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| **National Improvement Framework Priority:**  **Closing the attainment gap between the most and least disadvantaged children and young people** |
| **Focused Priority:**  School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children’s Progress, Performance Improvement |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| 1.1 Self-evaluation for self-improvement, 1.2 Leadership of Learning, 1.3 Leadership of Change, 1.5 Management of Resources to Promote Equity2.1 Safeguarding & Child Protection, 2.4 Personalised Support, 2.5 Family Learning2.6 Transitions, 2.7 Partnerships3.1 Ensuring Wellbeing, Equality & Inclusion, 3.2 Raising attainment & achievement  | 1.1 Self-evaluation for self-improvement, 1.2 Leadership of Learning, 1.3 Leadership of Change, 1.5 Management of Resources to Promote Equity2.1 Safeguarding & Child Protection, 2.4 Personalised Support, 2.5 Family Learning, 2.6 Transitions, 2.7 Partnerships3.1 Ensuring Wellbeing, Equality & Inclusion, 3.2 Raising attainment & achievement |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| **Attendance & punctuality Improvement: all pupils P1 – 7*** Improved attendance & punctuality - esp target groups; GATE, Families living with Domestic Abuse & SIMD 1 - 4
* Improved parental engagement/awareness

 **Increased Learner Participation** * Improved relationships
* Increased pupil voice & choice opportunities
* Development of a shared ‘Language of Learning’ at HoB re HGI**O**S themes 1 – 5 (detail in timescale)

**Increase in Parent Groups and family learning in ELC** * Delivery of regular parental engagement & family learning sessions
* Tracking engagement for different groups & targeting support
* Linking focus areas to work done in playrooms
* Ensuring equity across groups
* Re-building community relationships
 | **Targeted support/links with home****& recognition of improvement*** Share figures with parents
* Track/investigate poor attendance & support family
* Recognise barriers/success
* Introduce reward system for pupils; pts/Citizenship Certs
* Working with Pupil Support Officers - Our Minds Matter
* ID Equity Lead & CotSD

**ES: How good is OUR school? used to prompt discussion & to review school/ELC in response to** * Pupil Leadership roles
* Vision, values & Aims
* Rights Respecting Schools
* UNCRC Rights of the Child
* Building capacity for parental engagement via PEEP, Bookbug, Solihull.
* Cuppa-chat focus on Cost of the School Day/wellbeing & HGI**O**S themes
* Partnership with Community
* Parent volunteers for woodland walks/Parent Council
* Link with Community Council re design of park.
 | **SLT, Parent Council (PC), Admin, Staff, SfLT** * SLT to share info, impact & policy
* HT/PC (+parents) to review policy
* SfLT/PT track att, contact family/ID barriers/support
* PT to incentivise (Points & certs)

**All classes, staff & parents/HoB community*** T1 led by SfLAs
* T2 by teachers
* T4 by P7 & admin
* T3 by Parents
* T5 by P5 & NCCT
* SEYO/NT/SLT to agree timetable and focus areas
* Parents to be surveyed re interests/timing
* Links made to HGIOELC/RtA & HGI (OUR) S
 | **Measuring pupil attendance & punctuality** * Gather data via SEEMiS/Power BI
* Att. policy reviewed by staff and parents/PC
* PT/SfLT tracking interaction with home
* Pupil feedback via Fife EP Resilience Matrix

**How good is OUR school? Self-evaluation Pack*** Data/evidence found
* Action plans agreed
* Glasgow Motivation & Wellbeing Profile data
* Parental involvement
* SHINE feedback
* attendees to be tracked via pupil demographic (M/F, age 3 or 4yrs, SIMD, ASN, ESL, etc) + targeted intervention
* Evidence of adaption of focus to group need
* Any barriers to participation removed
 | **September 2021 – May 2022**2x termly update* Sept – Interrogate BI data re class/SIMD, etc
* Sept – agree tracking mechanisms/actions
* Oct – review data set 2
* Nov - Parent Council review. Jan re-launch.
* Feb, April, June review & celebrating success

Oct. – Theme 1 RelationshipsNov – T2 Learning & TeachingFeb – T4 Health & wellbeingMarch – T3 Our school & communityMay – T5 Our successes & achievements**Parents are better informed and more involved re ELC*** Particular focus on Nurture and Outdoor Learning (term 1)
* Learning through Play (Term 2)
* Transitions (Term 3)
 |
| **Ongoing Evaluation** |
| **Improvement in attendance/punctuality - carried over from previous session****Increased Learner Participation – New priority for session 21/22****Increase in Parent Groups & family learning in ELC - carried over from previous session** |

