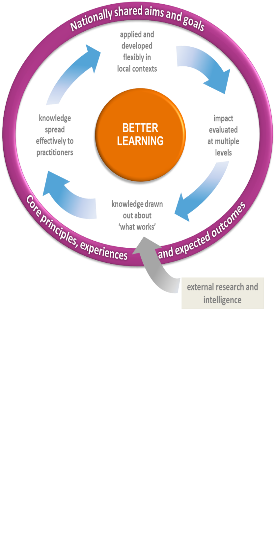
**Standards and Quality Reporting/Improvement Planning Session 2020 - 2021**

This guidance has been developed to support all school leaders report on the successes and challenges for Session 2020 - 2021

School self-evaluation and improvement should be viewed as an on-going and collaborative process.

****Where possible, self-evaluation approaches should involve all stakeholders. This session this will include gathering views virtually. This cycle highlights the importance of regular and rigorous evidence-based internal and external evaluation and this report should encapsulate all evidence of progress and impact on school recovery work.

**Standards & Quality Reports should be submitted to the local authority by 21st June 2021** and, where necessary, finalised versions should be submitted by **17th September 2021.**

Your Standards and Quality report will include:

* context should include statistics for school as well as vision, values and aims
* progress towards recovery work for session 2020 – 2021 are communicated **clearly and briefly**;
* evaluation of the impact on children and young people is clear
* reasonable number of next steps are identified
* attainment overview for the year should be included highlighting successes and identified gaps
* outcomes for young people (secondary sector only)
* evidence of wider achievement impacting on outcomes for learners should be included.
* opportunity to share successes and challenges of school closure periods – this may include self-isolation of pupils, class isolation or whole school closure period
* statement to reflect impact of additional resources to support recovery eg additional staffing and digital devices
* progress and impact of Attainment Scotland Fund spend should be reported on
* The following QI’s should be evaluated using the six-point scale form HGIOS4/HGIOELC.

1.3 Leadership of change, 2.3 Learning, teaching and assessment, 3.1 Ensuring wellbeing, equity and inclusion, 3.2 Raising attainment and achievement/3.2 Securing children’s progress; and any other relevant QI’s linked to improvement work.

* Most recent Care Inspectorate Grades (if relevant)
* Format for Standards and Quality reporting is attached in (Appendix A)

Your Standards and Quality report should:-

* Provide evidence of triangulated evidence to support progress and impact statements
* Ensure impact statements are written evaluatively
* Meet word count maximum of 4000 words
* Remove any non-sector specific requirements

**Improvement Planning**

**Principles**

There are key principles that should underpin the establishment of effective approaches to self-evaluation and improvement planning in **all** Fife schools and Early Learning Centres (ELC). These are outlined below:

* Improvement Planning should lead to improved outcomes for children and young people.
* Effective engagement and participation by all stakeholders at key stages in the improvement planning process.
* Priorities identified should be based upon evidence/data gathered from self-evaluation activities within school involving all stakeholders.
* High quality professional learning opportunities for all staff are integral to improvement processes. All staff should be empowered, and empower others, to take ownership of their own learning and take forward aspects of improvement priorities.
* Leaders and their teams take account of the findings of *Tackling Bureaucracy* working group report <http://www.gov.scot/Resource/0047/00473538.pdf>**.** Clearly defined timescales are agreed with all involved and reflected within Working Time Agreements.

**School Improvement Planning Format**

Education & Children’s Services take the view that empowered, individual schools and early learning centres can develop their own format. School/ELC leaders and their teams should develop a format that suits their school and local context, ensuring that they adhere to the above principles. Planning and reporting processes should be designed to be produce robust, consistent and transparent data that improves understanding of what works and, ultimately, drive improvement for the benefit of our children and young people.

While schools are free to develop their own format, we are providing a suggested format which schools may wish to use. This can be found in Appendix B.

