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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | 237 school 48 nursery | | | | | **FME** | 133 | | | | | **Attendance (%) 94.06%** | **Authorised** | **4.06%** | **Unauthorised** | **1.86%** | | **Exclusion (%)** | 0.02% | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £83,411 | | | |   41% SIMD1/2 4.2% LAC 10% EAL  Our vision, values and aims were created through consultation with learners, parents, partners, and staff in November 2017. These are well known, understood, and displayed around the school. Almost all learners are able to talk about our school values that are Respect, Resilience, Manners and Morals.  Our commitment to the values of our school are underpinned by the Gospel and are evident through the ethos of our school, the learning environments and class and school charters. Our ‘learning dispositions’ were chosen by learners and parents. They voted on characteristics of what they think makes a good learner. They agreed on Communication, Creativity, Perseverance and Independence. Collaborative work on the learning dispositions has led to the creation of our four characters that bring the dispositions to life. The learners designed and named characters to go along with the dispositions; Chris the creative crab, Colin the communicative cat, Ian the independent iguana and Percy the persevering panda.  Using PEF funding we now have three Principal Teachers who each have a clear focus; raising attainment in literacy, numeracy and ensuring wellbeing, equity and inclusion. PTs have been in place since August 19. Their initial work has focussed on creating learning pathways in literacy, numeracy and HWB which are enabling teachers to better plan, assess and track progress of learners.  We have significantly increased opportunities for teachers to lead aspects of the school through our ‘learning champions’ initiative. Almost all teaching staff are ‘learning champions’ taking responsibility for development of a curriculum area or school priority. There is a significant increase in teachers reporting that they feel empowered and enabled to make changes for improvement and that they feel involved in self-evaluation and school improvement planning.  There are increased opportunities for parents to be involved in the life of the school and their feedback is sought and is positive about these opportunities. Parents are consulted through regular questionnaires and their feedback is collated and acted upon.  Pupil voice is strong and growing. There are several pupil groups. Learners are consulted in several ways including assemblies, house huddles, Menti surveys and focus groups. Learners report that they feel listened to and that their opinions count. Learners in ‘houses’ and the Pupil Learning Council use ‘Wee HGIOS’ to plan their group activities and lead aspects of school improvement.  All staff are involved in the process of change and are collectively committed to improving outcomes for learners for example all staff are involved in Visible Learning with cluster colleagues. |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | | |
| NIF Priority  Improvement in attainment particularly in HWB, Literacy and Numeracy  NIF Driver  *School Improvement* | HGIOS 4 Quality Indicators  2.2, 2.3  HGIOELC Quality Indicators  5.1,5.2, 5.3 | |
| **Progress:**  **HWB** – All staff are aware of the wellbeing indicators and the importance of these in meeting the needs of every child. Wellbeing indicators are referred to in class and assembly. There are specific times in the year we focus deeper on each wellbeing indicator. All classes have a class charter displayed, developed with learners and the UNCRC is referred to regularly in most classes. All classes have an emotion check in that is used daily with learners. All staff are now aware of the importance of building positive relationships. Jigsaw, a progressive HWB programme, is now implemented. 5 Ways to Wellbeing is now a weekly feature in assembly.  **Literacy** - All teaching staff were to introduce and encourage use of FANTASTIC approach to literacy in the teaching of reading. All PSA staff are aware of FANTASTIC and work closely with teaching staff to ensure consistent approach. All staff were to promote reading across the school through a short term Readathon Challenge during Advent. These were daily 10 minute silent, relaxed reading slots given and recorded with FANTASTIC symbols on an Advent Reading Calendar. A daily 10 minutes of reading at home also encouraged through Seesaw.  Listening and talking was the planned focus for term 3. Term 3 and 4 were interrupted by another lockdown. This work has been started but is incomplete.  **Numeracy -** A focus on Problem Solving and the use of concrete materials in all stages has just been introduced and almost all lower attaining learners have been involved in enhanced numeracy work within small group settings. All classes have been provided with a bank of key resources and it is expected that class teachers will use these to raise attainment through direct teaching. Focus for term 3 was to be times tables (with resultant division links). This was to include class challenges, school challenges and concrete materials. Maths plans and trackers have been streamlined across the school and a wider provision of concrete resources has been put in place. A shared language of maths and an understanding of maths talk and problem solving has started to be developed. Shared assessment materials are in their infancy and staff are now using number lines, beds, think-mats and electronic resources in a more focused way.    **Learning Partnership –** took place virtually this year with two partner schools. Our Senior Leadership Team (SLT) met with the SLT from the other two schools to discuss recovery, school improvement priorities and self-evaluation.  **Nursery**  **5.1 Children’s Health and Wellbeing are supported and safeguarded during COVID-19**  Weekly sway regarding 5 ways to wellbeing posted on Seesaw  Four step transition process followed introduced. SWAY shared with families who will be joining nursery  Regular feedback from parents sought and appropriate actions taken  **5.2 Infection prevention and control practices support a safe environment for children and staff**  Clear expectations about children and families isolating. Helping families understand the changing guidance in relation to COVID-19.  Hand washing in arrival, before and after eating and after sneezing/coughing.  Utilising outdoor learning as much as possible.  PPE used appropriately during personal care.  Risk assessments adhered to strictly  Adherence to Food Hygiene guidance.  Having clearer division between both rooms to ensure children are kept within their bubble.  **5.3 Staffing arrangements are responsive to the changing needs of the children during COVID-19**  Staff are flexible and responsive in any changing situations.  **2.2 - HGIOELC?**  Due to covid restrictions it was necessary to split the garden – consideration to what is in and outdoors was necessary to meet Core Provision  **2.3 HGIOELC?**  The use of Learning walls continues to be very good and have been adapted in their use to accommodate the restrictions because of Covid – 19. | | |
| **Impact:**  **HWB** -   * Almost all learners are able to name the wellbeing indicators * The majority of learners are able to give examples of how the wellbeing indicators impact in their life * Almost all learners know and are able to demonstrate their use of the 5 Ways to Wellbeing. * Most of the learners have improved their emotional literacy and using strategies implemented to support their self regulation. * Almost all learners have positive relationships with each other and staff. * All targeted learners have access to individual support plans that include strategies such as, 5 point scale, key worker, wellbeing targets that are set and reviewed with the learner. * Positive, nurturing relationships are evident in almost all classes * All classrooms have a UNCRC based charter co created with learners and staff and are able to refer to it and understand its importance * Most learners are happy to be at St Agatha’s and think the school helps them to feel more confident. * Almost all learners feel safe at school and know who to talk to if they are worried. * Most learners report their learning is progressing well and they are encouraged and challenged to work to the best of their ability   **Literacy** -   * Almost all learners can recognise the FANTASTIC lenses and say what they mean * The majority of children are beginning to recognise examples of the lenses in the books they read or listen to, ‘asking’ and ‘imagining’ are proving most challenging * Most learners have an increased motivation to and enjoyment of reading. * Most learners are able to articulate their thoughts and opinions of a test through the use of FANTASTICs * The majority of learners in P4-7 are able to draw on their knowledge of the FANTASTICs when prompted and use this vocabulary in their writing. * Almost all learners are now reading books appropriate to their level of fluency and understanding   **Numeracy** -   * Most learners have increased motivation in maths puzzles/problem solving. * Most learners have been introduced to a variety of Problem-Solving strategies and can use some key shared language. * Most learners are able to discuss their ideas and suggest strategies in maths talks.   **Self-evaluation, recovery and improvement evidence gathered -**   * Classroom observations by HT evidence almost all learning environments are built on positive, nurturing relationships. * A minority of learners are able to give effective feedback to peers * A minority of learners receive high quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve. * Most learners are engaged and motivated * In a few classes learning is enriched and supported by the use of digital technologies * A minority of learners are able to exercise choice and take responsibility for their learning * All learners’ achievements in and out of school are recorded and recognised through Praxis at all levels, Pope Francis Faith Award in P6 and P7, Natural Connections Awards at all levels.   **Nursery 5.1, 5.2, 5.3**  Almost all children being able to discuss their learning at Nursery with family at home.  Enhanced communication, strategic overview of current circumstances with each cohort of children.  Almost all children are settled with strong relationships evident and children making steady progress.  All parents are more aware of what their child is doing at Nursery. Families are sharing learning at home together and almost children are able to reflect on their own learning.  Almost all stakeholders report feeling invested in Nursery. We are able to address any issues in a timely manner.  Relationships and strong lines of communication are evident. Feedback from a parents is very positive.  Reducing the transmission of Coronavirus  **2.2 -** Improved engagement outdoors in Core Provision. The majority of children are able to meet benchmarks through core provision indoors and outdoors.  **2.3 -** Pupil voice continues to be strong and almost all pupils are able to and have contributed to learning walls throughout the year. | | |
