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| |  | | --- | | ***Pathhead Primary School and Nursery – Standards and Quality Report 2020 - 2021 and School Improvement Plan 2021 - 2022*** |   **Article 28: Every Child has the right to an education.**  **Pathhead Primary School follows the Rights Respecting School ethos of ‘Teamwork at the Centre’ - WE CARE for Learning Codes.**   |  |  |  | | --- | --- | --- | | **Rights** | **Our definition** | **UNICEF Convention of the Rights of the Child** | | **W**ellbeing | We have the right to be safe, happy and healthy. | **Article 19, Article 31** | | **E**nthusiasm | We have the right to express our views and opinions. | **Article 12**, **Article 13**, **Article 14**, **Article 15** | | **C**ourtesy | We treat others in a courteous and polite manner. | **Article 5**, **Article 28**, **Article 29** | | **A**spiration | We have the right to aspire and achieve to our potential and beyond. | **Article 29** | | **R**espect | We have the right to be respected, respect others, ourselves and our environment. | **Article 3, Article 28,** **Article 29** | | **E**quity | We treat all people fairly. | **Article 28, Article 30**, **Article 15**, **Article 23**, **Article 2** |   **Pathhead Primary School and Nursery -Standards and Quality Report 2020 - 2021** |
| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | **356(*286 P1-7 and 70 ELC)*** *- from Census September 2020* | | | | | **FME** | **182 pupils** *- from Healthy Living Survey February 2020* | | | | | **Attendance (%)** | **Authorised** | **3.29%** | **Unauthorised** | **2.4%** | | **Exclusion (%)** | **0%** | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | **£182,400 PEF and £43,080 SAC** | | | |   Our Pathhead values have been formed as a WE CARE Code and are wellbeing, equity, courtesy, aspiration, respect and enthusiasm. These were agreed and established in 2018 in collaboration with children and staff. The We Care Code is used regularly in dialogue and assemblies but we have all agreed that the values are too complex for our school and community and we plan to work on our vision, values and aims next session with our learners, families, staff and wider school community. The We Care Code will remain part of the vision for the school as it is an integral part of the culture and ethos in Pathhead, where care and relationships are at the heart of our improvement journey and cannot be undervalued in our school and community. Consultation has already begun which will continue in term 1 next session to agree together our revised and authentic vision, values and aims. |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | |
| **Priority 1** - **To improve children and staff’s emotional and mental wellbeing within the school and nursery setting (Developing a consistent approach to emotional Literacy)** | | |
| **NIF Priority**  Improvement in children and young people's health and wellbeing  **NIF Driver**   * Teacher professionalism * Assessment of children's progress * School improvement | | **HGIOS 4 Quality Indicators**  3.1 Improve the wellbeing, equality and inclusion  2.4 Personalised support  2.1 Safeguarding and child protection  **HGIOELC Quality Indicators**  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support  2.1 Safeguarding and child protection |
| **Progress:**   * All staff in nursery and school have engaged in an online professional learning activity to increase their understanding when supporting learners to recognise, name and regulate their emotions. Emotion Works was used. * All staff engaged in Emotion Works professional learning delivered by Emotion Works Leaders in school and progress has been shared at cluster, local and national level demonstrating impact on our children. School showcase event shared practice across entire school and moderated by staff to show progression of levels. * Emotion Works Teacher Leader has worked with a group of 5 targeted families during lockdown to support the use of Emotion Works during lockdown and periods of school closure. * Universally, Emotion Works strategies, leaflets, guides and lessons have been shared with all children and families during lockdown and school closures. Questionnaires were consistent from families asking for support and advice regarding supporting emotional co-regulation and wellbeing at home. * We have had four staff trained and accredited to run Seasons for Growth training and have had one successful group run this session. Seasons for Growth has supported our most traumatised children in P7 and a reconnector session is planned for August 2021. Full accreditation has been awarded for staff leading this co-hort. * An increased focus on learning and teaching opportunities for recognising and naming emotions, recognising body sensations linked to emotions and identifying triggers for specific emotions. All staff beginning to use and see the value in using Emotion Works Regulation Mats to de-escalate and identify emotional situations and strategies for restoration, * Continued to use Kit Bag and Emotion Works Regulation Mats with identified children to support emotional literacy and readiness to learn. * Family Support Workers consistently working with identified children and families to support more intensively and liaise with a wide range of additional agencies to ensure a joined up, holistic approach to working towards best outcomes for all. * Staff wellbeing sessions delivered by CAMHS to reflect on strategies staff are using to be mindful of their own wellbeing have benefited the majority of staff. * During lockdown teachers, PSAs and Family Support Workers worked closely with our most vulnerable families and provided face to face support, emotional containment and reciprocity, financial signposting and close liaison with all of our partners in the community and the council to best support children and families in all aspects of daily life. | | |
