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| **Capshard Primary School BadgeCapshard Primary School Badge*CAPSHARD PRIMARY SCHOOL***  **Standards and Quality Report**  ***Achieving Excellence and Equity***  **2020-2021** |

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| **Our School Vision**  At Capshard Primary School we believe that learning should be engaging, relevant and challenging. Learners should feel valued, respected, listened to and happy. Our community is at the heart of everything we do and all stakeholders work together to ensure our values are fully embedded in our curriculum.  **Our School Motto**  **Steps to Success…**  **Learning Together, Moving Forward Together**      **Curriculum Drivers**  **Challenging Opportunities Empowerment Sustainable Community Equity** |
| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | **School 512 ELC 161** | | | | | **FME** | **43** | | | | | **Attendance (%) 94.7%** | **Authorised** | **3.39%** | **Unauthorised** | **1.91%** | | **Exclusion (%)** | **0** | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | **£42, 293** | | | |   Capshard is a large primary school located in the Dunnikier area of Kirkcaldy. The school is part of the Kirkcaldy High School cluster. The other schools in the cluster group are Torbain, Valley and Fair Isle.  In October 2015 Capshard and Torbain Primary schools came together under a Joint Headship, this has resulted in a strong partnership across the schools. This partnership has impacted very positively on both Learning Communities, providing a variety opportunity for shared working and moderation.  The school has recently undergone an extensive rebuilding programme which added a large nursery, classroom space and community area to the existing school. The new facility opened in 2019. This provision has allowed choice of nursery places for up to 200 pupils. The school currently has facilities to offer around 500 mainstream places.  The school has excellent links with the community (e.g. local church, Community Police & Fire Service, St Andrews University, and with local businesses including Greens Supermarket) and we offer a range of academic and active learning after school clubs including: football, running, netball, dance, choir, construction, ECO and ICT. Capshard works in conjunction with the Active Schools Co-ordinator who operates within the cluster. We work in partnership with the health professionals including the Integrated Community School Team.    **Early Learning and Childcare Setting:**  **Impact and outcomes -** We have a committed staff team who engage in professional development and involve themselves in reflective reading and action research as well as some leading aspects of curricular work. Staff contribute to the wider life of the school through e.g. running of clubs and involvement in cluster work. We have key members of staff who are involved in work across the council e.g. HWB, PEPAS, etc.  The socio-economic position of Capshard primary school limits the PEF funding received. This session the funding has been utilised to targeted group of children to enhance their speech and language and communication skills. |

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| **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  **Focused Priority: HWB – Playground & Emotion Works** | |
| NIF Priority  Improvement in children and young people’s health and wellbeing  NIF Driver  School Improvement | HGIOS 4 Quality Indicators  3.1 Ensuring Wellbeing, Equality & Inclusion  HGIOELC Quality Indicators  3.1 Ensuring Wellbeing, Equality & Inclusion  3.3 Developing creativity and skills for life and learning |
| **Progress:**  ***Emotion Works***   * INSET with all staff re. **‘Build Back Better’**, including **Emotion Works / Wellbeing** & ***\*SHANARRI*** *baseline* using Fife ‘Staff Wellbeing Continuum of Support Resource & Info’ – a clear focus for recovery in Term 1 * Sharing Practice session to support implementation of Emotion Works Recovery Programme to support children’s emotional wellbeing.   **Nursery**   * Nursery staff training led by Nicola McNab focusing on how the Emotion Work’s resource can be used to support wellbeing and self-regulation.   ***5 WAYS TO WELLBEING***   * Staff engaged in a sharing practice session and focused professional development on this through GLOW. There was a clear focus on 5 Ways to wellbeing through assemblies and also through providing opportunities for the children to Take Notice and Connect through outdoor learning opportunities. * Branch Out P7   Videos/activities from the Branch Out Programme were shared weekly with a focus on the 5 ways to wellbeing promoting emotional wellbeing in P7s. This wasn’t implemented fully and should be looked at further next session.  **Nursery**   * The nursery home learning programme was based on ‘5 ways to wellbeing’. The daily activities related to one of the 5 ways to wellbeing, supporting mental and physical health.   ***Playground – led by Cathy Glen***   * Class resources boxes and structured playground games created and implemented to facilitate friendships and emotional wellbeing on return to school. All staff facilitated games to encourage development of positive wellbeing and relationships. * Resources for structured play further developed and whole school progression of outdoor learning/activity cards implemented, with skill development being the focus. * Outdoor Learning Cards used to support planning for outdoor learning in a progressive way. Cards were linked to specific activities for each stage within the progression. | |
