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| ***Freuchie primary school and Nursery***      **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | 105 + 17= 122 as at census | | | | | **FME** | 7.35% | | | | | **Attendance (%)** | **Authorised** | **2.22** | **Unauthorised** | **0.28** | | **Exclusion (%)** | 0 | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £12923 | | | |   **School and Nursery Context**  Freuchie Primary School and Nursery is located in a small village, surrounded by farm land and the main A92 through the North East of Fife. Our catchment includes children from the village and surrounding farms alongside children from further afield who request a place with us. We learn in a mature building with 5 rooms and an adjacent classroom hut, resource hut and dining hall. We have access to a large playground, community owned sports fields and the local park. Alongside the village itself, we make use of Falkland woods and Kettle woods to support outdoor learning activities. As part of the Bell Baxter cluster, we have strong links with other local primaries and nurseries to support transitions and sharing of good practice.  **Vision, Values and Aims**  Our vision, values and aims were updated through consultation with staff, pupils and parents in January 2020. At Freuchie Primary School we *aim to provide a safe, secure and motivating environment where learners can flourish in an ethos of kindness, respect and ambition*. Our vision is, *‘Being Well, Doing Well, Treating Others Well’* which sits alongside our values of *Kindness, Ambition, Happiness and Respect.* They are reflected upon regularly through engagement in the curriculum and in relation to pupil wellbeing and achievement. Our values are celebrated during our Fab 4 assemblies each week and through our conversations with children in the playground, classrooms and around the wider school. |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | |
| NIF Priority:   * Improvement of attainment particularly in Numeracy and Literacy * Improvement in children and young people’s wellbeing   NIF Driver   * School Leadership * Parental Engagement * Assessment of Children's Progress * School Improvement | HGIOS 4 Quality Indicators – 1.2, 2.2, 2.3  HGIOELC Quality Indicators - 1.2, 2.2, 2.3 | |
| **Improvement of attainment particularly in Numeracy and Literacy (including online learning)**  **Progress:** Since November all stakeholders have been involved in creating our new Curriculum Rationale, drawing views from staff, pupils, and parents alongside anecdotal information from the wider community. It clearly demonstrates our vision, values and approaches to teaching and learning, reflecting on research and best practice to ensure a sound rationale for our school.  **Literacy**   * Since November the school has redeveloped its policies and learning pathways for handwriting and spelling. This was done collaboratively with the teaching/nursery staff and was shared with all parents towards the end of the session. One of our teachers led the working groups to ensure a consistent approach to both improvements which work in correlation with each other, researching a variety of approaches to share and gain feedback including Workshop for Literacy and the Highland Spelling progression. The HT has sought feedback from staff and pupils through jotter monitoring of handwriting and extended writing jotters and dialogue, providing evaluative comments for further improvement. Cluster schools have asked for support in introducing cursive handwriting to their schools. * Since August a new structure for summative assessments has been in place. Spelling and reading ages were assessed alongside a piece of writing (termly). We have purchased a reading comprehension assessment tool to help identify the skills the children need to work on, particularly for the year groups who don’t use SNSA. Staff have used the data as a baseline at the beginning of session and then to analyse progress and plan next steps throughout the year. * Additional teacher support was provided to all classes to support improvement in pupil reading and comprehension as our assessment showed this was an area where many of our P4-7 children struggled. * **Numeracy** * Numeracy assessments post lockdown helped all staff to identify any gaps in learning and plan appropriately for Term 4. * To support our P7 children through recovery, additional teacher input was put in place during Term 3/4. Group work aimed to help raise confidence levels with our less able pupils in maths and supported some of our children to reach third level. * Small group live teaching was offered to a few children during lockdown to support the teaching and revision of basic concepts.   **Online Learning**   * In November the teaching staff created a policy to define what our online offering consisted of, reflecting on lockdown 1 and making clear our expectations of teaching and learning whilst acknowledging the fact that the process would likely be organic depending on the length of any period where children were learning at home. This was shared with parents. * Engagement in online learning was consistently high with most to almost all children engaging in some way during lockdown. Any children who didn’t engage received specific messages from teaching staff and/or phone calls from the SfL teacher and/or HT. * To encourage engagement, we created and shared weekly assemblies via Sway using HT videos, songs and outdoor learning challenges around the community alongside further opportunities for Literacy, Numeracy etc. We celebrated success virtually. Staff created films to show the children we were missing them and alongside pupils, helped to create a Mystery Reader event for World Book Week. * Seesaw was introduced as a trial in the Nursery to support learning and communication during lockdown. Staff also visited homes to deliver learning activities and resources (socially distanced). Children in school during lockdowncreated films to share their learning and encourage their peers to engage. * Evidence of the success of the new offering was gathered from parents with a ‘You Said, We Did’ feedback paper shared with all.   **Improvement in children and young people’s wellbeing**  **Progress:**   * Our vision and values were relaunched in August 2020 having consulted with staff, pupils and parents prior to lockdown 1. Our values are reflected upon throughout the school day and in the playground and are celebrated weekly at our Fab 4 assembly. Our pupils completed a wellbeing survey at the end of term which was created in part by the Pupil Council using HGIOS. * The VVAs have been referred to in assemblies and feature in wall displays in the majority of classrooms and shared areas with almost all staff using thisas part of the Health and Wellbeing curriculum and all children experiencing learning related to our VVAs within assembly. The nursery has introduced Fab 4 values spoons encouraging pupils to associate the school values with their peers. * Our programme of recovery began by surveying all pupils to understand their emotional/wellbeing needs before returning to school. The majority of children responded as parents were keen for this to be a focus and we realised the importance of this. The picture across P1-3 was relatively positive although a few children were anxious about missing family and how they would cope with in school learning. Most children were excited about seeing their friends again, so we allowed for this through lots of opportunities for play in the early years. The HT/SFL and class teachers worked with small groups to reassure the children when they returned.   P4-7 participated in a similar survey whilst P6/7 also participated in the SHINE wellbeing survey. Specific intensive input was given to P5/6 from the HT, PSA and class teacher having been identified as a group who would benefit from extra emotional support. P4-7 all benefited from extra support from an additional teacher who supported academic work but more so wellbeing, relationships education and helped to provide opportunities for extra-curricular activities such as Bikeability. Active schools supported the wellbeing of the majority of children via a targeted wellbeing group, the introduction of football clubs and by offering outdoor learning experiences such as orienteering. Our P7 teacher is part of the PEPAS working group to support wellbeing.   * We used The Boy, the Horse, the Fox and the Mole with all of our children to support discussion around emotional wellbeing when they returned to school initially, referring to this during assembly and through specialist art lessons to embed the messages of the story. * Staff in the upper school had opportunities to develop the emotional literacy of their pupils with small group interventions, using our additionality in staffing to support this. * We launched ‘Unworry Books’ with P1-P7 to use in school or at home to destress and give an outlet for any worry the children have. * The RSHP curriculum was relaunched with new resources purchased, a new curriculum pathway and plans shared with parents. * Our transition programme for P7 went online and we created a ‘Moving On’ topic encompassing RSHP, Branch Out and links with BBHS to ensure pupils had a clear understanding of their next step. A small group of children received support from Families First alongside an enhanced package including a visit. All pupils from N-P7 received online transition information to meet their new teacher and pupil passports for identified pupils have been shared. * Our online learning offering provided the opportunity for live wellbeing check ins. * Professional learning around wellbeing, anti-bullying etc. was included in INSET and collegiate sessions to inform future improvements in this area. * Staff wellbeing has been discussed at staff meetings and we now have a staff wellbeing rep, working with peers. * Links with CAMHS, community police, Barnardos and specific interventions such as Kitbag and Friendship groups have been crucial to support key groups of children. | | |