| **Next Steps:**  **HWB**   * All learners and staff to have an improved understanding of equality, including the protected characteristics to ensure we are getting it right for all learners. * All staff to be aware of and demonstrate understanding of local and national documents to support wellbeing, in particular ‘Our Minds Matter framework’ and ‘The Promise’ to ensure all learners are supported to do their best. * A consistent embedded approach throughout the whole school community, including with parents, in supporting learners with emotional wellbeing, self and co regulation and managing emotions in a safe and healthy way.   **Literacy**   * Teaching of FANTASTICs to continue with focus on written work and improve attainment in Writing especially at first level. * Improvement in Talking and Listening skills to continue the work started in term 3.   **Numeracy**   * Increased attainment and confidence in mental maths – particularly times tables and fast number bonds through competition and direct teaching. * Club 99 materials and ‘Big Maths Beat That’ are to be used from P1-7 and used for assessment purposes. * Maths talk and strategy variation to cover all areas of numeracy. * Staff to implement the Concrete Pictoral Abstract method as per our revised numeracy policy.   **Self-evaluation, recovery and improvement next steps**   * Improved digital literacy across the school * Improvement in the quality of feedback to learners through VL cluster work * Improved engagement in learning pathways where learners are more aware of next steps   **Nursery**   * Updated/new local authority PLJs to be embedded * Better use of ELIPS data to secure improved outcomes for all including those who are most deprived | | |
| **Attainment of Children and Young People**  **Attainment over time**   |  |  |  |  | | --- | --- | --- | --- | | **Overall attainment** | **Our school**  **17/18 18/19 19/20** | **Our Comparators**  **17/18 18/19 19/20** | **Fife**  **17/18 18/19 19/20** | | Numeracy | 88% 89% 88% | 89% 91% 76% | 90.3% 91% 77.5% | | Reading | 86% 89% 89% | 89% 90% 77.3% | 89.8% 90% 77.8% | | Writing | 82% 83% 84% | 84.8% 87% 70.2% | 87.1% 87% 73.6% | | Talking and listening | 87.7% 91.6% 90.2% | 91.2% 93.8% 84% | 92.1% 92% 83% |   **Attainment of P1, P4 and P7**   |  |  |  |  | | --- | --- | --- | --- | | **P1, P4, P7** | **Our school**  **17/18 18/19 19/20** | **Comparators**  **17/18 18/19 19/20** | **Fife**  **17/18 18/19 19/20** | | Numeracy | 43.2% 79.2% 61.3% | 63.4% 71.7% 76% | 90.3% 91% 78.4% | | Reading | 50% 80.2% 77.4% | 63.2% 71.7% 77.6% | 70.7% 77.7% 79.6% | | Writing | 31.6% 74% 73.1% | 56.8% 65.5% 70.2% | 63.5% 72.9% 74.8% | | Talking and listening | 57% 86.5% 77.4% | 66.2% 76.4% 84% | 75.6% 82.8% 84.2% |   **Attainment levels 20/21 Whole School**   |  |  | | --- | --- | | **Reading** | **66.1%** | | **Writing** | **58.9%** | | **Listening and Talking** | **72%** | | **Numeracy** | **60.6%** |   **Attainment levels at P1, P4 and P7 20/21**   |  |  |  |  | | --- | --- | --- | --- | |  | **P1** | **P4 by Dec 21** | **P7 by Dec 21** | | **Reading** | 87.1% | 37.8 % 45.94% | 46.4 % 75% | | **Writing** | 80.6% | 21.6 % 40.5% | 32.1% 60.71% | | **Listening and Talking** | 87.1% | 35.1% 59.4% | 64.3% 89.28% | | **Numeracy** | 87.1% | 40.5% 70.27% | 32.1 % 89.28% |   Our P4 learners did not engage well in online learning.  Almost all of our P1 learners engaged in online learning and the class teachers produced SWAY documents for parents on how to teach what they were posting online for learners  The majority of P7s engaged in around 50-60% of online learning  It is clear, from the attainment levels, that writing, listening and talking and some aspects of numeracy need to be a priority for learning in session 21/22. From our assessments, the four operations including mental calculations needs improvement. This will be a feature of our school improvement planning next session. Improvement in writing attainment particularly at First Level, will be part of cluster improvement priorities.  It is difficult to draw further conclusions from the attainment data trends as session 19/20 was also impacted on because of COVID-19. | | |
| **Evidence of significant wider achievements** | |
| Our Covid recovery response demonstrated that our are staff highly responsive to the circumstances of at risk learners. During lockdown and since returning to the building all staff have been able to provide evidence of how they have removed barriers to learning in creative ways and provide more inclusive learning environments.  All learners participate in weekly virtual assembly. Before each assembly learners are identified and their achievements are recognised for demonstrating their participation in one of the 5 ways to wellbeing and/or evidencing one of the dispositions of a successful learner. As a result of weekly participation in virtual assemblies, there is clear evidence of improved emotional literacy and wellbeing of learners throughout the school. The weekly recognition of these will continue so learners are reminded and encouraged to consider their wellbeing and how they approach their learning.  A few learners participated in an Interview Challenge with the Leven Project, where their views were sought about the River Leven development. Two of our pupils’ interviews won, they were competing against Levenmouth Academy pupils demonstrating application of their literacy skills. Almost all learners participated in a remote/virtual learning opportunity with a local partner e.g. The Fisheries Museum art competition, The Rotary Club Leven Logo redesign (one of our pupils was a top 10 finalist). This was important to keep building our positive reputation within the community. All P6 learners were able to participate in Rota Kids and this is an initiative we will continue in to next session.  All learners participated in the NSPCC ‘Speak Out, Stay Safe’ programme virtually this year. Feedback from learners was positive and the majority report they have a better understanding of staying safe online.  Most learners’ skills in digital technologies have improved due to remote learning expectations.  