| **Impact:**  ***Emotion Works***  The majority of classes use Emotion Works well to support the development of emotional wellbeing. Feedback from staff through Forms showed that most see the benefits of this for pupils.  *“Emotion Works a great tool to use for pupils to highlight their worries”*  *“Using this has helped enable the children to articulate emotions and develop strategies to cope with emotions”*  **Nursery**  All nursery practitioners use Emotion Works to support emotional well-being. Feedback from staff showed they valued the resource and felt it had a positive impact on the children. Pupil feedback, through observation and discussion, showed that the children were able to talk about emotions, triggers and feel better strategies. Their views have been captured in the nursery journal.  *“Has been a great tool to support children to self-regulate.”*  *“The emotion work props have helped children to explore and identify the links between facial expressions and emotions.”*  ***5 Ways to Wellbeing***  Branch Out supported opportunities to discuss emotional wellbeing, to help normalise and to support dialogue. The programme supported the children to make sense of how they feel and the effect on everything around them. Almost all children engaged and showed understanding of the 5 ways to wellbeing though the lessons, though moving into lockdown in January made the delivery difficult. This will be further implemented and embedded next session supporting wellbeing, decision making and change (transition).  *“Pupils have recognised how to support their own mental health and how the way they feel can have an impact on the world around them”*  *“Branch Out was used well to introduce the 5 Ways to Wellbeing, supported by Emotion Works, though more could be done with this to support emotional wellbeing and transition”*  **Nursery**  In nursery, the 5 ways to well-being was used to support the home learning programme during lockdown. The success of this is evident in feedback from staff and families. The nursery also uses the Leuven Scale of Well-being to support transitions to nursery, helping staff to identify children requiring targeted support.  *“Staff are more aware of how to support children, due to lockdown children are coming to nursery more anxious about leaving parents, appropriate support is being given to children and their families”.*  *“Lockdown provided the opportunity to identify, develop and promote, both individually and as a team, the 5 Ways to Wellbeing, through produced activities on Seesaw. Activity engagement figures reflected our success, with both families and the children participating.”*  ***Playground***  A focus on playground games at the start of the year had a positive impact on supporting children to re-connect and build positive social relationships with peers as well as developing skills in problem solving and co-operation. All classes engaged in outdoor learning sessions using learning cards successfully. Feedback from staff led to the development of linking cards to activities within the progression, as staff felt they could be differentiated for all stages. This meant a more cohesive progression of skills across stages.  *“Playground games, ideal at the start of the school year. This created unity/teamwork within classes. It also reduced the amount of children who ‘wouldn’t engage’ in games during breaktimes as they were supported by adults. Once these sessions ended the children successfully continued to ‘play’ games together – more willing to include everyone.”*  *”The children developed team building skills and resilience when using the outdoor learning cards which transferred to the classroom, The outdoor learning box provided focus for activities.”* | |
| **Next Steps:**   * Emotion Works to be fully embedded across the school, with a progression and bank of resources created for all staff, led by Sarah Templeman * Branch Out fully implemented in P7 with pre and post data to analyse impact on emotional wellbeing of P7s, led by * SHANARRIbaseline & focused work on wellbeing indicators; as well as the use of the Leuven Scale and Resilience Tracker to be used to identify and target interventions with key learners will be implemented next session through SfL * Utilise Pupil Play Champions to embed outdoor learning practise further, share Rationale with parents and create video share rationale, practise and gather feedback.   **Nursery**  Continue to use the Leuven Scale of Well-being to support transitions to nursery, helping staff to identify children requiring targeted support. Make sure all staff have a continued shared understanding of how emotion works can be used to support emotional wellbeing and self-regulation. | |

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| **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  **Focused Priority: Literacy** | |
| NIF Priority  Improvement in attainment, particularly Literacy & Numeracy  NIF Driver  Teacher Professionalism | HGIOS 4 Quality Indicators  2.2 Curriculum  2.3 Learning, Teaching & Assessment  3.2 Raising Attainment & Achievement  HGIOELC Quality Indicators  3.2 Securing children’s learning  3.3 Developing creativity and skills for life and learning |