| **Impact:**  As a result of using Emotion works as a consistent resource to support emotional literacy, we now have a shared language that all staff use to support conversations with children. This language was also shared with all parents and the majority of parents felt their child was now able to recognise and name their emotions, whilst the minority of parents felt we should continue to focus on this shared approach. From observations, within nursery, children previously only used 4 key emotion words to describe their emotions. Observations now evidence that the majority of children have widened their emotional vocabulary and are confidently using language such as angry, excited, tired and nervous.  Most staff now feel confident in managing anxiety and normalising these behaviours for the children within the class. Improved emotional literacy for most of the children in school using the Emotion Works Resource universally. Identifying and recognising triggers and support strategies has resulted in children being ready to learn and a reduction in referrals to Senior Leadership Team.  After the return from lockdown all staff reported that our most vulnerable children in all classes were able to manage their relationships with peers and staff more confidently than they had at the previous lockdown. This evidenced that keeping the routines in place and the face-to-face contact helped create a feeling of safety for vulnerable children.  Staff feedback indicates that all staff are aware of and understand the wellbeing indicators when assessing children's wellbeing. It was recognised that almost all relationships within the school community were positive and were based on mutual respect. The majority of families and children do not have awareness or understanding of the wellbeing indicators. | | |
| **Next Steps:**  This priority will be continued into Session 2021 – 2022 to allow further actions and task to be undertaken and to ensure evidence can be gathered and impact measured.  Although staff use the language of the wellbeing indicators with the children, this is not something that has had a significant impact due to the focus being on sharing the shared language from emotion works, focusing learners recognising and labelling emotions. Support children to recognise all 8 wellbeing indicators and to self-evaluate their own wellbeing against these to identify strengths and next steps. | | |
| **Priority 2: To improve the pedagogy across the school** | | |
| **NIF Priority**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children and young people   **NIF Driver**   * Teacher professionalism * Assessment of children's progress * School improvement * Performance Information | **Quality Indicators (HGIOS4)**  3.1 Improve the wellbeing, equality and inclusion  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Raising attainment and achievement  **Quality Indicators (HGIOELC)**  3.1 Ensuring wellbeing, equality and inclusion  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Securing progress | |
| **Progress:**  ***This aspect for improvement was not fully carried out due to both lockdowns and remote learning for a term. Consideration has been given to how we address this priority going forward.***   * All class teachers engaged in professional reading and discussion about learning intentions, success criteria and 4 part model * All class teachers engaged in 3 out of 3 planned attainment discussions with SLT as a result of returning from two lockdowns. Staff required further time to assess where children were in learning due to 2 periods of lockdown and a whole school closure due to a Covid outbreak in the community. * 4 part model used over lockdown by the minority of classes which helped to begin introducing the language. In the majority of classes children learn using learning intentions most of the time as evidenced during classroom visits from Senior Leadership Team but this needs to be more consistently used throughout the school. * Links to world of work is not been embedded throughout the school or used consistently in the four part model approach – this will need to be further developed next session. * All teachers and PSAs attended collegiate sessions focussed on Workshop for Literacy Approach and Conceptual Numeracy but due to Covid and staff commitments to Model for Improvement Writing and cluster nurture work, this needs to be an ongoing priority for next session. * Model for Improvement project for writing – Year 2. Five classes in the upper school took part in Model for Improvement writing for the second year with a focus on accurate grammar and the basic knowledge about language. The impact on improvement has been positive for most children and is also encouraging the children to meet very specific writing targets on a daily basis. * ELips data was used to identify focus areas for individuals in nursery. Nursery staff provided daily online learning during periods of lockdown with live lessons and weekly phone calls providing the greatest feedback. * Nursery keyworkers all participated in two attainment discussions with nursery teacher and EYLO to moderate against the benchmarks to identify intentional promotions required. * Nursery keyworkers focussed on developing literature rich environments with some success but this will need to be a continuing priority next session as a result of a more settled and consistent year. | | |