Key sections and details of aspects of the improvement planning process that must be included in the chosen format are outlined below. **.**

* Each priority should be specific and measurable and should clearly state what will change, who will change and how will it change
* Each priority **should link to the key priorities of the NIF, Fife and local priorities and relevant quality indicators within HGIOS 4 and HGIOELC.**
* Each priority should have **clear expected impact for learners**
* Each priority should have clearly identified **responsibilities** for implementation and change, linked to named individuals or teams.
* **Measures of success** *(triangulation of evidence)* this should clearly state how evidence/data will be gathered and analysed to measure success. Consideration should be given to triangulation of evidence including quantitative data, people’s views and direct observations.
* Each priority should have **clear timescales,** these timescales must be flexible and adapt with the on-going gathering of evidence.

**Additional considerations:**

* Establishments should consider if selected priorities are relevant for all aspects of the establishment (ASC, ELC and school). It may be necessary to have a separate priority for an area within the establishment e.g. ASC. ELC. If priorities are shared there should be clear links in all aspects of the plan eg responsibilities, measure of success and expected impact.

**Timeline**

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| **Action** | **Date** |
| Senior Leader session on IP and SQR | 26/4/21 1.45pm – 2.45pm – book via ORACLE  27/4/21 3.30pm – 4.30pm – book via ORACLE  28/4/21 1.45pm – 2.45pm – book via ORACLE |
| SQR submitted to Education Manager | By Monday 21st June 2021 |
| IP and ASF strategic Plan (at least a draft) to Education Manager | By Monday 21st June 2021 |
| Feedback from Local Authority (feedback format included in Appendix E) | By Monday 16th August |
| Final SQR/IP submitted to Education Manager | By Monday 16th September 2021 |

**PEF Planning**

In line with the guidance issued by Education Scotland and supported through our own Fife guidance, funding must be used to support activities and interventions that support children and young people affected by poverty to achieve their full potential. The funding should be focused on activities and interventions that will lead to improvements in Literacy, Numeracy and Health and Wellbeing. The organisers for the interventions can fall into learning and teaching, families and communities and leadership.

* Any activity funded by Attainment Scotland Fund must be clearly additional to core activity and be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty. It may also be used at reduce the cost of the school day although plans around this should still have a clear rationale for the impact of the learners.
* Headteachers can work at an individual school and local community level or collaboratively in wider school clusters and beyond at local authority level to address common interests.
* Interventions should be considered within the context of the school planning cycle and should align closely with School Improvement Plans. They must be targeted towards closing the poverty related attainment gap. Plans should provide clarity to stakeholders on how Attainment Scotland Fund is being used.
* Where appropriate, funding should articulate with existing Scottish Attainment Challenge School plans.
* Clear measures should be in place and consideration given to the collection of data for improvement
* Funding should not be used in ways that stigmatises or identifies children and young people or isolates them from their peer group.
* PEF planning format is in – Appendix C
* Please use the financial plan provided in Appendix D. This allows us to collate and manipulate pla

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| ***Balcurvie Primary School and Nursery Class***  \\prcentralnas\BalcurviePS\Administration\Archive pre August 2013\Badges 2013\Badge Colour.bmp  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | *144 - Primary*  *36 - ELC* | | | | | **FME** | *11* | | | | | **Attendance (%)** | **Authorised** | **4.01%** | **Unauthorised** | **3.5%** | | **Exclusion (%)** | *0* | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | *£27,600* | | | |   The school values have been simplified this term to link with our vison and aims.  **Our vision and aims are:**  Confident Individuals: “I will work hard to be the best I can be”  Effective Contributors: “Everyone’s opinion is important and valued. We all co-operate together as a team to benefit others”  Responsible Citizens: “I care about myself and others and the world I live in”  Successful Learners: “I like to learn new things and develop my skills. I am not afraid to make mistakes.”  **Our values are:**   * Be Caring * Be Resilient * Work Hard * Work as a Team |