| **Progress:**   * Literacy Rationale/Expectations implemented – Staff engaged in a collegiate session to evaluate and collate the feedback re: “What makes a good reading session?” from last session and the feedback also re the Workshop for Literacy collegiate session. As a result, Literacy Rationale/Expectations were created and shared with staff along with WfL guidance to support learning and teaching of Literacy. * Literacy Resources Programme developed with links from Wordsmith to IDL outlined – staff contributed to creating a programme of key resources at each stage, highlighting progression but also identifying gaps. This was collated and put into planning folders, staff have continued to add to and amend this over the session which has been used to inform next steps. * Use of Bug Club to support online/Home Link Learning – Staff focused on the development of Guided Reading sessions in Term 1 which supported Homework and also the period of Home Learning from Jan – March 21. Staff can all access and use Bug Club. * Develop WfL approach to teaching reading skills through Shared Reading Approach – Staff have engaged with and implemented the use of Wordsmith resources to focus whole class shared reading sessions. After the success of the Lesson Study approach last session, the plan was to build on this and further develop approaches to shared reading. Staff engaged in a collegiate session in Nov 20 and reflected on the use of the Wordsmith resource. Time was given to plan collegiately to develop a Literacy focus linked to IDL to then further develop writing, however the implementation was affected by the period of lockdown. This will be continued next session.   **Nursery**   * Nursery staff training on Playful Pedagogy approach in Literacy in line with ***‘***Realising the Ambition***’*** Guidance. -The staff use responsive planning to tap into the interests of the child, creating meaningful environments and experiences both indoors and outdoors. The spaces are carefully designed to create opportunities for interaction and communication. The nursery is a safe space where children can express themselves verbally and non-verbally. The staff use the ‘Communication Handbook’ from Speech and Language services to support communication and language development. | |
| **Impact:**   * All staff were involved in the process of creating the literacy rationale and expectations, informing the development of Literacy across the school in a meaningful way. * All classes have engaged in the use of Bug Club to develop guided reading sessions and support Home Learning, showing increased confidence in use of the resource and evidence of commitment and consistency in approaches to L&T of guided reading and supporting home learning. * L&T of reading supported at home   **Nursery**   * In nursery many children are showing high levels of involvement during play and during adult-led literacy sessions. The e-lips assessments have shown that children are making significant progress in literacy and communication. The nursery team, work in partnership with the speech and language team to support children and families. We are guided by their expertise and provide personalised support to meet the needs of individual children in our care.   **Feedback from Staff:**  *“Bug club has been very valuable as a home learning support, both during the extended home learning period and for homework.”*  *“The use Bug club during home learning has allowed pupils to work on fluency, comprehension and provided continuity for both teachers and pupils (also supported parents)”*  *“The children are now much more familiar with the set up and this was a great tool during home learning.”*  **Feedback from Pupils:**  *WWW*  *“I enjoy answering the Bug Quizzes!”*  *“I like how your teacher can see when you’ve read it”*  *“I like the layout, the games and the actual books too”*  *“I like the ‘Read to me’ option”*  *EBI*  *“Sometimes Bug Club is a bit glitchy and can be annoying wen passwords don’t work”*  *“Sometimes it says you haven’t done things when you have, that’s annoying”*  **Feedback from Parents:**  *“My son engages well with Bug Club and enjoys the activities, he can be more independent.”*  *“…..enjoys the reading activities in Bug Club and loves collecting the coins!”*  *“We had issues getting logged in at first, but the teacher sorted this for us and it’s great. Love to see all the books that are allocated, and the games and activities are fun for my daughter.”*   * Almost all classes have engaged in the use of Wordsmith to develop shared reading and WfL approach * Most stages have clear contextualised learning pathways in literacy evident – gaps have been identified. * Clear progression of core & supplementary resources across the school for all aspects of Literacy across learning – gaps have been identified. * Almost all staff have identified a better understanding of WfL approach through shared reading/use of Wordsmith   **Feedback from Staff:**  *“Wordsmith links to topic well, giving the children a more in-depth understanding of the topics as a whole. Children are able to transfer their knowledge and skills across the curriculum. Wordsmith also allows children to link their literacy to other areas of the curriculum such as drama to help them reinforce their learning.”*  *“Wordsmith has been a great resource to have while going through our topic of space as it has lots of excellent IDL links, along with follow up. Through the use of Wordsmith we as a class have engaged with a novel and activities that could be easily differentiated to suit the needs of the pupils.”