All pupil leaders in P7 have been able to contribute to the life and ethos of the school and have led improvements for their house based on How Good Is OUR School? These include, Health and Wellbeing boxes for self and co-regulation available for learners in each class, linking with Active Schools to provide activities that learners are keen to participate in, making playground improvements following a pupil survey and re launching the school’s Anti-Bullying Policy. They are also working with teachers to ensure the Praxis awards and the school calendar provide opportunities for all learners to achieve Gold. This work has been different this year because of the restrictions but these leaders have shown resilience and creativity in their response to leading change in difficult circumstances.  Transitions into nursery and P1 have been very different. Parent and carer feedback was positive and they reported that they feel their child was suitably prepared for their transition into nursery or P1. Almost all features of last session’s transition have been replicated for this year based on the positive feedback from parents/carers. Creative use of videos, Sways and virtual meetings allowed parents/carers to feel at ease and the learners settled in well as a result. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| All families signed up to the Seesaw platform across the school and nursery. Seesaw continues to be our main means of communication with parents.  Successful use of online learning platform during the recent lockdown period, most children engaged in online learning   * 41 out of 44 Laptops were provided to learners who found accessing the learning difficult. This increased engagement for a few of those learners.   Regular parental and pupil views sought throughout the lockdown re online learning.   * 97% agree the work posted in Seesaw is useful in supporting learning * 86% said their children enjoy the live interactions   Comments included -  “Teachers are doing an amazing job keeping the children engaged in their learning.” (Parent)  “The videos of teachers explaining a new concept is very beneficial for child and parent” (Parent)  “I appreciate the support and guidance of the staff” (parent)  An evaluation of the results identified the following key messages:   * The majority of parents felt overwhelmed and under pressure to complete tasks * The majority of parents wanted 2 activities a day, posted in advance (posted once a week) * Technologies, especially I-Pads caused problems in accessing the learning * Most learners enjoyed the live interactions the class and during assemblies.   Remote learning was adapted based on results. This included:   * A weekly overview for parents (posted on a Friday for the following week) to allow them to plan their week * 2 essential learning activities a day, with optional activities for those wishing to do more * Regular live check ins * Work differentiated from previous lockdown, all teachers provided support materials to remove as many barriers as possible * All teachers provided videos, ongoing encouragement and alternative arrangements for those that need it. * A mix of online and paper-based activities were provided throughout the week   Feedback Friday – This opportunity was initially to seek the views of parents during the lockdown, however it is now a regular feature of our practice. The purpose is to gather views of parents and learners and use these to inform planning and improvement throughout the recovery period and beyond.  Emerging themes for recovery and session 21/22 have been identified as follows:   * Literacy – creating texts for writing, listening and talking * Analysing and evaluating reading * Numeracy – number, money and measure * HWB – friendships, relationships, physical activity and health- * STEAM * Emotional HWB Support   Recognising that the mental wellbeing of learners and families was paramount during lockdown, a number of initiatives were implemented to support families. This included:   * 5 Ways Sway. Planned weekly by the PT for HWB, this sway is delivered each week and provides a different focus each day. Monday – learn, Tuesday – Take notice, Wednesday – connect, Thursday – give, Friday Be Active. Initially implemented during the period of lockdown, it has continued since learners have returned and is received positively by learners, parents and staff. * Signposting Sway. Again, created by the PT for HWB, this was a go to resource for parents who reported concerns about the emotional wellbeing of their child. This resource provided a number of helpful strategies along with signposting websites and other online resources that provide HWB support.   **Whole school Activities** - We recognised the importance of coming together as a school. With this in mind, throughout the January lockdown, live weekly online assemblies have taken place. Learners were recognised for achievements in learning and wider achievements whilst learning at home, the religious side of our school was promoted during these assemblies. Feedback was positive and live weekly assemblies continue with parents receiving the ppt through Seesaw so they can continue to share in the life and ethos of the school.  **Challenges**  **Non engaging families** - During the lockdown period, we had an average of 18% non engagement. Despite working with families to address barriers (laptops, wifi, paper learning packs, HWB resources), a few of our learners remained persistent non engagers. This group was wide and varied.  **Assessing progress** - Class teachers report difficulties in assessing how well learners are progressing in learning due to the nature of effective assessment and the inability to do this as successfully through remote learning. Relevant and reliable assessment opportunities were created on return to ensure teacher were clear how much progress was made in learning. This is used to inform next steps in learning for learners. | |