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| **National Improvement Framework Priority:**  **Improvement in attainment, particularly in literacy and numeracy** |
| **Focused Priority:**  School Leadership, Teacher Professionalism, Parental Engagement, School Improvement, Performance Improvement |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| 1.1 Self-evaluation for self-improvement, 1.2 Leadership of Learning, 1.3 Leadership of Change, 1.5 Management of resources to promote equity2.2 Curriculum, 2.3 Learning, Teaching & Assessment, 2.4 Personalised Support, 2.6 Transitions, 2.7 Partnerships3.2 Raising attainment & achievement, 3.3 Increasing creativity and employment  | 1.1 Self-evaluation for self-improvement, 1.2 Leadership of Learning, 1.3 Leadership of Change, 1.5 Management of resources to promote equity2.2 Curriculum, 2.3 Learning, Teaching & Assessment, 2.4 Personalised Support, 2.6 Transitions, 2.7 Partnerships3.2 Securing children’s progress, 3.3 Developing creativity and skills for life and learning |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| **Collegiate sessions re Assessment & Moderation*** Growing confidence & consistency in the use of Planning & Assessment strategies
* Optimising the impact feedback has on pupil’s learning/performance
* Correlation of pupil performance against teacher judgements
* Improvement methodology

**Raising literacy attainment in Early Years*** Supporting EAL pupils
* Supporting children with low e-lips scores

**Focus on attainment and increased pace in writing*** Increased focus of genres and audience awareness
* Differentiation/support (incl. the use of IT)
* Pupils fluent in target & feedback language
* Pupil peer /self-assess
* Improved fluency of handwriting/typing.

**Play Pedagogy (N4 – P2/3)*** Coordinated, progressive approach to Play across N4 – P2
* Consistency of approach to quality observations & evidence gathering
* School and ELC staff able to speak confidently about play pedagogy
 | * Audit/review of planning & assessment protocols
* Review of Assessment strategies across school
* Impact of feedback on pupils’ learning – improvement methodology
* Measure pupil progress against RUs & Benchmarks
* Observations and 1:1 feedback from Learning Partnership visits
* Listening & talking small group support twice weekly
* Onset & rhyme work & phonic games
* Classes regularly writing for a range of purposes
* Teachers explaining key features of each genre
* SfLT giving CPD to CT & SfLA re IT support for writing strategies
* Developing a shared language for learning for use across school
* Agrees strategy for pupil peer/self-assessment
* Handwriting and word processing being taught
* Use of revised Play Audit to highlight good practice/ areas for development
* Use of Building the Ambition: Being Me in CPD re quality observations
* Liaison between school & ELC staff to create a progressive pathway.
 | * Teaching staff, SLT & SfLT
* NCCTs/CTs using ‘Achievement of a Level’ validation
* All teachers involved in Learning Partnership visits
* All using improvement methodology
* PSA leading & liaising with CTs, the school’s SfLT and Fife’s EAL team
* CT focus group to review new plans
* NCCT/SfLT to challenge/support targeted grp/indiv.
* All use ‘Language of Learning’
* PT/CTs/SfLT to be involved in moderation work
* EYO focus visits to P1 (Oct – Dec)
* PT/HT & EY staff working together to share experience/ideas
* Observations of practice in ELC & infant classes
 | * Monitor planning and assessment
* Jotter monitoring
* SLT/CT discussions at tracking meetings
* Focus groups with pupils re assessment & feedback impact.
* Observation of teaching as part of Learning Partnership (or peer obs in-house)
* E-lips scores used to inform groups & updated termly.
* EAL baseline used & updated
* All CTs using revised writing plans
* Clicker, spellcheckers, indiv support in place
* Pupil peer/self- assessment in evidence
* Pupils can talk about their levels/progress
* Handwriting and word processing evidence
* Staff group discussion during learning partnerships visits.
* PLJ observation records
* Results re e-lips assessments
* Pathways for play development created
 | **Consider impact on pupil progress/teacher confidence**(Literacy focus to begin)Audit Planning/Assessment protocols & review: Sept 21Feedback strategies: Oct 21 Learning partnership – Oct 21Review of pupil views: Inset 3 Language of learning: Inset 3Review (in working groups) with numeracy focus Feb/March 22 Review (in working groups) with IT focus in April/May 2022Initial selection for grps: Aug 21Assess/review groups: Nov 21Assess/review indiv: Feb 22 **Initial input in term 1. Re-visited at each inset*** Initial plan – Aug ‘21

Review - Oct ‘21* NCCT groups in P7 and P4 (Clicker) – T1
* ‘Language of Learning’ focus– T2 (Jan-March)
* Handwriting/IT – T2 (Jan-March 22)
* Visits for staff between ELC & P1/2