| **Impact:** The launch of our Curriculum Rationale has allowed all stakeholders to engage with our aims and plans for our curriculum, including where we take inspiration from, giving confidence that we have a clear vision for our curriculum and associated learning and teaching. The creation of the associated Teaching and Learning policy (session 21/22) will enable us to bring the rationale to life.  **Improvement of attainment particularly in Numeracy and Literacy**  **Impact:**   * Termly SfL meetings and regular support has given staff opportunities to ask for advice, ensure understanding of need and request assistance which has ensured appropriate interventions are planned for pupils and staffing is distributed appropriately. * Staff use of assessment and regular tracking meetings has meant that the level children are working at is better understood by all with discussions about future targets and next steps ongoing. All staff are aware of the need for differentiation in all teaching and learning. The majority of learners are seeing differentiated lessons enabling them to access the curriculum at their own level. * The impact of our new learning pathway for handwriting is apparent in handwriting jotters and in most cases in extended writing jotters, (seen during jotter monitoring) showing that staff and children are working hard to ensure improvement in this area. Most handwriting is becoming neater, legible and cohesive across the school. Children are keen to share their progress with the Headteacher and are delighted by the positive feedback they receive. * The impact of our spelling pathway isn’t as obvious yet as it will be ready to use with children in August 2021. However, our staff has shown enthusiasm for this and have all contributed to the new policy and pathway. * Although the national picture shows that Primary 1 and 2 were impacted greatly by lockdown, almost all pupils in P1 (91%) and all pupils in P2 (100%) are on target in Literacy and Numeracy. Although the majority of our Primary 6 and 7 pupils are on target in Literacy and Numeracy, there is capacity for much greater and timely achievement in these areas. In particular, writing has been a challenge for our older children and although the majority are on target (P4 – 67%, P5 – 82%, P6 – 71% and P7 – 53%), this is an area where improvement is required. This means a percentage of children (Maths – 20%, Reading – 18% and Writing – 23%) aren’t on target in line with national expectations, although the supports put in place in Literacy, Numeracy and HWB have kick started the learning process to help towards closing this gap/deficit. Further work is planned for next session (see SIP).   **Improvement in children and young people’s wellbeing**  **Impact:** Wellbeing has been high on our agenda this session, supporting our children’s emotions as they transitioned back into school. Through staff, pupil and parent surveys, our practice and discussions with our stakeholders we have seen the following impacts on children.   * All staff feel our vision and values are now embedded and understood with the majority of staff feeling that we have ownership of them. Almost all children know our values and most are aware of our vision. * Children display obvious pride and pleasure in being recognised through our Fab 4 at assemblies, through our focus on achievements and when praised around the school. Almost all children enjoy achieving the Fab 4 awards with feeling happy and successful alongside enjoying sharing their success with parents, the top reasons for this enjoyment. * Almost all parents feel that their child’s wellbeing has been supported this session with a nurturing approach and their children feel safe in school, with most parents feeling that the school has helped with their child’s confidence. * Almost all parents feel that staff know their children well and everyone is nurtured, and all parents feel their children are safe at school. * The results of the SHINE (P6/7) survey showed that fewer children experienced low mood and a feeling of pressure at school in comparison to the national average. * Most pupils report that wellbeing has improved this year with most children feeling safe, almost all feel listened to and looked after when in school. * Most parents felt their children had been supported well during periods of transition. * Our Learning Partnership identified that children feel safe in a quiet school with lovely staff. Parents identified that the work completed around wellbeing has improved morale across the school community.   The results of the pupil and parent surveys support our improvement priorities for next session.  **Online learning –** Mostfamilies reported that there was a good balance of subjects and activities provided to children and the correct amount of work. Most parents reported that their child accessed a ‘live’ session with a member of staff and most were receiving feedback on their work. Almost all staff reported an improvement in our online offering during lockdown with clear expectations, more focused learning and differentiation and increased confidence in our teaching alongside being able to more effectively support our families. Almost all parents felt comfortable seeking support from school during lockdown. This was captured in our Term 3 survey.   * Our new policy gave our families confidence in the home learning process. Specific feedback written feedback included that communication was quick and positive, the live lessons and teacher videos were beneficial, the organisation around posting work to pupils suited work schedules and staff were readily available to support pupils. This ensured learning did continue during lockdown and engagement was high. * Staff and pupil’s digital literacy improved as all were aware of how to access, learn and communicate within Microsoft Teams/Seesaw. * The children who attended school during lockdown 2 varied from keyworker children to our most vulnerable and were supported by a teacher and PSA daily. Targeted support ensured some improvement in learning and this was particularly so for our most vulnerable who benefitted from small class/group teaching. Confidence also grew, particularly for our most vulnerable, which has impacted positively on the way in which they have worked since returning to school. | | |
| **Next Steps:**  **Improvement of attainment particularly in Numeracy and Literacy**   * Attainment in all areas requires improvement. Writing is currently the lowest area of attainment in school so we have planned for additional input here on the back of our spelling and handwriting work. Talk for Writing CPD with cluster schools, team teaching, moderation in our own and cluster schools and development of our learning pathway for writing will enable us to meet this target. Our PEF funded PT lead this improvement. * We will develop a teaching and learning policy to target Literacy, Numeracy and HWB to ensure a shared standard across the school and nursery which is in line with cluster and authority approaches. * Phase 2 of our communication strategy is about sharing learning with home and parental involvement. The introduction of Seesaw alongside the new parent app will allow parents a better insight into their child’s learning and progress and give children more autonomy in sharing their learning too. * We continue to monitor the success and regularity of our assessment approach to ensure maximum impact. * We will launch our spelling learning pathway and share with parents.   **Improvement in children and young people’s wellbeing**   * Wellbeing continues to be a focus and we will ensure the wellbeing indicators are shared, discussed, displayed and used in our daily practice. * A school policy around relationships and wellbeing which supports the authority relationships strategy is in its infancy. Time next session will enable further progress with this and will be the focus of the HT’s Into Headship strategic change giving further time and impetus to this area of improvement. * We will look at the cluster learning pathway for HWB, trial it and adapt it to suit the needs of our school and nursery. * The SHINE survey showed that there is work to be done in the upper school around friendships and general wellbeing, healthiness and happiness. * Giving pupils opportunities to lead learning and wellbeing in school will be increased through our cluster approach to Peer Mediation, introduction of pupil led lunchtime clubs and playground buddies. * A minority of children shared that they had been bullied this session. Staff will be trained in resilient kids and nurture alongside pupil peer mediators to help support our anti-bullying approach. | | |
| **Attainment of Children and Young People** | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **The table shows actual attainment of P1/4/7 and predicted achievement of the appropriate level. i.e. the % of P6 children that will likely attain 2nd level by the end of P7.**  **The following tables show our attainment over time.** | | | | | | 2020-21 | | | | | | Year Group | Maths | Talking/Listening | Reading | Writing | | P1 (11) | 91% | 91% | 91% | 91% | | P2 (14) | 100% | 100% | 100% | 100% | | P3 (11) | 82% | 82% | 82% | 82% | | P4 (12) | 75% | 75% | 75% | 67% | | P5(17) | 82% | 88% | 88% | 82% | | P6(14) | 71% | 71% | 71% | 71% | | P7 (19) | 63% | 68% | 74% | 53% |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | 2019-20 | | | | | | Year Group | Maths | Talking/Listening | Reading | Writing | | P1 (11) | 100% | 100% | 100% | 100% | | P4 (12) | 88.9% | 94.4% | 94.4% | 88.9% | | P7 (19) | 71.4% | 71.4% | 64.3% | 64.3% |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | 2018-19 | | | | | | Year Group | Maths | Talking/Listening | Reading | Writing | | P1 (11) | 92.9% | 92.9% | 92.9% | 92.9% | | P4 (12) | 80.0% | 80.0% | 80% | 80% | | P7 (19) | 75.0% | 87.5% | 87.5% | 81.3% | | | |
