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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 Equity  2.1 Safeguarding & Child Protection, 2.4 Personalised Support, 2.5 Family Learning  2.6 Transitions, 2.7 Partnerships  3.1 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 Equity  2.1 Safeguarding & Child Protection, 2.4 Personalised Support, 2.5 Family Learning, 2.6 Transitions, 2.7 Partnerships  3.1 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 Relationships  Nov – T2 Learning & Teaching  Feb – T4 Health & wellbeing  March – T3 Our school & community  May – 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 equity  2.2 Curriculum, 2.3 Learning, Teaching & Assessment, 2.4 Personalised Support,  2.6 Transitions, 2.7 Partnerships  3.2 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 equity  2.2 Curriculum, 2.3 Learning, Teaching & Assessment, 2.4 Personalised Support, 2.6 Transitions, 2.7 Partnerships  3.2 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 21  Feedback strategies: Oct 21 Learning partnership – Oct 21  Review of pupil views: Inset 3  Language of learning: Inset 3  Review (in working groups) with numeracy focus Feb/March 22  Review (in working groups) with IT focus in April/May 2022  Initial selection for grps: Aug 21  Assess/review groups: Nov 21  Assess/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) |
| **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 Change  2.1 Safeguarding & Child Protection, 2.2 Curriculum, 2.4 Personalised Support  2.7 Partnerships  3.1 Ensuring Wellbeing, Equality & Inclusion | | | 1.2 Leadership of Learning, 1.3 Leadership of Change  2.1 Safeguarding & Child Protection, 2.2 Curriculum, 2.4 Personalised Support  2.7 Partnerships  3.1 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 study  April 21/April 22: SHINE study  ELC weekly walks start Oct 21  NT to support language of learning (peri visits 3-weekly)  Showcase ELC work – Nov 21  P1 -3 Seasonal walks: Term 1b  P4–7 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 Equity  2.2 Curriculum, 2.5 Family Learning, 2.6 Transitions, 2.7 Partnerships  3.1 Ensuring Wellbeing, Equality & Inclusion  3.3 Increasing creativity & employability | | | 1.1 Self-evaluation for self-improvement, 1.3 Leadership of Change  1.5 Management of Resources to Promote Equity  2.2 Curriculum, 2.5 Family Learning, 2.6 Transitions, 2.7 Partnerships  3.1 Ensuring Wellbeing, Equality & Inclusion  3.3 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 |
| **Ongoing Evaluation** | | | | | |
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