(Oct – Dec 21)* ELC/ school staff meet to set literacy pathway (Inset 4)
* ELC/ school staff meet to set literacy pathway (Inset 5)
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| **Ongoing Evaluation** |
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| **National Improvement Framework Priority:**  **Improvement in children and young people’s health and wellbeing** |
| **Focused Priority:**  School Leadership, Teacher Professionalism, Assessment Progress |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| 1.2 Leadership of Learning, 1.3 Leadership of Change2.1 Safeguarding & Child Protection, 2.2 Curriculum, 2.4 Personalised Support2.7 Partnerships3.1 Ensuring Wellbeing, Equality & Inclusion | 1.2 Leadership of Learning, 1.3 Leadership of Change2.1 Safeguarding & Child Protection, 2.2 Curriculum, 2.4 Personalised Support2.7 Partnerships3.1 Ensuring Wellbeing, Equality & Inclusion, 32. Securing children’s progress |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| **Promoting wellbeing*** Improving pupil wellbeing by tracking feedback via survey and planning targeted interventions.

**Outdoor education** * Increased time learning outdoors (ELC & school)
* All pupils will access a progressive outdoor learning programme
* Support full participation
 | * Tracking pupil wellbeing
* Collate and share results of formal studies with all staff
* Identify & implement supportive strategies.
* Build on the work undertaken with ES re Virtual Nature Schools
* N4 – 7 programme for Outdoor Learning created
* Purchase outdoor clothing
 | * CTs to evaluate results and identify target pupils/groups
* School/ELC staff CPD (incl 1st aid)
* Staff share VNS/ Outdoor Work with parents.
* Office staff
 | * Glasgow motivational study & SHINE results
* Staff observations
* Pupil focus groups
* Outdoor work features in timetables/calendar
* Pupils/parents surveyed re use of outdoor areas
* Clothing being used
 | May 21/Sept 21: Glasgow studyApril 21/April 22: SHINE studyELC weekly walks start Oct 21NT to support language of learning (peri visits 3-weekly)Showcase ELC work – Nov 21P1 -3 Seasonal walks: Term 1bP4–7 Natural Connections:T1b |
| **Ongoing Evaluation** |
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| **National Improvement Framework Priority:**  **Improvement in employability skills and sustained, positive school-leaver****destinations for all young people** |
| **Focused Priority:**  School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children’s Progress, School Improvement |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| 1.1 Self-evaluation for self-improvement, 1.3 Leadership of Change 1.5 Management of Resources to Promote Equity2.2 Curriculum, 2.5 Family Learning, 2.6 Transitions, 2.7 Partnerships3.1 Ensuring Wellbeing, Equality & Inclusion3.3 Increasing creativity & employability  | 1.1 Self-evaluation for self-improvement, 1.3 Leadership of Change 1.5 Management of Resources to Promote Equity2.2 Curriculum, 2.5 Family Learning, 2.6 Transitions, 2.7 Partnerships3.1 Ensuring Wellbeing, Equality & Inclusion3.3 Developing creativity skills for life and learning  |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| **Maintain/develop IT skills** * Increased confidence & motivation in IT usage for pupils, staff & parents
* Digital Leaders Prog & Digital Schools Award moved forward

**Empowerment for all*** Curriculum Rationale re-visited via How Good is OUR School to empower pupils, parents and staff
 | * Purchase of 12 netbooks
* Use of IT to support writing
* Use of IT Rus in planning
* Moderation of IT teaching
* CT to track progress in DL & DSA and organise CPD
* After school club for pupils & Family learning in IT
* Audit current practice
* Survey pupils, parents & staff to inform Action Plan
* Liaise with pupil/staff groups and Parent Council re priorities/timescale.
* Refresh vision, values & aims to reflect updated aspirations of local community.
 | * Admin staff
* CT/SfLT/SfLAs
* CT/NCCT/SfLT
* SLT/CTs
* IT Lead Teacher
* PSA/CT
* Staff team
* Staff leads/CTs
* SLT/ELC staff
* SLT + school & ELC staff
 | * Purchase complete
* IT progs being used
* RU/Benchmarks used
* Moderation evidence
* Audit for DL/DSA used & updated
* Pupil/family attending
* Audit set/undertaken
* Surveys shared & completed
* Notes of meetings, agreed priorities and timescales
* Refreshed V, V & A written and shared with the wider school community
 | * Depends on IT team
* From Aug 21
* From Sept 21
* Staff meetings/Inset 3
* Audit update – Inset 3. 4 & 5
* T1b & Covid depends
* Sept/Oct 21
* Oct/Nov 21
* Nov/Dec 21
* Nov/Dec 21
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| **Ongoing Evaluation** |
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