| **Evidence of significant wider achievements** | |
| ***Whole School Improvement and Leadership of Change***  Freuchie experienced a difficult HMI inspection followed by a huge change of staff which was unsettling for the whole school community. Since a change of leadership in November, the school has made many improvements, with all stakeholders in agreement that the school ethos including our vision and values, communication, wellbeing, safety and leadership has improved.  ***Literacy***   * After competing in our school Burns Competition, several children placed in the Cupar Burns Competition. Our children achieved a first for piano solo and a second and third for singing. * During online learning a few children took part in the Fife library reading challenge with one of our pupils winning a tablet for their efforts.   ***Digital literacy***   * Our youngest children learned how to create films both in school and at home, sharing these with their parents via Seesaw. * Our whole school participated in a virtual Christmas Nativity performance so our parents could be part of our community at Christmas. Staff recreated ‘A Night Before Christmas’ to share Christmas joy with our school community.   ***Physical Education***   * Three year groups of children participated in and passed their Bikeability qualification with P5 completing Level 1 and P6 and P7 completed Level 2.   ***Expressive Arts***   * One of our P5 pupils won first prize in the St Andrews University Young Artist Award for her ‘Animals Alive’ themes art work. | |
| **What have been the successes and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| During the closure period, our school and nursery were open for around a quarter of our children. We had a higher percentage of children on our register compared to similar schools in our cluster. This is linked to the high percentage of parents who work for the NHS, education service and in local farming businesses. We also offered places to pupils with specific needs who we knew would benefit from the routine and support that school and nursery could offer. The headline (received via surveys) was that all stakeholders felt our online offering had improved since the first closure. Our new policy ensured consistency of the amount and type of work and expectations of staff, parents and pupils in relation to teaching, learning and communication.  **Successes during our school/nursery closure include:-**   * Learner engagement was consistently high with almost all children engaging in some way across the school week. * Staff skill in using Teams and Seesaw improved with ‘live’ interactions introduced focusing on wellbeing with most parents reporting (85%) that their children were able to access these sessions. * The nursery staff learned how to make short films and used them to share learning with the nursery community. * Staff interaction and commitment was high. As a new team, it was important that we made a big effort to meet and check in regularly via Teams and What’s app, helping us to bond as a team, get to know each other and continue to drive improvement. * Parents felt that communication had improved since the first school closure, staff were available to support their children, most parents felt that the amount of work set was suitable, almost all parents felt the range of work was appropriate for their child and almost all children received feedback. Personal calls and visits were made to families to offer support if engagement dropped. * Our allocation of laptops was utilised fully to increase engagement. * Weekly Sway assemblies with Headteacher videos ensured connection with our families with a focus on outdoor learning, community and wellbeing. * Pupils attending school and nursery were supported with small group teaching, giving confidence to our learners with specific needs and/or low confidence. This translated into a more positive approach to school when lockdown ended. * Seesaw was trialled in nursery and received well by staff, pupils and parents.   **Challenges during our school/nursery closure include:-**   * As lockdown continued, it was more challenging to keep children engaged, producing quality work. * Technology for staff and pupils was, at times, frustrating due to connectivity and the quality of home learning/teaching devices. * At times it was difficult to provide the same level of feedback that we would give in class as the platforms didn’t support this and it was hugely time consuming in comparison to the normal learning environment. * Teams wasn’t always the easiest platform to navigate for staff, pupils and parents. * Families were working and at times, the balance between parental work and school work wasn’t manageable for some. | |