| **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 | 44 – 41 distributed | | Additionality in staffing | 1.5fte |   Laptops - During lockdown, 41 laptops were distributed to families. For most of these learners, this made a positive impact, enabling them to access online learning. For a few learners, although technology was a reason given as the barrier, there was no engagement in online learning.  Additionality of staffing – Additional staffing have been used to support progress of learners most at risk of not making the expected progress in early years. The 0.3fte post was not filled until April 21. Data collected by the additional member of staff in the early years team shows -  Percentage of identified pupils:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | % who can now blend two sounds | 91% | | | | | % who can now blend three sounds | 81% | | | | | % who can read cvc words | 81% | | | | | % who can write cvc words | 72% | | | | | % who recognise correct use of finger spaces | | 89% | | | % who recognise correct use of capital letters | | 67% | | | % who recognise correct use of full stops | | 78% | | | % who recognise if sentence makes sense | | 100% | | | % who can assess to 100% of the criteria | | 67% | | | % of P1 who can now use sounds to aid spelling | 91% | | | | % of P1 who can use full stops | 77% | | | | % of P1 who can use capital letters | 86% | | | | % of P1 who use spaces between words | 68% | | | | Improvement in using sounds in spelling | | 20% | | Improvement in using full stops correctly | | 5% | | Improvement in using capital letters correctly | | 20% | | Improvement in using spaces between words. | | 25% | | Other data shows: | |  | | % of P2 class using sounds to aid spelling | | 80% | | % of P2 class using full stops correctly | | 60% | | % of P2 class using capital letters correctly | | 60% | | % of P2 class using spaces between words | | 60% |   Since returning from lockdown in March, additional staff have been used to work with targeted groups in the upper school, including working with learners identified as persistent non-engagers in online learning. The evidence of impact is as follows:  Primary 4 – 75% of identified children can now recognise coins to 20p and can match totals within 30p to tens and ones in blocks.  Primary 4/5 – 75% of identified children are now more confident solving problems involving the volume of solid shapes.  Primary 5/6 – 80% of identified learners are now more able to use punctuation accurately across all aspects of literacy.  Primary 7 – 98% of all children in Primary 7 are now more confident about the transition from primary to secondary, following Health and Wellbeing programme.  The use of additional staffing has allowed targeted intervention to take place and has been successful. This model of delivery is to continue next session using the Scottish Government allocation of funding. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | |
| **Progress:**  **Employment of 3 Principal teachers** employed to lead raising attainment in literacy and numeracy and improving wellbeing, equality and inclusion.  **Additionality of 1 class teacher** to release DHT from class commitment to ensure the quality of safeguarding, child protection and support teachers to develop further their practice in learning, teaching and assessment.  **Visible learning project with cluster** progress report highlights:   * All teaching staff have a clear, shared picture of the type of learner and the characteristics of that learner, that the school is aspiring to develop. * A shared language of learning is developing across the school through the use of learner dispositions, four-part lesson structure and language of learning building brick displays. * Teachers are consistently using the learner dispositions and encouraging learners’ understanding * Across the school there is a clear emphasis on thinking/talking about what we’re learning rather than what we’re doing. Visible Learning is an integral part of the Cluster Improvement Plan. Currently, work is being done to further develop learners’ understanding of the specific skill sets and habits that underpin the headliner dispositions, and encourage self-reflection as standard practice. * A P4-P7 comprehensive tracking system is being developed and trialled. The system of rewards across the school is completely linked to the learner dispositions and form a link with home. * In the upper school, teachers have been sharing the outcomes of a curriculum area and asking the learners for their ideas on how they might go about achieving those outcomes. Learning Intentions (LI) and Success Criteria (SC) are used across the school. Making mistakes remains a positive message across the school. While some learners still struggle with the experience of mistake making, those spoken with could explain their mistake making emotional journey from being cross with oneself, to using different methods to put something right. * Feeding back to learners in the form of 121 conferencing, is being trialled. Stage planning meetings have also increased collaboration. A recent visit from HMI highlighted that older learners generally, were not able to articulate where they are at in the their learning and their next steps, and that younger learners were more able to. Those learners spoken with explained that they are set individual goals, are given opportunities to look at each other’s work and that they use the success criteria; which are often co-created. They explain that their next steps come from the teacher. * Through conscious efforts to make collaboration a regular feature of teacher practice, and through staff changes, relational trust between staff members has become strength of the school. Relational trust with, and among, support staff has greatly improved. Regular meetings and communication books have been put in place, and the majority of PSAs feel that they are positive contributors to learning. * Because of extensive efforts being placed in other strands, feedback is a strand of Visible Learning that is yet to be fully developed. Evaluative feedback sentence stems are being developed to support both teachers and learners with their feedback/learning language. Through the school’s assessment strategy, four high quality, robust assessments per year group, in numeracy and literacy, have been created. The plan is for this to support the improvement of feedback quality and feedback focus. Although learners being invited to give feedback to teachers isn’t commonplace throughout the school, some individual teachers are doing so. | |
| **Impact:**  **Employment of 3 PTs**   * See Literacy, numeracy and HWB impact section as this work was led by Principal Teachers. * All teaching staff are developing the use of data analysis to focus on improvement. * Tracking and monitoring are better understood and used effectively by almost all teaching staff to improve outcomes for learners. * Almost all teaching staff are able to identify learners most at risk of under achieving and take appropriate action to address those learners’ needs.   **DHT out of class**   * We have clear, appropriate, up to date policies and procedures in place to ensure the safeguarding of children including child protection. * Our use of Seemis Wellbeing App is embedded and has improved the quality of safeguarding of children. Weekly meetings regarding Child Protection concerns now take place and has ensured our systems are robust, audited and evaluated. * Almost all parents/carers report that their child feels safe at school and the staff know their child as an individual and support them well. * A more robust system is now in place to support unexplained and regular absence which has improved attendance.   **Visible learning impact on learners:**   * All identified learners spoken with were able to give the key learning dispositions, although only a majority were able to articulate the kinds of thinking and habits that underpin them. * All identified learners were able to explain how they are encouraged to spot and explain the learner dispositions that they see in each other. None of the given attributes of an effective learner were about compliance * Increased engagement and motivation by identified learners has been noted * While there is this increased ownership of their learning, discussions reveal that offering up more ownership to learners, in terms of how they go about presenting their work/learning, could be a useful next step. While observations show that there is still some bias towards teachers talking and learners listening, this is much less than at the previous capability assessment. * Almost all of the identified learners spoken with said that they liked to be challenged | |

**School/Setting Name \_\_\_St Agatha's RCPS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy. | | | | | |
| **Focused Priorities:**  Improvement in First Level Writing across school and LA cluster by June ‘22  Improvement in attainment for Listening and Talking across all levels by Dec ‘21  Improvement in 4 operations in maths across all levels by June ‘22  Improvement in Transitions (nursery) | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.3 Learning, Teaching and Assessment Theme: Learning and Teaching  2.2 Learning Pathways Theme: Quality of Teaching  3.1 Ensuring Wellbeing, Equality and Inclusion Theme: Inclusion and Equality | | | 2.6 Transitions Theme: Collaborative Planning and Delivery | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| **Cluster – (writing)**  Improved attainment of **almost**  **all** targeted learners at 1st level by June ‘22  **Literacy**  Almost all learners have improved their listening across the identified four key skills by Dec ‘21  **Numeracy**  Almost all identified pupils will show increased accuracy within the 4 operations by June ‘22.    **Nursery**  **Almost all** learners report transition from home to nursery as a positive experience (Aug 21, Jan 22, April 22)    **Almost all** learners report transition from nursery to P1 as a positive and successful experience (June’22)  **HWB**  All learners and staff to be able to name at least 3 of the protected characteristics by June ‘22 and demonstrate an improved understanding of equality. | Learning will be enriched and supported by creative teaching approaches and effective use of digital technologies  Use of Ed. Scotland virtual moderation tool and share/moderate evidence over 4 agreed 1 hour sessions (1 in term 2, 2 in term 3 and 1 in term 4)  Use of Prim-ed Listening Skills across whole school – creating a learning pathway  All identified pupils will participate in the baseline assessment (June 21) and re-assessment (Dec 21)  Weekly listening activities for all pupils  All learners will show a 50% increase in raw scores over the first month for all 4 operations.  Interventions will raise attainment by 50% each term for identified pupils.  ALL STAFF TO BEGIN CPA training in line with UNIVERSAL FIFE TRAINING ONCE RESOURCED   * Into Nursery * Nursery to P1       1 Seek feedback from parents and carers and colleagues re current arrangements what is going well, what could be done better    2 Create comprehensive, planned programme including timeline of events (virtual and face-to-face) for pupils and families to support effective transitions (ensuring voice of child)**.**    As above with opportunity for enhanced arrangements    3 Opportunities to reflect on other settings identified as good practice (online and visits) including cluster development    4 Audit of horizontal transitions for pupils    5 System of communication created between settings    6 Create comprehensive, planned programme including timeline of events (virtual and face-to-face) between practitioners to share information which supports effective transition    As above with opportunity for enhanced arrangements    7 Planned opportunities for analyse of data (including P1 baseline assessment/EIips) to identify areas for development/improvement within nursery provision to ensure planning curriculum continuity and progression    8 Review curricular progress tracking to ensure pupils requiring challenge or support are identified and targets set **–**  An equalities group to be set up including pupils, partners and parents. Pupils will lead the group with planned activities including diversity days, Black History month, book audits, create awareness of gender and racial profiling, with support from staff. Group to finalise Equalities policy and share with wider school community. | Group facilitators will be identified allowing for leadership at all levels  Antonia – provide all teaching staff with copies of ‘Teaching Children to Listen’ (Spooner and Woodcock), including baseline assessment, and Prim-ed ‘Listening Skills’ (Beals and Edwards).    All teaching staff  - carry out baseline listening assessment in June 2021.  - carry out weekly listening activities for whole class.  All teaching staff responsible for carrying out assessments.  Numeracy Working party to collate and analyse data.  Numeracy Working party – can provide resources and help with planning.  CMcD to create Sumdog group  WP (including PSAs) to create lists of strategies and coverage- Michael and Susan to share.    Pupils to be offered daily interactive teaching related to identified strategies – all staff.    Interventions will be created for children by CT in consultation with CMcD, for those who are not on track.    Susan and Michael to create baseline for Big Maths/ Daily ten    Senior EYO (A Jones) create feedback forms.  Adapted by EYOs if required.        EYO team (Nov inset)            Nursery Staff to arrange  SLT        Nursery staff        Nursery staff        L Harrison / EYO seniors / SLT                    SLT to build into meetings (termly)  Laura I to lead group and HT to create strategic plan for group in line with UNCRC and The Promise. | | Before and after Microsoft Forms  Teacher feedback  Jotter sampling  Observations (peer and SLT)  Improved attainment levels in 1st Level writing  Planning and tracking meetings  baseline assessment and re-assessment.  Plan Do Study Act data  Observations, pupil groups (SLT)  Planning and tracking meetings  Evidence of improvement within Sumdog reassessment.  Daily Ten scores  Big Maths resources to be used to monitor progress and create interventions as required.    Plan Do Study Act data  Learning partnership – attainment groups  SLT attainment group follow ups  Planning and tracking meetings  Jotter sampling  Parental views - Transition Questionnaire  Pupil views – questionnaire  Observations  Views – parental / pupil/ staff  Data  (including P1 baseline Aug 2022 to assess improvement)  Tracking information  Baseline survey  Repeat survey Dec ‘21, Mar’22 and June ‘22 | From the start of term 2 to until June 2022.  Collegiate time will be allocated to these moderation inputs  June 21- Dec 21  Aug 21-June ‘22  August – P1  Jan – anti pre school families  April – anti pre school families  Aug 2021 baseline  Aug  June 2022      June 2022        By Term 3          Oct 2021        Oct 2021        Term 4            Aug21-May ‘22      Oct 21, Nov 21, Jan ‘22, Mar ‘22  May ‘22  Group meetings – termly with the other pupil groups |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

**Appendix C** **Session 2021 -2022** **Improvement Plan – PEF Plan**

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| **Attainment Fund Rationale** | | **Amount of Fund £96,983** | | |
| Theme: Quality of teaching – through classroom observations this session and as part of the feedback from our Visible Learning work, it is clear that learning needs to be enriched and supported by digital technologies. We need to develop our use of questioning, pupil independence and use feedback to effectively inform and support progress in learning. In order to do this, we are topping up our SfL allocation to full time to lead digital technologies as part of our work with the Local Authority Model for Improvement programme and releasing the DHT from class contact to lead the Visible Learning programme.  There will be some fund left over and currently there is no planned spend for this. The interventions above are universal, we need to gather more data for targeted interventions for learners. The impact of COVID has created new gaps. The plan is to identify these gaps as we enter into the new academic session, (hopefully not impacted by COVID) and gain a much clearer picture about how things are for our most at risk learners and be able to take appropriate action to support them and remove barriers to them achieving their full potential. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Impact on learners**  **Ongoing evaluation** |
| **Intervention 1 – Digital Technologies**  **All learners in P1 will be able to demonstrate the following from their PICT pathway by Dec ‘21**   * I can explore, play and communicate using digital technologies safely and securely. TCH 0-03aI can: * Understand that I should only go online with an adult’s permission. * Explain why passwords and passcodes are important to keep me safe. * Demonstrates an understanding of why it is just as important to be-have online as it is in the playground   **Almost all P1 learners can demonstrate learning in their PICT pathway by April ‘22**  I can use digital technologies to explore how to search and find information. TCH 0-02aI can:   * Identify brand names and logos Demonstrate an understanding that using content without permission is stealing * Understand what a website offers * Use a search engine to find out information * Filter my search results for images and video.   **All First level learners can demonstrate learning in their PICT pathway by Dec ‘21**  I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure. TCH 1-03aI can:   * Identify reasons why I have to stay safe online * Identify who I can go to for advice and report any concern to * Explain the need for a strong password and why it has to be kept secret * Explain some of the key features that make a good digital citizen * Demonstrate an understanding of why permission is needed to take pictures or videos of others * Demonstrate an understanding that uploading materials such as pictures and videos to the internet means they will be there forever   **Most First Level learners can demonstrate learning in their PICT pathway by April ‘22 -**  I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. TCH 1-01aI can:   * Independently log in to GLOW * Make a variety of person-to-person communications to a pre-defined recipient (e.g. e-mail, GLOW) * Explain what the different components (parts) are that make up an email address (e.g. username, @, email provider, domain). * Open, retrieve and save a document independently. * Can save a file in more than one location with assistance. * Upload images/film I have created using digital cameras with assistance. * Determine if everyday technology components are hardware or software. * Use the start menu to locate and open programmes on the computer Use enhanced keyboard skills including simple short cut keys Navigate competently with the mouse and access all mouse functions * Confidently use touch technology and apply this in my every day learn-ing Plan and create a simple animation/ presentation with help (e.g. Pivot) * Record, find and show my experiences using appropriate software and hardware * Evaluate software to see if it helps me with an activity * Create and edit text and graphics Browse records and produce a simple piece of work with help (e.g. a report or a graph) * Use appropriate terminology when talking about spreadsheets.   **All second level learners will be able to demonstrate the following from their PICT pathway by Dec ‘21**  I can explore online communities demonstrating an understanding of responsible digital behaviour and I’m aware of how to keep myself safe and secure. TCH 2-03aI can:   * Demonstrate an understanding of what personal identifiable information and why I should not provide this information in my public profile * Demonstrate the ability to create a strong password and confidently explain why it is required * Demonstrate an understanding of what should and should not be shared online * Demonstrate an understanding of what it means to be a good digital citizen * Confidently identify various methods of reporting a concern in an ap-propriate way * Explain the consequences of spending too much time online or on a game   **Most second Level learners can demonstrate the following learning in their PICT pathway by April ‘22 -**  I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a I can:   * Identify a variety of different file format such as Microsoft documents (\*.docx/ \*.xlsx) and different image files (\*.jpg/\*.png) * Change folder options to display different information * Demonstrate how to find out information about a file * Explain the difference between stretching and resizing an image and how it may affect file sizes * Confidently save files to a various locations on a computer/to the cloud * Add content to a GLOW Group or Team and consistently and accurately use GLOW to access and complete tasks across the curriculum * Use GLOW blogs and ePortfolios as platforms to communicate and give feedback to others * Identify various input/output /storage devices and can explain the difference in functions * Use various keyboard functions and shortcuts confidently Use a range of advanced text-handling features (e.g. position graphics, text wrap, tabs, margins, line spacing and columns) * Confidently search for and sort relevant information in a spreadsheet * Create a spreadsheet and produce graphs and reports * Record, find, manipulate and upload independently sound and images  * Integrate all of these skills to make a final product for a specific pur-pose (e.g. film, presentation, animation) Plan, create and edit a digital animation with sound * Understand and explain the difference between resizing and stretching images * Explain what the different components (parts) are that make up an email address (e.g. username, @, email provider, domain) * Evaluate the success of my animation and plan my next steps.   **Intervention 2 – Visible Learning**  **Most learners are able to articulate a next step in learning in literacy and numeracy linked to the benchmarks for their level at the beginning, middle and end of each term throughout session 21/22.** | Following a digital technologies audit there are clear gaps in staff knowledge and confidence. Training opportunities have been planned and will be lead by SfL teacher to ensure learners are able to meet their learning targets in their PICT.  Visible learning by Osiris and with the cluster to work with staff embedding the 4 part model of a lesson, SOLO taxonomy and how this links to assessment and ‘Feedback’ as part of the Impact Series. This input takes place over 6 hours online learning built into collegiate calendar. Impact coaches and DHT to support staff in between sessions to implement appropriate changes to practice to ensure learners are clear about their progress in learning and next steps. | | PICT booklets to be regularly updated as evidence of progress for each learner.  PDSA data  Data marker points – Aug 21, Sept 21, Oct 21, Dec 21, Jan 22, March 22, April 22, May’22 | What has been the impact? |