| **Impact:**  As a result of a period of remote learning, delivering effective learning and teaching in a different way was at the forefront of staff’s thinking. All staff had to reflect and consider how they would be able to give learners effective support and teaching using Seesaw and Teams. Most staff were creative in their thinking and successful learning and feedback strategies were shared and developed. The most successful was audio feedback via Seesaw or feedback during live individual, group or class sessions. Written feedback was time consuming and not as effective.  As a result of covid guidance and having to minimise movement of adults within schools, class and peer observations, learner and jotter sampling did not take place. This has had an impact on the evidence we have gathered to support improvement in feedback learners received. In the majority of lessons observed from a distance in term 4, teachers were using the 4-part model and most learners were responding to this positively and usefully. On discussion with learners, the majority agreed this model was helpful to enable them to understand success and was used consistently in their lessons. The majority of children were able to show an understanding of learning. This was evidenced through class visits and tracking and monitoring discussions.  The Model for Improvement writing progress was recorded daily in all 5 classes and almost all children made significant improvements in their ability to write sentences, their enjoyment for writing increased and anxiety decreased and all classes made significant and noticeable improvement. This was evidenced through sampling of work, daily recording of data and daily targets and through discussion groups with teachers and children. All 5 teachers presented findings at national level and the DHT also presented nationally to share the journey at Pathhead.  In lockdown 1 in March 2020, between 0-30% of children engaged in any online or paper-based learning. Using Seesaw, Digital Learning Platforms, regular phone calls, doorstep visits, support from PSAs and family Support Workers and SLT monitoring engagement on a daily basis and acting quickly and appropriately, engagement levels rose to 70-95% and children and families felt very supported and increasingly confident about online learning. Some requested paper based packs and regular check ins with staff and this was done in a more planned and co-ordinated way during lockdowns 2 and 3 as well as school closure periods. | | |
| **Next Steps:**  ***This area for improvement was not fully carried out. Below are the next steps which will be continued and developed next session:***    To continue to focus on pedagogy and the 4 part model and be able to evidence this impact in classroom visits, children’s focus groups and Learning Partnerships.  To revisit the Worksop for Literacy and Conceptual numeracy approaches with all staff and consistently monitor effectiveness and impact on teaching, learning and attainment. This will be built into collegiate calendar as part of working time agreement.  To identify a quality assurance calendar that incorporates learner sampling, attainment discussions, pupil, staff and parental feedback, jotter sampling, class visits, critical friends, learning partnership discussions and visits and moderation of assessment information. | | |
| **Attainment of Children and Young People** | | |
| Our overall attainment for P1, P4 and P7 in reading is 52%, writing 44% and listening and talking 67% and for Numeracy it is 47%. Both figures are lower than our stretch targets for this academic session. This has been further impacted by covid due to the inconsistent support for children at home and the levels of support and supervision families have been able to give to their children during lockdown. We have a large number of families at Pathhead with over 5 children in them and families have found this to be a challenge, despite support from school staff and allocation of digital devices. Behaviour has been an issue at Pathhead in previous years and although there have been challenges and situations this session, the school is becoming increasingly settled to learn and this will further impact attainment positively net session. Pace and challenge, as well as aspiration for our learners needs to improve and a focus on reading next session will further support attainment and achievement in all aspects of school life.  At the start of session 2020-2021 we had noticed from our BASE assessments that a significant number of children starting P1 with a reduction in their vocabulary, phonological awareness, rhyme and letter recognition. This has impacted on our start point and plans to work collaboratively with SALT this session with a clear and consistent focus on these areas have been delayed due to Covid restrictions. This will resume in August 2021, with a clear programme for supporting learners, closing the poverty related attainment gap and building staff capacity.  The Model for Improvement work we have done in writing in 5 upper school classes has impacted positively on progress but has not closed the gap enough to ensure more children are actually on track. This needs to be a continued focus for all our learners next session with a focus on stages P2,3,4 and 7. We plan to use our covid recovery teacher for intensive support in the early years and our SfL teachers in the upper school to support targeted and universal learners. The funding of an additional teacher from PEF will mean both DHTs are out of class and can support learners to progress and work with teachers to understand progress of a level including confidence with CfE declarations.  There needs to be better use of data to plan targeted interventions with SMART targets monitored regularly over a short period of time. We will have additional staff trained in the Model for Improvement and upskill staff to use data effectively which leads to improvement. | | |
| **Evidence of significant wider achievements** | | |
| Over this year we have had a significant focus on developing the children’s ability to name and recognise their own emotions and be able to identify the body sensations that match these emotions. We have also helped children to develop their understanding of triggers that cause specific emotions in them.  We have used the local outdoor environment, to offer all children daily opportunities to be outdoors and appreciate the importance of being active for good wellbeing. We have used play leaders at Gallatown Gardens to develop learning outdoors on a weekly basis and all classes, including nursery and under 3s, have taken part at various points in the session. P7 children also benefitted from a visit to Fordell Firs in the last term and the plan moving forward with this is to develop sustainable Pathways in Outdoor Learning including Natural Connection and John Muir Award in partnership with Gallatown Gardens, Lochore Meadows and Fordell Firs.  All classes have had daily opportunities to work as a group or class to learn how to listen to others’ views, compromise and negotiate in games.  All children have access to their own accounts in Seesaw where they can see evidence of their learning journey, communicate and feedback with school staff including SLT. | | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | | |
| **Success**   * Our engagement levels were always between 70-95% engagement with remote learning. * Clear expectations for staff and children about remote learning opportunities that would be offered. * All staff were able to offer live interactions with the children. * Parents and Carers could contact class teachers and members of the leadership team for support for their child’s learning. * Family Support Workers were able to support families with food bank donations, Gregg’s Hardship Fund, Cosy Kingdom and in some cases shopping vouchers for food and clothing for the children. * Staff worked together to create a model that ensured all children who were identified as vulnerable, or child of keyworker had face-to-face contact with their own class teacher for half of the week. * Staff worked in teams to support children from their own class and their stage partner. This helped reduce workload and make things more manageable for the staff during this time. All staff submitted daily learning and feedback via Seesaw and Senior Leadership team monitored engagement daily and acted timeously and supportively as appropriate. * Feedback from parents and carers confirmed that they felt the flexibility to complete tasks over a week allowed them to balance supporting their child’s learning as well as work from home. * Parent/teacher meetings were held online via telephone calls and this resulted in increased engagement for Pathhead with meaningful discussions with families regarding their child’s progress. This is a model we will continue to offer moving forwards.   **Challenges**   * Pathhead had the majority of their children attending ‘hub’ places during lockdown and this resulted in challenges finding a balance managing workload. Stage partners, PSAs, SLT and Family Support Workers offered support and resources. * Staff found it challenging to know if individuals had completed tasks independently, so this affected staff being anxious about professional judgements. * Communicating with families about their child’s progress in learning due to the limited time in schools and conversations with the children. | | |
| **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 | 103 | | Additionality in staffing | An additional probationer and 0.3 Covid Teacher |   The additional devices allowed us to remove the barrier of technology as a reason why a child was not able to engage during period of remote learning. Some families required significant support to get connected, but this was much easier in the second lockdown with devices being provided. We supported with doorstep drop off, wifi dongles, support with connectivity, daily telephone conversations and emotional support for families in crisis from our Family Support Workers.  Our additional probationer was an excellent addition to the team and supported her class with good progress. This enable our PT and DHTs to be free from teaching commitments. A minority of children displaying significantly distressed behaviour, copious wellbeing meetings with a huge number of agencies, families in crisis including bereavement, mental health, imprisonment and drug misuse resulted in leadership time being taken up the majority of the time and the plan next session would be more involvement of SLT in learning, teaching and assessment. SLT also had to cover in class due to covid related absences and a significant impact from staff members with young families being repeatedly called to isolate meaning they were unable to attend work.  The 0.3 Covid role was somewhat successful with a small amount of intervention in P1 and P2 focusing on gaps in learning, particularly in literacy but due to a large number of covid related absences and long covid impacting several staff in school, these teachers were often called back in to class to ensure classes were fully covered. | | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | | |
| Progress:  What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc  PEF money has been used to enhance our digital learning in school and at home. Additional devices, hardware and software have been purchased making the school more current and modern and also ensuring it is a place to be proud of. Children are beginning to feel like Pathhead Primary is a place where they can dream big and aspire to all the destinations open to every other child in Scotland.  Playful Pedagogy is beginning to be implemented in school and money has been used to enhance core provision and outdoor play. This will continue to be a focus throughout the majority of the school in session 21-22.  Through consultation with all stakeholders it was identified that our priority needed to be on supporting some of our learners wellbeing and challenges with anxiety, bereavement, family separations and their ability to access all aspects of the curriculum. Priorities identified were a consistent shared language for emotions, appropriate support groups and targeted interventions for literacy.  All staff participated in professional learning by undertaking the Emotion Works online learning course. All staff then discussed as a department how they were introducing this with the learners in their class/playroom.  We were able to have an additional four members of staff trained in Seasons for Growth and were able to offer an upper school group session this school year.  Additional PSA staff enabled us to ensure that identified children in the majority of classes were able to develop their social and emotional skills to help them create and sustain positive relationships with peers.  Through the Scottish Attainment Challenge, we are now entering the fifth year of funding for 1.5 FTE Family Workers.  The Family Workers have worked with many families and have been involved in setting up groups to enable family learning. Using our SAC funding we aim to continue this good practice in session 2020 – 2021. Through meetings, referrals to and facilitation of groups, the Family Workers will work with a range of community partners.  There has been a marked decline in the classroom of violent or aggressive actions and a trauma informed approach using Emotion Works and de-escalation strategies.  No new referrals to PSS service and behaviour being managed more consistently in school  There have been no exclusions at Pathhead this session and referrals to SLT have declined by 80%. Emotion Works and Kit Bag sessions have supported wellbeing and regulation focussing on a universal approach throughout the school.  A consistent leadership team across the school has resulted in children being more settled to learn and included within their own classroom for learning.  There is a confidence in the support from the school that focussed families will seek support, advice and containment from Family Support Workers.  Attainment this session has declined as a result of Covid and in the first lockdown engagement levels were between 0 – 30%. Following intensive work with families, distribution of IT, intensive support from Family Worker, engagement has increased to an average of 85% across the school including our targeted families from SAC funding.  Collaborative work between Family Workers and teachers through the process of sharing information and supporting children through referrals has resulted in positive outcomes for targeted families and a more holistic understanding of the whole child.  Families report the Family Worker role has been supportive and vital in keeping families on track throughout COVID and lockdown. The school has also had various periods of closure and the Family Support Workers have supported with mental health support for targeted families, financial support and technology support to ensure children were engaged in online learning. | | |
| **Impact:**  Targeted interventions and support have been in place for individual weekly/daily targets to ensure 3 children in the P5/6 classroom can be in the classroom without violent or aggressive outbursts. Confident that this targeted group will continue making progress and transfer learning across the curriculum.  Improved emotional literacy for all of the children in school using the Emotion Works Resource universally. Identifying and recognising triggers and support strategies will result in being ready to learn and a reduction in referrals to Senior Leadership Team.  Continued collaboration with families will support all aspects of the children’s learning journey and working together as part of a team sends a clear positive message with high expectations in all areas for our children.  The continued use of Seesaw to share and celebrate learning in school and at home further supports collaboration with families and will facilitate a more joined up approach with regular and informal ability to communicate together to best support the children.  Although Family Adult Learning has been paused due to covid restrictions, 3 families have maintained contact with Family Support Worker and have expressed a continuing desire to return to adult learning. We are confident this can resume next session with all 3 participants advising a desire to return to the workforce/ college.  From our parent and learner feedback we are confident that almost all of our parents and our children in P4-7 feel they are able to recognise and name their emotion and identify how this makes their body feels.  Below are some quotes from families about the impact of Family Support:  ‘*You don’t understand how much trust I have with the school, HT and Miss Robertson (FW) and it’s something I never experienced even with my own parents. To know I am listened and valued is a massive thing for me as I do get shoved around and forgotten about frequently. Thank you guys for not only being my children’s safeguarder but sort of mine too.’*  *‘M had a lot of behaviour issues and would shout and hit out when he came to me. Karen spent a lot of time with M doing Kitbag when he couldn’t cope in class … speaking about his feelings and what has happened in his life. Now instead of kicking off, walking out of class etc. He now has strategies in place to help him cope eg calming oil, tell someone how he’s feeling, ask to see FW and this has stopped the need for him to be out of class and concentrate on his learning.’*  *‘Karen R has supported my son hugely and uniquely with his school journey. Karen has also supported myself…with a new pilot scheme for Family Learning, which at the end, you can gain a qualification for working in schools. This is my plan once COVID allows.’* | | |

**Pathhead Primary 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** | Good | Good | Good | N/A |
| **2.3 Learning, teaching and assessment** | Satisfactory | Satisfactory | Satisfactory | N/A |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good | N/A |
| **3.2 Raising attainment and achievement** | Good | Satisfactory | Satisfactory | N/A |

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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 | Good | N/A |
| **2.3 Learning, teaching and assessment** | Satisfactory | Satisfactory | Satisfactory | N/A |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good | N/A |
| **3.2 Securing children’s progress** | Good | Satisfactory | Satisfactory | N/A |

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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** |  |  |  |
| **Quality of leadership and management** |  |  |  |

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| **National Improvement Framework Priority:**  Improving attainment particularly in literacy and numeracy | | | | | |
| **Focused Priority: To improve the attainment in reading, focussing on effective pedagogy.**  **(Workshop for Literacy Approach)** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.1 Self-evaluation for self-improvement; 1.2 Leadership of learning; 2.3 Learning, teaching and assessment; 3.2 Raising attainment and achievement | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Timescales** | **Measure of Success** |
| Shared understanding across the school of effective teaching and learning approaches for teaching reading and reading strategies  All children clearly articulate the progress they are making and their next steps with learning in reading (including listening and talking)  Reading fluency and comprehension improved for most children across P4-7 using Accelerated Reader Programme consistently to full potential.  All children improve their knowledge of phonics – classes in P1-3 working in collaboration with SALT \*\*  Teach children to use strategies for developing and monitoring reading comprehension.**ch**  Improved staff confidence, knowledge and skill in using effective approaches to teach all aspects of reading  Families are well supported to help their child to improve their reading skills.  Children in P6 and 7 develop leadership skills through opportunities in supporting paired reading. | 1.Professional learning and collegiate working to establish a progression of strategies across levels, ensuring effective teaching and learning of reading.  2.Establish a consistent baseline for children in P3 - P7 using assessment tools. Use high quality interventions to support children who are impacted by poverty related attainment gap. Star Reader Assessment used termly to track progress.  3. Charlie Malloy (SALT) and teachers to work together focussing on excellent pedagogy for teaching phonics, colourful semantics, spelling, grammar and sentence structure.  4.Using new Big Cat resources (online and books) and activities to support children’s success at home and school. Check-ins if possible  5.Plan and implement family learning sessions to improve understanding of benefits of reading and ways to support at home  6.Establish and promote pupil leadership to support assessment | CM and JM to lead sessions. FR to lead developing reading in P3-7.  JM and CM to lead session on baseline and big picture  SR and Frances Rhodes to lead  Each teacher  JM and CM and SR  JM and CM and SR  JM and each teacher | | 1 - Term 1 – 2 collegiate sessions  2 - Term 1 baseline set targets  3 – Targets set for Dec, then Mar  4 – Term 1 and 2 – collegiate sessions  5 -Term 2 and Term 3  6. Ongoing throughout session | Dialogue and feedback through Forms from staff on professional learning impact  Learning Partnership and SLT Classroom Visits to focus on reading and sampling focus groups  Model for improvement - ongoing data collection (quantitative).  Improved attainment - 75% of children on track.  Pupil sampling across whole school using established monitoring sheet in Dec and Mar  Feedback from families using Microsoft Forms and comments under Seesaw posts  Lucky number groups for pupil feedback on approaches to teaching and learning  Pupil sampling: application of skills; articulation of progress and next steps |
| **Ongoing Evaluation** | | | | | |
| **\*\***Charlie Malloy (SALT)will continue the work he has done previously with the CAP (communication attainment project), building capacity and sustainability within the staff. The project is a collaboration of Charlie's clinical skills and staff teaching skills, working together to build those important foundation skills in literacy. Frances Rhodes will be released from class to raise attainment. Sessions will be fun, interactive, and motivating for staff and children focusing on phonological awareness, sentence building and improving vocabulary in P1-P3. The school aims to build on what we learned previously, what made an impact on attainment and engagement and ensure skills are embedded in class practice. | | | | | |

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| **National Improvement Framework Priority:**  **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**  **Closing the attainment gap between the most and least disadvantaged children and young people** | | | | | |
| **Focused Priority: Empowering children to contribute to the life of the school, the wider community and global citizenship.** | | | | | |
| **HGIOS4 Quality Indicators** | | **HGIOELC Quality Indicators** | | | |
| 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.3 Learning, Teaching And Assessment; 3.1 Ensuring Wellbeing , Equality and Inclusion; 3.2 Raising Attainment and Achievement; 3.3 Creativity and Employment | |  | | | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Timescales** | **Measure of Success** |
| Children, staff and families understand and use the wellbeing indicators and UNCRC as an integral feature of school life.  Construction of a Curriculum Rationale that captures the uniqueness of our school with a shared ownership from staff, children and families.  Refreshed vision, values and aims reflecting ethos and culture within school and community leading to improved attendance, engagement and participation.  Children are able to articulate their progress over time (e.g. a term) and be able to evidence their leadership roles within school and the difference it’s making.  Children are able to make informed choices including the use of digital technology for learning, life and work.  Staff to develop leadership at all levels to improve the overall capacity of the school  Parents are supported to understand how to help develop their child’s rights and wellbeing at home. | Professional learning to support implementation of effective and consistent approaches to teaching and learning.  Working with all stakeholders, co-create a unique Curriculum Rationale that reflects Pathhead and our positive outcomes and aspiration for children, reducing the poverty related attainment gap.  Consult with all families, children, staff and wider community to refresh and revise our vision, values and aims using Microsoft Forms, focus groups, collegiate sessions and ICT as appropriate.  Creation of Rights Respecting Schools Group, Emotion Works Ambassadors, P7 Leadership Team, Digital Leaders and Playground Leaders.  Develop a skills progression for leadership at all levels in school using Fife 3-18 Leadership Skills Progression Framework  Develop ICT/ STEM Base in school with staff and children taking on leadership role in pursuit of Digital Schools Award.  All staff taking on an effective leadership role within the school with a focus on leading learning.  Consultation with children, families and staff regarding learning at home to increase families understanding of how to support with UNCRC and wellbeing/ Emotion Works | | JA and JM  Whole team  Whole team  JM to lead CAT sessions  Whole Team  DD and SR to lead Whole team  Whole Team  JM and LM | Term 1 - 4  Term 1 and 2  Term 1 and 2  Term 2  Term 1 establish/agree  Term 2  Term 2 - 4 | Questionnaires pre/post with children  Implementation and creation of a Curriculum Rationale for Pathhead that is unique and collectively owned by all stakeholders  Vision, values and aims are collectively shared and evidenced in daily school and home life using a shared language and accountability.  Evidence captured on school improvement wall.  Evidence of environmental supports, visuals and prompts on walls.  Monitor and track leadership skills and organisational skills to ensure progression and improvement.  Highly effective practice using Digital Technology – building on skills learned from lockdown experiences. Planning ICT using Fife PICT Programme.  Staff feedback during meetings and from Microsoft Forms.  Feedback from families through Microsoft Forms and comments. |
| **Ongoing Evaluation** | | | | | |
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