| **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 | 7 devices and 2 mifi devices | | Additionality in staffing | 0.2 fte |   All of our devices were given to children who had multiple siblings at home, who were in receipt of free school meals and/or if they were identified as vulnerable through consultation with staff. Almost all pupils in Freuchie had access to some form of device although this wasn’t necessarily a laptop. The additional devices generally gave families more flexibility, enabling them to work whilst their children engaged. In talking to the parents of the children who received the devices, we ascertained that they were being used, impacting positively in school work and parental ability to work from home.  Additional staffing has been used in a variety of ways. All children benefitted from extra support with reading, writing and maths with team teaching ensuring lower staff/pupil ratios where staff could focus on specific children, skills and assessment. Team teaching gave a few staff the opportunity to broaden their skill set in Literacy, Numeracy and HWB. Additional staff were also used to support the emotional wellbeing of a minority of children through small group interventions and helped to deliver the RSHP curriculum to the middle and upper school. Unfortunately, a lot of the additional time was used to cover absence either in our school or in other schools in the cluster meaning a consistent approach to the deployment of the additional staff was challenging. | |
| **Attainment Scotland Fund Evaluation (PEF)** | |
| **Progress:**  **Literacy Recovery**   * Our PSAs provided Literacy recovery in the lower and upper school with a particular focus on P7.   **Modern Apprentice**   * Our modern apprentice has been critical in the implementation of our wellbeing recovery. She has supported individuals and groups of children to enhance their feelings of safety and resilience using a restorative approach with resources such as kitbag and friendship groups both in class and in the playground. | |
| **Impact:**  **Literacy Recovery**   * Progress for a few pupils with additional support needs was evident in Literacy however more so in their emotional wellbeing with confidence much higher due to the support they received and the progress in Literacy they made. The targeted children will move onto second level reading in the early phase of S1 and we believe now have the confidence and skills to achieve this.   **Modern Apprentice**   * The support given to a minority of pupils has enabled them to re-engage with learning at a quicker pace and understand the role they play in their own and others’ wellbeing with a recent survey suggesting most children feel listened to and that wellbeing has improved in our school this session. | |

**School/Setting Name: Freuchie 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** | Weak | Satisfactory | Satisfactory | Weak |
| **2.3 Learning, teaching and assessment** | Satisfactory | Satisfactory | Satisfactory | Satisfactory |
| **3.1 Ensuring wellbeing, equity and inclusion** | Weak | Satisfactory | Satisfactory | Weak |
| **3.2 Raising attainment and achievement** | Satisfactory | Satisfactory | Satisfactory | 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** |  | Satisfactory | Satisfactory | Satisfactory |
| **2.3 Learning, teaching and assessment** |  | Satisfactory | Satisfactory | Satisfactory |
| **3.1 Ensuring wellbeing, equity and inclusion** |  | Satisfactory | Satisfactory | Satisfactory |
| **3.2 Securing children’s progress** |  | Satisfactory | Satisfactory | Satisfactory |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2018 - 2019** | **2019 - 2020** | **2020-2021** |
| **Quality of care and support** | **Very Good** | **n/a** | **n/a** |
| **Quality of environment** | **Not Assessed** | **n/a** | **n/a** |
| **Quality of staffing** | **Very Good** | **n/a** | **n/a** |
| **Quality of leadership and management** | **Not Assessed** | **n/a** | **n/a** |

**Appendix B - Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  Improvement of attainment particularly in Literacy | | | | | |
| **Focused Priority: To increase attainment of all children and particularly P2/4/5/7 in writing by developing a new learning pathway and enhanced approaches to teaching, learning and moderation.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.1, 1.2, 1.3, 2.2, 2.3, 3.2 | | | 1.2, 1.2, 1.3, 2.2, 2.3, 3.2 | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| *Attainment in writing will improve.*  Enhanced understanding of the teaching and learning process of writing.  Improved assessment and moderation practices in the school, cluster and national context leading to raised attainment. | Talk for Writing CPD planned for all teachers with Newburgh, Dunbog, Ladybank and Dairsie.  Creation of a teaching and learning policy with a focus on lesson structure, assessment and feedback.  Moderation opportunities will be planned between colleagues, cluster school and using the National Improvement Hub‘s Digital Approach to Moderation and cluster school visits. | *PT*, Teachers, PSAs  HT, All staff  Writing working group, Teachers, cluster colleagues | | Attainment data through jotter evidence and termly assessments.  Teacher, pupil and parent views of writing through surveys and sharing the learning opportunities.  Classroom observations and pupil focus groups. | CPD sessions will begin in October through to December and will be linked to the WTA.  Classroom visits and cluster visits will begin in Term 1 if COVID regulations allow and continue each term.  Termly assessments will continue in August and continue each term including moderation opportunities. |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**  Improvement in Children and Young People’s Wellbeing | | | | | |
| **Focused Priority: To improve our pedagogy, planning, learning and teaching of Health and Wellbeing to enhance the wellbeing of all pupils and staff to ensure all are ready and able to learn and achieve.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2 | | | 1.2, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2 | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All stakeholders are aware of our approach to Health and Wellbeing, Relationships and Bullying ensuring consistent approach impacting on improved experiences for children.  To empower education staff to support all pupils, to promote inclusive practice and to encourage effective collaboration between school staff, parents/carers, partner services and other agencies to raise attainment.  By the end of the session almost all pupils feel safe at school with fewer children feeling that they have been bullied.  Pupil leadership skills, empathy and resilience increase leading to enhanced learning capacity.  All stakeholders are aware of the HWB curriculum including content, skills taught and benchmarks for assessment.  All staff have a clear understanding of the Peer Support/Peer Supervision Models and have opportunities to participate in it. | Creation of a researched based Relationships and Wellbeing policy alongside the FC anti-bullying policy with input from all stakeholders via surveys and focus groups.  Research and incorporate the Circle Framework into the school setting with cluster colleagues with all staff completing the Inclusive Classroom Scale and the Participation Scale.  Share and teach the children about the 5 Ways and Wellbeing Indicators in a meaningful and sustainable way.  Introduction of Peer Mediation (P6), P7/1 Buddies, Playground Games, *Resilient Kids* and Wellbeing groups. Enhanced clubs programme. *Art Therapy.*  Introduction of cluster HWB pathway.  Staff development session using Wendy’s training materials or alternative. | HK, working group including discussions with parents, pupils, Ed Psych etc.  All school staff.  All school staff.  Class teachers, *PSAs*, Art specialist.  Class teachers/HT/PT  HT and cluster heads | | Improved understanding and awareness of policy evidenced through classroom visits, playground visits and surveys/focus groups and a reduction in negative behaviours resulting in poor wellbeing.  Use of classroom and participation scale to gauge inclusivity and improvement.  Survey of all children and focus group to follow up with children who don’t feel safe. Use of SHINE survey with upper school.  Feedback from P1 children/parents and pupils who have participated in or accessed support.  Examples of work, feedback from pupils and parents, assessment against the benchmarks.  Attendance Data  Feedback from staff, questionnaire, verbal feedback, cluster discussion | August 21 – June 22   * Research best approaches to building positive relationships in school (HK and teaching staff) * Create working group to support HT in driving policy forward – Oct 21 * Focus strategic change (Into Headship) on relationships and wellbeing Nov – June * *PSAs attend nurture training* (Nov 21) * *PSAs attend Resilient Kids training (Sept 21)* * Survey pupils and parents to get a before/after of how they feel in school re. safety and relationships Sept 21 * Develop a wellbeing pupil voice//focus group - Sept 21 * Train staff and P6 pupils in Peer Mediation and launch in school. Sept/Oct 21 * Reintroduce the P1 Buddy programme - Aug 21 * Whole staff letter written from pupils and parents to read and reflect on. Aug 21 * New assembly programme created to support the 5 ways, SHANARRI and UNCRC Aug – Dec 21 * *Clubs programme and art therapy restarted. Sept/Oct 21* * Share HWB curriculum content with stakeholders Sept 21 |
| **Ongoing Evaluation:** | | | | | |
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