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| **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  **Focused Priority 1: Whole school/Nursery project to re-establish/refresh school vision and values, Learning Powers (Powering to Success) and Wellbeing Indicators (re-establish HWB tracking processes and align with pandemic experiences/current restrictions and regulations)** | | |
| NIF Priority   * Improvements in attainment, particularly literacy and numeracy * Closing the attainment gap between the least advantaged and most advantaged children * Improvements in children’s and young people’s health and wellbeing   NIF Driver   * Teacher Professionalism * Parental Engagement * Assessment of Children’s Progress * Performance Data | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators  1.1: Self Evaluation for Self-Improvement  1.3: Leadership of Change  2.2: Curriculum  2.3: Learning, teaching and assessment  2.4: Personalised Support  3.1: Ensuring Wellbeing, Equality and Inclusion | |
| **Progress:**  Whole School community involved in the re-engagement and use of the language of our values, wellbeing indicators and UNCRC in daily interactions and special events involving families.  Focus on learners who were least engaged during both lockdown periods have been supported to demonstrate expected learning behaviours. This has been more challenging with learners in P6 & P7 who were least engaged during lockdowns.  Learners who have experienced loss, separation or bereavement have been supported with their emotional wellbeing. At a universal level, all classes have engaged with Emotion Works and DobeMindful. P7’s have taken part in the Branch Out programme. At a more targeted level, some learners have taken part in kit-bag sessions and a small group also participated in Season for Growth. Our pre-lockdown nurture offering has had to be curtailed and tailored due to Covid restrictions.  P6 & P7 teachers have used the Leuven’s scale to measure engagement for learners struggling to engage with learning. | | |
| **Impact:**  All Vision and values statements have been re-established with the whole school community.  All learners, staff and parents/carers understand their rights and responsibilities within current restrictions.  Almost learners can talk about values, wellbeing indicators and UNCRC, making links between them and demonstrating an understanding of their relevance in daily life.  Almost all learners are engaged in learning and can track themselves as learners.  Almost all learner’s needs are identified and timely support has been given where required. This has been impacted on due to staffing shortages and Covid restrictions necessitating the need for “bubbles.”  Most learners at 1st and 2nd level can demonstrate knowledge of themselves as learners in terms of learning behaviours and wellbeing indicators.  Most learners at Early level have the foundation language of learning and can identify the learning powers (Powering to Success) and wellbeing indicators. Most learners can demonstrate what they mean in relation to their lives in and out of school.  Evidence has been gathered in daily interactions and focus groups of learners. | | |
| **Next Steps:**  Re-establish the use of self-evaluation tracking sheets to record progress in wellbeing indicators and Powering to Success (Whole School meta-cognition pathway). | | |
| **Improvement for Recovery Priority Work**  **Session 2020 – 2021**   * **Focused Priority 2:**  **Improving Digital Literacy – staff, learners and families** | | |
| NIF Priority   * Improvements in attainment, particularly literacy and numeracy * Closing the attainment gap between the least advantaged and most advantaged children * Improvements in employability and sustained and positive school leaver destinations for all young people   NIF Driver   * Teacher Professionalism * Parental Engagement * Assessment of Children’s Progress * School Improvement | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators  1.1: Self Evaluation for Self-Improvement  1.2: Leadership of Learning  1.3: Leadership of Change  1.5: Management of Resources to Promote Equity  2.2: Curriculum  2.3: Learning, teaching and assessment  2.4: Personalised Support  2.5: Family Learning  3.3: Creativity and Employability/ Developing Creativity and Skills for Life and Learning | |
| **Progress:**  Good progress made up-skilling all learners to ensure they are equipped for remote learning using Teams (skills and devices). This was delivered in school between August and December. Homework was undertaken on Teams to monitor progress and impact.  Families were consulted in order to foster confidence to support children with remote learning. A series of tailored support videos were made to increase parental confidence.  Parent Council delivered virtual internet safety workshops for parents using CEOP materials. A parallel programme was delivered in school for children and staff.  A tailored programme of professional development was delivered to increase staff capacity and confidence to teach remotely and in a blended manner. (Sway, forms, screen-castomatic, padlet, etc). 2 staff were featured in a pedagogy Team Sway for good practice in digital learning.  A comprehensive staff audit has been undertaken to inform 2021-22’s improvement priority.  Two members of staff are taking part in the Fife Digital Strategy training. | | |
| **Impact:**  Almost all parents and carers can confidently support their children with home-learning through virtual family learning sessions. We had no families seeking technical support during lockdown 2.  Most families of younger learners indicated an increase in confidence when supporting learning at home.  Almost all earners confidently use digital technologies to enhance and personalise learning in school.  Almost all learners can explore online communities demonstrating an understanding of responsible digital behaviour and an awareness of keeping safe and secure. Unfortunately, this isn’t always the case at home where a few learners have had access to inappropriate content,  Almost all families who took part in on-line safety workshops feel more confident about protecting their children from online dangers. However, this must come with the caveat that only 17 families took part out of 109.  Engagement improved in almost all classes during lockdown 2. However, this was not the case for a few learners across the school, particularly P6 & P7.  Remote learning stats averaged at around 94% across the whole school. Engagement was erratic in P6 & P7 and dipped to below 70% on some days towards the end of the remote learning period. All but one engaged in some form of learning, albeit not all tasks, all of the time. This has impacted on attainment significantly. Older learners were less likely to engage in live interactions, despite clear expectations and phone-calls. | | |
| **Next Steps:**  The updated Fife PICT framework will be a priority for session 2021-22.  Learners will take better care of hardware in line with our school values  A suite of professional learning offerings will be delivered by 2 staff Leaders of Learning.  All staff will learn to use one-note for collaboration.  Learners will undertake home-learning using one-note to collaborate and improve engagement | | |
| **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  **Focused Priority 3: Bridging the Attainment Gap in Literacy and Numeracy** | | |
| NIF Priority   * Improvements in attainment, particularly literacy and numeracy * Closing the attainment gap between the least advantaged and most advantaged children * Improvements in children’s and young people’s health and wellbeing * Improvements in employability and sustained and positive school leaver destinations for all young people   NIF Driver   * Teacher Professionalism * Parental Engagement * Assessment of Children’s Progress * School Improvement * Performance Data | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators  1.1: Self Evaluation for Self-Improvement  1.3: Leadership of Change  2.2: Curriculum  2.3: Learning, teaching and assessment  2.4: Personalised Support  3.2: Raising Attainment and Achievement /Securing Children’s Progress | |
| **Progress:**  Staff have yet to use Power BI effectively as a tool to support self-evaluation in order to improve tracking and personalised support. There was a delay in obtaining access rights.  Staff in P6 & P7 identified a group of learners who had not engaged well with home-learning. This group of learners received enhanced support to bring them back in line with their peers, pre- lockdown. However, periods of self-isolation and a 2nd lockdown has significantly impacted on attainment for the majority of learners.  Staff implemented rigorous assessments for learners, ensuring a clear picture of identified need across literacy, numeracy and health and wellbeing. SNSA’s and BASE results also informed planned learning and help us measure improvement.  P1/2, P2/3, P5/6, P6/7 CT’s participated in a Model for Improvement project related to recovery curriculum. This has helped staff to identify issues, change ideas and measure impact. | | |
| **Impact:**  All staff were clear about which learners need enhanced support, based on a range of assessment evidence. Two lockdowns have significantly impacted on attainment. As a result, predictions have been rolled-back.  Almost all staff have a clear understanding of strengths and areas for development, drawing from a wide range of data and evidence and have tailored curricular delivery accordingly. There has been a decluttering with a focus on literacy, numeracy and health and wellbeing.  Learners most significantly impacted by both lockdowns are learners with poor engagement in P6 & P7.  EoY Base results indicate the majority of learners are behind expected predictions as a result of school closures.  P6/7 learners involved in targeted support were making very good progress prior to term 3. P6/7 were further impacted by self-isolation measure pre-Christmas. Most families chose not to send their children back to school after the self-isolation period ended. This resulted in this cohort of learners missing out almost one month of learning.  A group of learners in P1/2 and P2/3 took part in the NELI programme. Almost all learners in this group have made significant progress in listening/talking and early reading recovery.  Moderation activities and robust assessments have ensured declarations are accurate.  P2 learners with below expected BASE results took part in a Model for Improvement project, targeting Early Reading Skills. A robust base-line assessment identified key weaknesses in Phonological Awareness skills. This group have received a daily input in rhyme production and phoneme segmentation. Both sets of learners have met their target aim for rhyme production. Accurate assessment data has led to an accurate plan for the start of P3. Very good progress has been made and will continue into P3.  Writing across the school has taken a significant dip and will be an improvement priority for next session, | | |
| **Next Steps:**  Identify learners coming into P1 with Elips scores lower than chronological age  Use of e-lips information for P1 staff  Liaise with St Serf’s staff re. P1 listening/talking project for this group of learners  Identify learners who are below standardised expectations in SoY BASE results  Identify P2 learners who performed below expectations in P1 EoY BASE  P3 learners already identified through P2 BASE, will continue with targeted support to address gaps highlighted in baseline assessment. This work started in term 4, P2  Undertake MFI for writing P4-7 throughout session with a focus on Imaginative genre, using the Roz Wilson writing criterion | | |
| **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  **Focused Priority 4:**  **Improve tracking/moderation processes in Nursery** | | |
| NIF Priority   * Improvements in attainment, particularly literacy and numeracy * Closing the attainment gap between the least advantaged and most advantaged children * Improvements in children’s and young people’s health and wellbeing   NIF Driver   * Teacher Professionalism * Parental Engagement * Assessment of Children’s Progress * Performance Data | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators  1.1: Self Evaluation for Self-Improvement  1.3: Leadership of Change  2.2: Curriculum  2.3: Learning, teaching and assessment  2.4: Personalised Support  2.6: Transitions  3.2: Securing Children’s Progress | |
| **Progress:**  Individuals and cohorts of learners are now tracked more rigorously against benchmarks, ASN, Elips, SIMD and attendance.  Good progress has been made to ensure adult-led interventions and offerings are tailored to assessment and tracking information gathered.  The whole nursery team have participated enthusiastically in an MFI project related to improving language acquisition and development, using elips scores. A tailored training programme in collaboration with a Levenmouth Speech and Language therapist has improved staff confidence to develop the “saying” element of elips for an identified cohort whose score was below their chronological age. Model for Improvement methodology has helped staff to identify issues, understand their system, introduce pedagogically sound change ideas and measure impact effectively.  The Nursery have used CI 5 Key Questions to focus on communication with parents during Covid-19 restrictions. This has helped families to be involved in the tracking process and make communication about next steps in learning more focused. Staff have used the bite-size resource on the CI Hub to better understand how to continue to communicate with families during Covid-19 restrictions. | | |
| **Impact:**  We have agreed standards and expectations linked to the PLJ trackers and Early Level Benchmarks and ELC Pedagogy. This has led to clearer plans to meet learners’ needs. Nursery teacher is involved in a Reform and Recovery group for learning conversations. Professional development work with staff has led to a clearer understanding of effective learning conversations with learners and families, lined to behaviours, skills and benchmarks.  Almost all practitioners show that they know learners well and use the information gathered from high quality interactions and observations to inform well-timed interventions.  Learning transitions across Early Level into P1 have improved in terms of sharing of information for next steps. Information is more accurate as a result of trackers, next steps documents and MFI results. The children involved in the QI project have made significant gains with tier 2 words, specifically the use of verbs in conversation. One of the children had a base-line of 0 verbs and is now consistently using 3 or more verbs in a 3-minute conversation.  Some progress has been made to understand tracking and monitoring of learner’s progress leads to targeted planning, improved reporting to families and better attainment for learners.  Almost all parents have reported that they feel involved in their child’s learning despite restrictions. Families and learners were consulted using the Care Inspectorate key questions. | | |
| **Next Steps:**  Continue to implement change ideas for identified cohorts who have a “saying” score which matches their chronological age. Some of the learners are in their pre-school year and whilst progress has been very good, there is still scope for further improvement in the use of tier 2 words across the core provision. Staff will roll-out environmental prompts across all areas of nursery provision. They will continue to self//peer assess interactions with children to ensure the balance between questions and casting/modelling is meeting the needs of the learners.  Staff will be involved in a cluster-wide MFI project and will look outwards to learn from each other.  Begin moderation activities using benchmarks to help practitioners make confident judgements about learners – using PLJ  Improve learning conversations with learners and their families. | | |
| **Attainment of Children and Young People** | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | *Reading* | *Writing* | *Listening/Talking* | *Numeracy* | | *N4* | *74%* | *74%* | *74%* | *74%* | | *P1* | *66.7%* | *66.7%* | *86.7%* | *80%* | | *P2* | *87.06%* | *82.6%* | *95.7%* | *95.75%* | | *P3* | *85%* | *80%* | *95%* | *80%* | | *P4* | *70.6%* | *70.06%* | *94.1%* | *64.7%* | | *P5* | *89.7%* | *89.7%* | *93.,1%* | *86.2%* | | *P6* | *70.8%* | *62.5%* | *79.25* | *79.2%* | | *P7* | *30.8%* | *31.6%* | *42.1%* | *36.8%* |   There will be a focus on early literacy skills Nursery – P3 and writing P3-7. Attainment has been significantly impacted by classes self-isolating and 2 lockdowns. | | |
| **Evidence of significant wider achievements** | |
| Nursery – Developing the Outdoor area  P1/2 – Pupil Council  P2/3 - JRSO  P3/4 – Events and Charities  P5 - RRS  P5/6 – Social Enterprise  P6/7 – Eco Committee  All children are involved in a decision-making group. Ordinarily, these groups comprise a spread of learners from P1-7. Due to Covid restrictions, each class has been responsible for a group. This has led to a better school ethos and greater sense of a shared community, where learners feel valued, trusted and respected. Staff talk to learners about the skills they are using and link these to our values and metacognition programme. Involvement in these groups have led to the development of life skills such as teamwork, problem-solving, and citizenship. The learners dialogue aligns well with DYW skills progression. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| Expectations were communicated to families and took in to account individual circumstances. Support was given to vulnerable learners who were offered a place at school during lockdown.  Parents, carers and learner’s feedback were sought and adjustments to our provision were made accordingly.  63 respondents representing 70% of families said in response to the following questions:  *Are staff offering the right amount of tasks?*  *Almost all said yes - 97%*  *Are staff providing enough support and challenge?*  *Almost all said yes – 97%*  *Are staff providing an appropriate range of tasks?*  *Almost all said yes – 98%*  *Are staff providing enough feedback to learners?*  *Almost all said yes – 97%*  *Almost all learners felt that they liked the flexibility to do tasks when they liked and the order in which they chose to do them in.*  *Almost all learners asked for more opportunities to collaborate with and interact with their peers as part of the learning on offer.*  **Changes made as a result of feedback from families and learner:** Paper packs delivered to families, a more relaxed Friday to enable catching-up, more pre-recorded lessons, one fun interaction per week, extension materials for those who wanted more work, more 1:1 video-calls to learners.  We had 63 respondents. This represents 70% of the school population | |
| **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 | 13 | | Additionality in staffing | 0.6 FTE Teacher O.2 FTE PSA1 |   Due to classes/staff self-isolating in term 1 and 2 then subsequent staffing absences in term 4, positive outcomes have been hampered.  Identified children in P2 have benefitted from a daily input in phonological awareness skills. This has improved early reading skills from a baseline of 56% to 80%  An identified cohort of learners in P6 and P7 were targeted for writing. These learners were on track before lockdown 1 to complete 2nd level by the end of P7. As a result of covid related absences and a 2nd lockdown the gap has widened.  Targeted support in P2, 3, 4 and 5 for reading is where most success has been achieved. Almost all children are back on track.  A few children who received digital devices were still recorded as poor engagers despite attempts to connect and support from teaching and support staff. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | |
| **Progress:**  An identified group of learners across P1 and P2 have been involved in the Nuffield Early Literacy Intervention programme since November. This continued to take place virtually during lockdown 2. | |
| **Impact:**  Baseline results from the NELI programme show that children started with a baseline of ^ and although they have not yet completed the programme, they have made an average gain of ^ months (assessment being done 21st, 22nd - will put data in afterwards) | |

**School/Setting Name Balcurvie Primary**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Good | 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 | Satisfactory |  |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Good | Good |  |  |
| **2.3 Learning, teaching and assessment** | Good | Good |  |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good |  |  |
| **3.2 Securing children’s progress** | Very Good | Very Good |  |  |

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

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| * **National Improvement Framework Priority:** * Closing the attainment gap between the least advantaged and most advantaged children * Improvements in children’s and young people’s health and wellbeing * Improvements in employability and sustained and positive school leaver destinations for all young people | | | | | |
| **Focused Priority:** Improving Curriculum Pathways in Digital Learning | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.1: Self Evaluation for Self-Improvement  1.2: Leadership of Learning  1.3: Leadership of Change  1.5: Management of Resources to Promote Equity  2.2: Curriculum  2.3: Learning, teaching and assessment  2.4: Personalised Support  2.5: Family Learning  3.3: | | | 1.1: Self Evaluation for Self-Improvement  1.2: Leadership of Learning  1.3: Leadership of Change  1.5: Management of Resources to Promote Equity  2.2: Curriculum  2.3: Learning, teaching and assessment  2.4: Personalised Support  2.5: Family Learning  3.3: Developing Creativity and Skills for Life and Learning | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| A tailored programme of support will increase staff capacity to deliver a progressive framework.  Learners will have opportunities to collaborate in a virtual environment leading to better engagement in remote learning. Average engagement across the school community will improve from a base-line of 76% to 85% (operational definition of engagement: learners will complete a literacy or numeracy task on Seesaw/Teams)  A progressive, digital literacy framework will be in place and will be delivered by all teaching staff.  Learners will confidently utilise digital technologies to enhance and personalise learning and to demonstrate what they have learned.  Learners will take better care of resources. There will be a reduction in the cost of repairs/replacements for net-books which have been poorly cared for. Reduction in number of repairs from 15-5) | Susan Kellington and Karla Wilkie are taking part in the Fife Digital Strategy Group.  Both will deliver training in one-note to all staff and will provide tailored drop-in session for other identified areas of personalised support for staff as identified through the SELFIE audit  The updated PICT programme will be used to plan for learner’s experiences.  Susan will model teaching approaches every 2nd Friday in blocks for every class, alongside the class teacher  Susan will deliver digital learning in every class during NCCT  New digital leaders trained (covid permitting) | Susan Kellington and Karla Wilkie to lead  Digital leaders to supporting learning and responsible care for hardware | | Increased engagement in remote learning (homework)  Better care of resources resulting in less cost for replacing devices (11 were replaced during session 2020-21)  Staff report increased confidence to deliver DL  Learners demonstrate DT skills and are given opportunities to do this as part of high-quality assessments (personalisation and choice to demonstrate learning) | Professional Development sessions on Teams (Thursdays – optional depending on need)  INSET 3  Selected Staff Development Meetings throughout the session |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**   * Improvements in attainment, particularly literacy and numeracy * Closing the attainment gap between the least advantaged and most advantaged children * Improvements in children’s and young people’s health and wellbeing | | | | | |
| **Focused Priority: Improve Early Level Literacy Skills** | | | | | |
| **In Nursery/P1 - By May 2022, e-lips are completed after 6 whole weeks in Nursery therefore data is not yet available\*% of children identified as red in ELIPS will be consistently using \* or more verbs (tier 2 words) in a 3-minute conversation.**  **(baseline: children are using on average \* verb(s) in a 3-minute conversation).**  **In P2 – By May 2022, 80% of children identified as below standardised average in P1 EoY will be secure in all aspects of early reading skills (baseline 36%) - base-line assessment tool will used in September to ascertain which aspects of Phonological awareness will be focused on**  **P3 – By May 2022, 77% of children identified as below average in P2 BASE will continue to receive targeted support in Early Reading skills and will be secure in all aspects.**  **(baseline 33%)** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.1: Self Evaluation for Self-Improvement  2.3: Learning, teaching and assessment  2.4: Personalised Support  2.6: Transitions  3.2: Raising Attainment and Achievement | | | 1.1: Self Evaluation for Self-Improvement  2.3: Learning, teaching and assessment  2.4: Personalised Support  2.6: Transitions  3.2: Securing Children’s Progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| **Talking**   * Almost all learners in the identified cohort will have a “saying” score which matches their chronological age | **Talking**   * Identify learners who have a below chronological age score in the “saying” element of elips in September * Speech and Language input about language acquisition and how to support this | **Talking**   * Sarah Hutchinson, Peri Nursery Teacher * Kathleen Ward, Speech and language Therapist | | **Talking**   * Use of MFI methodology * Peer moderation of interactions * Observations of learners * SLT observations and interactions * Parental feedback * LP moderation * Elips mid/end of year result | **Talking**   * Sessions to run throughout year |
| **Early Reading Skills**   * Almost all identified learners will be secure in all aspects of phonological awareness * Almost all identified learners in P3 will be secure in all Early Reading Skills | **Early Reading Skills**   * Identify learners coming into P1 with elips scores lower than chronological age * Use of e-lips information for P1 staff * Liaise with St Serf’s staff re. P1 listening/talking project for this group of learners * Identify learners who are below standardised expectations in SoY BASE results * Identify P2 learners who performed below expectations in P1 EoY BASE * P3 learners already identified through P2 BASE, will continue with targeted support to address gaps highlighted in baseline assessment. This work started in term 4, P2 | **Early Reading Skills**   * Coral and Sandra, EYLO’s to give training to P1 staff on the use of elips * Coaches from Cluster who have MFI training (possibly Alex, Helen and Clare) * Improvement leads in cluster schools who have MFI training to support teams (Kennoway and Parkhill supported by an improvement lead from a partner school) | | **Early Reading Skills**   * Use of MFI methodology * Peer moderation of interactions * Observations of learners * SLT observations and interactions * Parental feedback * LP moderation * PA assessment tool used EoY | **Early Reading Skills**   * Sessions to run throughout the year |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**  Improvement in attainment particularly in Literacy, Numeracy and Maths | | | | | |
| **Focused Priority:** Improved attainment in writing P3-7  **P3 – Baseline 82%, target 85% by May 2022**  **P4 – Baseline 80%, target 85% by May 2022**  **P5 – Baseline 71%, target 80% by May 2022**  **P6 – Baseline 86%, target 90% by May 2022**  **P7 – Baseline 63%, target 80% by May 2022** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| **2.6 Transitions** (Theme 3: Continuity & progression in learning)  **2.3 Learning, Teaching & Assessment** (Themes 2,3 & 4)  Relevant Qis – 1.1, 3.3  Key Qis – 2.2, 2.3, 3.2 | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| * P7 children transitioning to Levenmouth Academy will continue to develop their skills, knowledge & understanding in Writing from P7 onwards & an agreed aspect of Numeracy & Maths from P6 onwards, leading to improved attainment outcomes by the end of S1. * Staff professional knowledge of the achievement of a level. Learners will benefit from learning which is enriched and supported by creative teaching approaches and effective use of digital technologies. | * Make best use of SNSA Data to determine common themes for further development. * Primary/Secondary Staff will work collaboratively to plan and deliver, assess and moderate identified programmes of learning. * Continue to make use of Levenmouth Writing marking code at P7 stage to ensure a consistent approach and shared understanding. * Use of Ed. Scotland virtual moderation tool and share/moderate evidence over 4 agreed 1-hour sessions (1 in term 2, 2 in term 3 and 1 in term 4) | * Identified staff from Levenmouth Academy and associated Primaries. | | * CfE attainment data at tracking points across S1 year. * Direct observations * Staff Views * Pupil Views * Parent/Carer Views * Improved attainment of **almost all** targeted learners at 1st and 2nd level * MFI methodology | * Collegiate time will be allocated to these moderation inputs |
| **Ongoing Evaluation** | | | | | |
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