** | **2019 - 2020** | **2020-2021** |
| **Quality of care and support** | **3** | **4** |  |
| **Quality of environment** | **3** | **4** |  |
| **Quality of staffing** | **3** | **4** |  |
| **Quality of leadership and management** | **3** | **4** |  |

**Appendix B**

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  Teacher professionalism  Assessment of children’s progress  School Improvement  Performance information | | | | | |
| **Focused Priority: To raise attainment in Reading, Writing and Number through high-quality teaching, learning and assessment.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| HGIOS 4 Quality Indicators  1.1 Self-evaluation for self-improvement  1.2 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  1.3 Leadership of change  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Reading attainment will increase from 61% to 75%.  Writing attainment will increase from 50% to 65%.  Number, money and measure will be a concentrated focus. Overall, attainment in Numeracy will increase from 52% to 67%.  In nursery, most learners will be attaining Early Progressing across all aspect of Literacy and Numeracy. | Training about the pedagogical approach to teaching Reading and Writing and NMM.  Tracking of identified groups in each class for each aspect who are not working within the expected level.  Moderation of lessons across the year for each of these aspects.  Observations of lessons planned throughout the year.  Model for Improvement training to be expanded to include more classes.  Re-visit learning, teaching and assessment model to include UNCRC and taking learning outdoors.  Tracking meetings with nursery keyworkers to analyse ELiPS data and observations to identify any additional support/interventions on a termly basis.  Training for all nursery staff in the Communication Handbook and strategies to support communication and early Literacy skills.  Regular reviews of nursery provision in terms of resources and ensuring core provision in both indoor and outdoor opportunities. Use of QIs to evaluate effectiveness and identify next steps. | Y O’Neil  E Oswald  K Filsell  K Wakefield  Y O’Neil  All staff  Nursery Team  Y O’Neil  Lesley Adams - PT  Genna Inglis - EYDO | | Teacher’s self-evaluation tool will show improvement.  Targeted groups will have improved attainment with levels and robust assessment data.  Feedback from observations will allow teachers to create targets.  Teacher’s records of baseline assessment, MFI tools and summative assessment that shows impact.  Pupils survey data will show increased motivation and participation.  Records of meetings.  Staff surveys about the purpose and meaning of the meetings.  Observations by Senior EYOs and peripatetic teacher.  Use of core provision checklists. | Identified sessions planned for collegiate sessions throughout T1 and T2 to deliver training.  Tracking discussions T1, 3 and 4.  Moderation activities across T2 and T3.  Observations in T1  T2  Termly discussions  T1/2  Termly |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation.** | | | | | |

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| **National Improvement Framework Priority:**  Teacher professionalism  Parental Engagement  Assessment of children’s progress  School Improvement  Performance information | | | | | |
| **Focused Priority: To develop a digital culture across the school involving all stakeholders that improves communication further with families and shares learning.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| HGIOS 4 Quality Indicators  1.1 Self-evaluation for self-improvement  1.2 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  1.3 Leadership of change  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Increase in the number of devices available to all learners in school. These will be used to teach IT skills specifically and support learning in Literacy and Numeracy.  Feedback from focus groups/surveys will demonstrate learning is being supported across the curriculum.  Parental surveys will show that they feel more informed/involved in learning.  Planning/tracking will demonstrate a breadth of skills being taught. All staff using same document to record evidence. Pupils will be able to talk about the skills and how to use them.  Nursery parents will be engaging with the learning experiences in nursery and be able to communicate with staff through this platform. | Continue with School Improvement IT audit with BTS. Create a Digital Improvement plan for next 3 years.  Learners and staff to begin to use devices to regularly share learning in classes. Parents to engage with posts.  Use digital platform/Forms/Sway to engage with all stakeholders to review the school aims and vision.  Monitoring of the teaching of IT skills to ensure breadth. Use of PICT to support planning of learning and teaching.  Nursery begin to use SeeSaw and cease using Facebook group. | Y O’Neil  Sharon Crisp  K Filsell  All staff taking responsibility for equipment, its safe use and storage.  All pupils taking responsibility for the devices they are using, understanding that they need to be used respectfully. | | Plan for improvement created and agreed with BTS.  Surveys with all stakeholders will identify the increase of devices and the positive impact on sharing learning across the school.  Pupil focus groups will gather information about the IT skills being taught in classes and confidence levels of pupils.  Repeated surveys will also demonstrate increased skill and confidence levels and indicate next steps. | By November 2021  September 2021 then repeated in May 2022. |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |