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| C:\Users\user\Desktop\School\Vallley logo.pngC:\Users\user\Desktop\School\Vallley logo.png**Valley Primary School and Nursery**  **Standards and Quality Report 19 -20**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | *271 School*  *58 Nursery* | | | | | **FME** | *From Healthy Living Survey February 2020 –* | | | | | **Attendance (%)** *Power Bi May 2021 -* **88.2%** | **Authorised** | **5%** | **Unauthorised** | **6.7%** | | **Exclusion (%)** | *Power Bi May 2021 –* **0.03%** | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | *Allocation for Session 2020 – 2021 -* **156,248.00** | | | |   **Valley’s Vision**  *‘Be the best that we can be’*  *At Valley Primary School the children are at the centre of our learning community. We work very hard to ensure that our children feel safe, secure, ready to learn and be  the best they can be.*  *As a collaborative team we strive to create an ethos of value, mutual trust and respect, inclusive practice and equity for all. We have worked hard to drive forward parental engagement and family learning where parents/carers are regarded as equal partners.*  **Valley Values**  Our Values were created with the whole school community in 2015. Our Values are still relevant today and continue to be promoted across the life of the school community. Our values are:   * *Respect* * *Honesty* * *Responsibility* * *Teamwork* * *Kindness*   **Valley Aims**  *Look to the future*  *Everyone is included*  *Aim high*  *Respect is key*  *Never give up* |

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| **Improvement for Recovery Priority Work Session 2020 - 2021** | |
| **Recovery, Reconnect, Resilience - HWB/ Nurture/Curriculum**  Promote and support the health and emotional wellbeing of all learners through development of whole school progressive programmes in outdoor learning and Fife Five Ways. Continue to develop an ethos which promotes high expectations and equality, where all relationships are nurturing, positive and supportive and children feel supported to do their best. | |
| **Rationale:**  Children have returned to school following a long period of absence due to school closure. Many pupils need the opportunity to develop healthy strategies to support their physical and mental health and wellbeing and access to outdoor learning experiences regularly.  We have a number of pupils who present with social, emotional and mental wellbeing needs, anxiety, outbursts and verbal aggression and have experienced significant trauma which impacts on their ability to engage in learning and identify and regulate their emotions, behaviours and self-regulation | |
| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy  Improvement in children's and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children  Improvement in employability   **NIF Drivers:**  School leadership  Assessment of children’s progress  School improvement  Performance information  Parental engagement | HGIOS 4 Quality Indicators /HGIOELC Quality Indicators  1.2 Leadership of Learning  1.3 Leadership of Change  2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement |
| **Progress:**   * All teaching staff engaged with Outdoor learning webinars. This has begun to further develop their understanding and confidence around outdoor learning. * All teaching staff worked together in groups via TEAMS to develop outdoor learning and taking the learning outdoors experiences across the curriculum. These experiences still require to be pulled together to form an outdoor learning progression pathway for use in the new school session. * The Emotions Works Recovery online programme and physical resources was purchased in August 2020. All staff across nursery, ASC and mainstream were given log in details and access to the weekly recovery programme to support pupils in their return to nursery, ASC and school. * Most staff and pupils have worked on the Emotion Works weekly recovery online programme to introduce pupils to the emotion cogs and begin to recognise how they are feeling as well as how to regulate their emotions. This programme requires to be introduced and used consistently across Valley next session. * A minority of pupils have received targeted emotional for short periods of time during in school learning periods to support though specific emotional wellbeing packages from our PT Nurture. * Most learners engaged in online assemblies led by the Acting HT on the Five ways to wellbeing. This opened a dialogue between pupils and staff about wellbeing and how they can take responsibility for their own wellbeing. * HT led inservice training focused on expectations and our class and school ethos in August 2020. * Our life skills room has been developed and currently used by both ASC1 and ASC 2. Breakfast club has been introduced and cooking equipment and height adjustable sinks are used to support the development of life skills for our pupils in ASC. * The sensory room has been furnished and developed to support pupils who need access to sensory play. * Play based learning has been developed in ASC 1 changing the environment significantly. * Soft surface flooring has been added in the outside area of ASC 1 and new bikes and trikes were bought along with other outdoor equipment to support outdoor play. * A transition booklet and SWAY has been developed for ASC and along with supported visits and videos this has provided information for parents about the environment, staff and activities/learning styles within ASC. | |
| **Impact:**   * Specific emotional wellbeing packages for a minority of pupils, has allowed targeted children to begin to understand their emotions and work towards managing them in a constructive way. * A minority of staff are confident in outdoor learning and there is capacity for them to become leads in this area going forward. * The SHINE survey highlighted that children across the Kirkcaldy High Cluster there are children and young people who struggle with emotional regulation, self-regulation, positive body image and low mood. Some of these children find it challenging to settle in school and build strong relationships with peers. | |
| **Next Steps:**   * Next session to support our learners during this period of recovery, our **emotional and mental wellbeing** PTs will support the development of outdoor learning. * Develop a skills progression pathway to increase the focus on **skills for learning, life and work** and ensure the development of life skills are tracked effectively across mainstream and ASC**.** * **Outdoor learning** and taking the learning outdoors experiences across the curriculum still require to be pulled together to form an outdoor learning progression pathway for use in the new school session and support the increased focused of outdoor learning. * **Emotions works** recovery and **literacy recovery** programmes require to be introduced and used consistently across Valley next session. * **Emotional wellbeing** will be a focus in school and across the cluster next sessions. | |

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| **Improvement for Recovery Priority Work Session 2020 - 2021** | |
| **Reconnect - Achievement and Assessment**  Develop ongoing, daily assessment processes to inform teaching and learning to ensure it meets the needs of learners and increase opportunities for moderation to support making robust professional judgements on children’s progress and attainment.  Develop and fully embed a consistent approach to learning, teaching and assessment which supports our learners in being able to articulate their learning and next steps and involves our learners in having greater ownership and engagement in learning. | |
| **Rationale:**  Following the recent inspections, a focus on high quality learning, teaching and assessment was identified as an area to be improved and should continue to be a focus for ongoing development to ensure all staff had a good understanding of what good quality learning and assessment looks like. Tracking processes and procedures have been implemented however daily planned assessment evidence now need to be embedded within daily practice to support tracking and moderation and understanding of achievement of a level. A four part model was introduced last session. This now needs to be consistently used across the school and across the curriculum to support learners in being able to talk about learning, their strengths and next steps. | |
| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy  Improvement in children's and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children  Improvement in employability   **NIF Drivers:**  School leadership  Assessment of children’s progress  School improvement  Performance information  Parental engagement | HGIOS 4 Quality Indicators /HGIOELC Quality Indicators  1.2 Leadership of Learning  1.3 Leadership of Change  2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement |
| **Progress:**   * Covid restrictions meant that our work in this area was restricted. * All teachers took part in professional dialogue with their DHT around assessment, feedback, moderation. * Tacking and monitoring was undertaking rigorously and robustly by SLT, SFL and all staff. * Our SFL teacher has worked closely with every class in the school. * All staff have had 1:1 consultation with SFL teacher prior to and after their focused learning support intervention in class. * Covid restrictions have meant that we have been unable to achieve our planned worked related to pupil leadership opportunities. * All staff were engaged in online training during the August Inservice days focussed on the teaching and learning cycle and planning for assessment. The Teaching Backwards professional development text was purchased for all staff to engage with to support high quality learning and teaching. It was planned as part of the school professional development collegiate calendar that this would be used throughout the session to develop high quality learning experiences across the school. * Our newly appointed sfl teacher (June 2020) has worked with learners and staff to develop individualised programmes to support learning needs. Resources and supports have been allocated to individuals to use within the class as required. * Regular staff meetings have supported professional development across ASC and has supported a move towards a more collegiate approach * A PLJ format has been developed which included evidence of work and photos across ASC. * Tracking and planning meetings with DHT and ASC teachers has supported regular discussion around pace and progression. * TEACCH approach stations have been established and used consistently across ASC. * The use of symbols and now and next boards has increased to support learners across ASC to fully understand daily routines and support engagement with learning. * Sensory, task, reward routines are used more consistently within a symbolised approach for children within ASC. * The 5 point scale has been introduced for use with autistic learners and visual supports for children are now in place which has supported our learners in ASC to develop self-regulation. * Proactive approaches to dealing with complex behaviours within ASC have been developed significantly and staff knowledge within this has developed well especially as a result of partnership with Supporting Learners Service through pilot of 6 training sessions and from work with ASIST and EP (advice paper produced on challenging behaviours eg throwing and biting) * The use of various IT systems across nursery such as sway, facebook and seesaw has increased parental engagement and provided increased home/school links. | |
| **Impact:**   * Professional dialogue with DHTs focused on assessment, feedback and moderation has resulted in teachers continuing to develop their understanding of achievement of a level. * Tracking and monitoring meetings has resulted in a very clear picture emerging of where recovery needs to be focused and has allowed us to target support to key stages (when staffing allows). * Low engagement during lockdown has contributed to a number of children falling off track. * Focused support from our sfl teacher has allowed her to have a clear overview of all learners needs. The school has a clear plan of intervention related to ongoing covid recovery for identified learners. * 1-1 meetings with sflhas resulted in almost all staff feeling more confident about their role in meeting the needs of the learners in their class. * The use of seesaw has created an effective home/school diary and strengthened home/school communication not only in ASC but across the whole school and nursery. | |
| **Next Steps:**   * Continue to focus on **curriculum recovery** to ensure breadth and depth of learning. * Continue to develop **assessment** of pupil progress in learning to support closing the gap and ensure pupil needs are met. * Further develop **playful pedagogy** within the early years. * Develop **observation and questioning skills** within nursery so the focus is on learning. * Continue to focus on development our understanding of **high-quality learning and teaching** across mainstream and ASC. | |

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| **Improvement for Recovery Priority Work Session 2020 - 2021** | |
| **Recovery/Reconnect/Resilience Curriculum/ Teaching and Learning**  Develop staff understanding and pedagogy of conceptual numeracy to ensure a consistent approach to teaching and learning within numeracy. | |
| **Rationale:**  Following the recent inspections, a focus on high quality learning and teaching was identified as an area to be improved and should continue to be a focus for ongoing development to ensure all staff had a good understanding of what good quality learning looks like. The pedagogy team supported the school last session with literacy development and some staff began train the trainers conceptual numeracy programme. This session will focus on developing a consistent understanding of conceptual numeracy and good quality learning and teaching in numeracy. | |
| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy  Improvement in children's and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children  Improvement in employability  **NIF Drivers:**  School leadership  Assessment of children’s progress  School improvement  Performance information  Parental engagement | HGIOS 4 Quality Indicators /HGIOELC Quality Indicators  1.2 Leadership of Learning  1.3 Leadership of Change  2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement |
| **Progress:**   * Planning within the professional development collegiate calendar in August 2020 had been to develop an approach within the school similar to the pedagogy team wfl approach driven by our train the trainers numeracy trained staff to support the development of conceptual numeracy teaching and learning across the school however Covid restrictions meant that our work in this area was restricted. * 4 staff continued to engage in the conceptual numeracy training this session. * 2 teachers engaged in a professional enquiry focused on maths talk. They developed a rubric to complete a base line assessment and measure the impact. | |
| **Impact:**   * Very limited impact within this area of improvement due to covid restrictions. * Teacher who engaged in professional enquiry within their own classes saw an increase in pupil confidence and ability to talk about maths approaches and strategies. They also noted pupils transferred this across areas of learning. | |
| **Next Steps:**   * Continue to focus on the delivery of **high-quality learning and teaching** which meets learner needs across mainstream, ASC and nursery. * Continue to develop pedagogy within **numeracy** and around the **workshop for literacy approach**. | |

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| **Attainment of Children and Young People** *(Early Learning, Primary and Special)* |
| **Attainment Data Across P1, P4, P7**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **N** | **LT** | **R** | **W** | | **P1** | 63.33% | 63.33% | 60.00% | 56.66% | | **P4** | 51.11% | 46.66% | 44.44% | 37.77% | | **P7** | 44.73% | 44.73% | 42.10% | 36.84% |   **Overall, attainment across P1, P4, P7**   * 53.15% attained expected levels in numeracy * 51.35% within listening and talking * 48.64% attained expectations within reading * 43.24% within writing * In numeracy and talking and listening over half of our learners are meeting the expected levels. * In writing 43% of pupils meet the required expectations. Next session we will review our approach to teaching and learning of writing to identify ways to improve attainment across writing. * 73% of our learners submitted 3 pieces of work per week during home learning from January 2021. The cumulative effect of two lockdowns where the majority of our learners had satisfactory engagement and continued high levels of non-attendance has shown in our attainment this session. * Next session teaching, learning and assessment will continue to be an area for improvement focusing on pedagogy and high quality learning experiences particularly across literacy and numeracy. |

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| **Evidence of significant wider achievements** |
| A programme focused on the development of a sports and HWB leadership for primary 7 pupils was planned for this session for P7 pupils however due to Covid this planning and programme of opportunities was suspended.  As a school we continue to promote and recognise our learners achievements in relation to our school values and learning weekly and share with our families via seesaw and social media.  Our learners engaged in learning around Scottish poetry and had the opportunity to recite Scottish poetry within our Burns competition.  P7 pupils took part in Ardroy on Tour which focussed on the development of problem-solving skills, teamworking and resilience. P7 pupils also developed leadership skills as house captains, vice captains and playground leaders.  P4 have looked at different ways of comminating this session and have learned Makaton. They have also developed links within the community and have written cards and letters to a local care home. This has supported our learners to write for a purpose and provided relevant and meaningful learning contexts.  P3/4 took responsibility for planning and organising comic relief fundraising this session.  P6 pupils organised the Poppy Scotland collection as part of learning around the War and created a fabulous display to show learning within this context.  As part of our world book day focus pupils used their creativity skills to design and create a world book day potato character.  Community police officers worked with our pupils in the upper school to develop their understanding and awareness of racism. |

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| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| ***Remote Learning:***   * Home learning was a steep learning curve for all staff and pupils across Valley community. Almost all staff showed a high level of commitment to provide high quality learning and teaching and ensure learners were appropriately challenged and supported. * Most pupils sustained engagement during remote learning in line with agreed school expectations– 73% pupils submitting three pieces of work per week. * There was increased parental engagement via website/SEESAW/Groupcall. * Significant improvements with use of digital technology to support learning and teaching, this was supported by the use of SEESAW across all classes. Almost all staff delivered use of live learning. SLT supported and modelled this approach to develop staff confidence. * Signposting families to other ways of engaging children in learning worked well. * Staff collaboration has improved throughout this period through formal and informal processes. * Support for 17 vulnerable learners across the school has supported the continuity of learning for them. This approach has enabled a more settled return to the classroom for all pupils in P1 – 3. * Feedback given to all pupils improved throughout the period of school closure. * School still provided opportunities for all children to participate in wider achievements during school closure eg Burns Poetry. * Almost all pupils returned to full time learning in ASC which has ensured continuity and support for them during this period.   **Successes:**  Staff have increased use of technology to support delivery of teaching and learning and have worked with new systems and programmes to engage learners and families during home learning. Theintroduction of seesaw across the whole school and nursery at the start of the school session in August 2020 has supported staff and families to share and record learning on a more regular basis. As a result, staff members have taken a leading role in developing the use of these programmes across the school and nursery to support teaching and learning, sharing of learning and ensure technology skills of learners continues to be a focus.  **Challenges:**  Despite a large number of devices being allocated to families, continuing to engage learners in online learning throughout extended lockdown periods was a challenge. Many families and parents still requested printed documents for children to complete.  Due to closure and periods of isolation as a result of positive cases within the community, regular attendance continues to be an area for focus next session. Attendance as well as periods of home learning have impacted on our attainment. Supporting children back to school in August and ensuring our learners who need intensive support with regulation and emotional and mental wellbeing will continue to be a focus. It is important we look at whole school approaches to support all learners including those who require additional and intensive nurturing. The Emotion Works recovery programme will be used to support learners in identifying emotions and being able to identify strategies to support them in regulating behaviours. |

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| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing) *(primary, special and secondary sector only)*** |
| |  |  | | --- | --- | | Number of devices provided to support learning at home | 86 devices  Additional 48 devices delivered in June 2021 | | Additionality in staffing | 0.4fte |   Targeted recovery groups were identified at the start of the school session to support us in closing the attainment gap with our teacher additionality of 0.4FTE however high levels of staff absence throughout this session has resulted in additionality being used to cover classes therefore the impact has been minimal. Recovery and closing the attainment gap will continue to be a focus next session across literacy and numeracy. |

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| **Attainment Scotland Fund Evaluation (PEF/SAC) *(primary, special and secondary sector only)*** |
| **Progress:**  A minority of pupils have received targeted emotional support for short periods of time during in school learning periods though specific emotional wellbeing packages from our PT Nurture.  Staff have engaged with the HNIOS toolkit and developed a greater understanding of strategies to support learners who require additional nurturing approaches.  PSA staff have supported learners across each class and have supported targeted interventions in learning as directed by the class teachers and sfl teacher. |
| **Impact:**  Specific emotional wellbeing packages for a minority of pupils, has allowed targeted children to begin to understand their emotions and work towards managing them in a constructive way.  Classes are calmer and learners are more engaged in learning as a result of the approaches staff have introduced. Expectations have increased for all children. Children are better supported in class to engage in learning and learning is more suited to needs. |

**School/Setting Name - Valley Primary, Nursery and ASC**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | | **2020-2021** | | **Inspection Evaluation**  **March 2019**  *(within last 3 years)* | |
| **1.3 Leadership of change** | Weak | Weak Insp 2019 | | Satisfactory | | Weak | |
| **2.3 Learning, teaching and assessment** | Satisfactory | Satisfactory | | Satisfactory | | Satisfactory | |
| **3.1 Ensuring wellbeing, equity and inclusion** | Satisfactory | Satisfactory | | Satisfactory | | Satisfactory | |
| **3.2 Raising attainment and achievement** | Weak | Weak Insp 2019 | | Satisfactory | | Weak | |
| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | | **2020-2021** | | **Inspection Evaluation**  **March 2019**  *(within last 3 years)* | |
| **1.3 Leadership of change** | Good | Good | | Good | | Good | |
| **2.3 Learning, teaching and assessment** | Good | Good | | Good | | Good | |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | | Good | | Good | |
| **3.2 Securing children’s progress** | Good | Good | | Good | | Good | |
| **Care Inspectorate (within last 3 years)** | | | **Grade (if applicable)** | | | | |
|  | | | **2018 - 2019** | | **2019 - 2020** | | **2020-2021** |
| **Quality of care and support** | | | Very Good | | Very Good | | Very Good |
| **Quality of environment** | | | Very Good | | Very Good | | Very Good |
| **Quality of staffing** | | | Very Good | | Very Good | | Very Good |
| **Quality of leadership and management** | | | Very Good | | Very Good | | Very Good |

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**   * Improvement in attainment particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children | | | | | |
| **Focused Priority: Learning, Teaching and Assessment, Curriculum Recovery (Breadth, Depth, Relevant and Meaningful)** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.2 Leadership of Learning  1.3 Leadership of Change  2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement | | | 1.2 Leadership of Learning  1.3 Leadership of Change  2.2 Curriculum  3.2 Securing Children’s Progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Children will re-engage with learning following periods of school closure and high levels of absence.  Gaps in attainment, learning and curriculum will be identified, and appropriate strategies/plans will be in place to support learners.  Attainment data will be reviewed and used to support learning, teaching and assessment.  Attainment will increase to 55-60% across areas of literacy and numeracy. | Create and deliver planned learning that meets needs of children with a focus on curriculum recovery, ensuring breadth and depth and learning which is relevant and meaningful.  Continue to identify attainment and curriculum gaps (home learning/attendance related).  Develop understanding of high-quality learning, teaching and assessment across mainstream and ASC.  Continue to develop approaches to assessment to support ongoing teaching and learning.  Develop playful pedagogy, high quality questioning and focused observation across nursery and early years.  Develop planning approaches within nursery and early years to ensure it is responsive and intentional.  Develop quality questioning within nursery to support learners in making progress.  Continue to develop pedagogy within literacy and numeracy to ensure consistency of approaches across the school and support increased attainment.  Plan for targeted support of identified pupils and groups from sfl, SG additionality teacher and PSAs across all stages.  Continue to develop our school curriculum rationale across nursery, mainstream and ASC.  ASC staff to support staff training across the school and nursery focused on supporting learners with ASN.  Engage in moderation across literacy and numeracy with colleagues in school and across the cluster to increase understanding of achievement of a level across aspects of literacy and numeracy. | All staff tracking progress and identifying support needs and identifying curriculum focus to support planning for breadth and depth across the curriculum areas.  SFL consultations and support resources / strategies identified.  All staff engage in professional learning and training.  Staff across nursery, school and ASC involved in working groups and professional dialogue to develop understanding and approaches within   * playful pedagogy planning and implementation * high quality questioning, observation and learning experiences * conceptual numeracy * wfl / writing * supporting learners with ASN * effective assessment   Targeted support groups identified in consultation with teachers, SFL and SLT  Teaching staff trios focused on moderation activities. Develop cluster opportunities via teams. | | Children are making the progress in attainment levels as per teacher predictions.  Base, SNSA and CfE data used to identify gaps in learning and reinforce teacher predictions.  Teachers engaging in professional dialogue with colleagues re approaches to teaching, learning, assessment and curriculum recovery.  Rigorous tracking meetings and pace and progress discussions. | **August - October 2021, ongoing**  **August - October 2021, ongoing**  **August - December 2021**  **August - December 2021**  **August - December 2021**  **August - December 2021**  **August - December 2021**  **August - December 2021, ongoing**  **August – October 2021, ongoing termly**  **April – June 2022**  **Ongoing termly 2021-22**  **Ongoing termly 2021-22** |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**   * Improvement in children's and young people’s health and wellbeing * Improvement in employability | | | | | |
| **Focused Priority: Improving Health and Wellbeing** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.2 Curriculum  3.1 Improving Wellbeing, Equality and Inclusion  2.7 Partnerships | | | 2.2 Curriculum  3.1 Improving Wellbeing, Equality and Inclusion  2.7 Partnerships | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Children are able to talk about and recognise their emotions.  Children will have a range of strategies and vocabulary to support them in dealing with their emotions and regulating their behaviour.  Children will display resilience and will be able to talk about their actions.  Children will understand ways to support their emotional and mental wellbeing.  Staff will plan for increased opportunities for outdoor learning. | Continue to implement consistently the Emotion Works resources at a whole school level.  Access to the online resources and distribution of physical resources to all staff/classes across nursery, mainstream and ASC.  Develop outdoor learning to ensure it focuses on development of skills and support learning across the curriculum.  Continue to focus on developing the 5 ways to wellbeing and focusing on the wellbeing indicators to support mental and emotional wellbeing.  Outdoor learning and taking the learning outdoors experiences across the curriculum to be pulled together to form an outdoor learning progression pathway and support the increased focused on outdoor learning.  Develop a skills progression pathway to increase the focus on skills for learning, life and workand ensure the development of life skills are tracked effectively across mainstream and ASC**.**  Emotional wellbeing will be a focus in school and across the cluster next sessions. Targeted focused groups identified and whole school nurturing / emotional and mental wellbeing audit completed.  ASC and mainstream to collaborate to provide opportunities for pupils across ASC and mainstream to work together. | Emotion works online training for all staff.  All staff introducing the Emotion works programme and have an area set up within classes.  All staff increase opportunities for engaging in outdoor learning and in developing life skills.  All staff to develop life skills trackers and use to track life skills.  PTs, sfl, class teachers to identify pupils who require additional emotional and mental wellbeing support. | | Children can talk about emotions and ways to regulate their emotions.  Outdoor learning experiences will increase. This will be evident within weekly and termly planning.  Class visits will identify learners engaged in learning.  Skills will be identified for learners and they will be able to talk about the skills they are learning.  Skills will be transferred across learning. | **August Inservice 2021**  **August – October 2021**  **Ongoing throughout the session.**  **January – June 2022**  **January – June 2022**  **November – December 2021**  **January – June 2022**  **August 2021– June 2022**  **August 2021– June 2022 as required.** |
| **Ongoing Evaluation** | | | | | |
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