*  *“Wordsmith used regularly to teach grammar in context and this also links well to IDL.”*  *“We have utilised Wordsmith to deliver literacy lessons and have found shared reading sessions to be inclusive and has sparked great discussion.”*  **Feedback from Pupils:**  *WWW*  *“I really liked reading ‘Goodnight Mr Tom’ together. It helped me understand our topic more”*  *“I think reading the book related to our topic has given me a better understanding of WW2 and circumstances of people”*  *“It helps you put yourself in the topic”*  *“I think shared reading is better than research. You learn more about the topic and share and enjoy the story”*  *EBI*  *“It would be better if we each had our own book to read rather than having to share”*  **Feedback from Nursery Staff:**  *“Staff are more confident with understanding how to support and develop literacy through reading, group discussion and literacy tasks”.*  *“The setting is more intimate, and literacy is embedded in each area.”* | |
| **Next Steps:**   * Continue to update resources where gaps have been identified this session in the Literacy IDL programme. * Further update of reading records to include ‘Independent’ section from Bug Club and agreements re use for Reading for Enjoyment. * Collate and share feedback on use of Wordsmith/Development of shared reading with staff collectively – build on this and further develop Writing (including Phonics/Spelling) as identified by staff in feedback.   **Nursery**   * Continue to use this approach to provide high quality literacy experiences across the whole nursery setting. Ensure new members of staff have a shared understanding and suitable training provided if required. * Continue using ‘playful pedagogy’ approach in Literacy and begin to explore a ‘playful pedagogy’ approach in numeracy. | |

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| **Attainment of Children and Young People** | |
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| **Outcomes for Young People** *(secondary only)* | |
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| **Evidence of significant wider achievements** |
| **Collegiate working/Upskilled use of ICT/Creative approaches to learning during period of home learning**  (See below school closure)   * Feedback from staff highlights that collaboration and collegiately has been a real positive during lockdown. * Creation of virtual nativity/P7 Show * Building community in the school – implementation of House System and appointing first ever P7 Pupil House Captains   **Social Enterprise Award**  **HNIOS**   * Building on from the success of gaining the HNIOS Award, staff engagement in continued professional learning in for example Outdoor Learning and Nurture this session has impacted positively on experiences for children. |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| **Expectations for Remote Learning:**  Agreements:   * Nursery – P3 Seesaw * P5-P7 – Teams * Info and guidance sent out to parents.   We reflected on successes and challenges of the first period of remote learning and used staff, pupil and parent feedback to enhance and improve our practice. Agreements were made at the start of the session to continue to use Seesaw and Teams as a tool for Homework. This also gave staff the opportunity to monitor engagement and make links with parents prior to the further lockdown in January 2021.   * Weekly whole school communication to parents * Monthly updates/Overviews sent out * Consultation with Parents through Forms in March 20 and in Dec 20 * Analysis of feedback led to clarifying and updating our overview as well as ensuring whole school consistency in approach to expectations, despite the use of different online Apps for Home Learning.   Agreements across every stage:   * Daily Challenges – activities aimed at learning through play/fun. * Daily Literacy (e.g. Reading through Bug Club/Spelling/Phonics/Writing). * Daily Maths/Numeracy. * HWB & IDL (related to class topics) across the week through e.g choice grids * Other areas of the curriculum as appropriate through, for example, topic work or * Other areas of the curriculum as appropriate through, for example, topic work or discrete subjects   All classes shared weekly overviews at the start of the week with parents and almost all classes created weekly virtual classrooms.  **Data for Engagement Levels:**  (% of children in classes regularly engaging – submitting, on average at least one piece of work a day)   |  |  |  |  | | --- | --- | --- | --- | |  | **Jan 21** | **Feb 21** | **March 21** | | **Early Level**  **(Seesaw)** | 96% Accessed  90% Regular Engagement | 98% Accessed  86% Regular Engagement |  | | **First Level**  **(Seesaw)** | 98% Accessed  90% Regular Engagement | 98% Accessed  91 % Regular Engagement |  | | **Second Level**  **(Teams)** | 98% Accessed  86% Regular Engagement | 99% Accessed  89% Regular Engagement | 95% Accessed  82% Regular Engagement | | **Overall School Average** | 97% Accessed  89% Regular Engagement | 98% Accessed  89% Regular Engagement |  |   95% of P5-P7 parents surveyed said they were using TEAMS successfully  94% of P1-P3 parents surveyed said they were using SeeSaw successfully  Overall Parents reported:  In P1-P4:  86% felt the amount of work was appropriate  3% felt there was not enough work and  11% felt there was too much  In P5-P7:  89% felt the amount of work was appropriate  8% felt there was not enough work and  3% felt there was too much  **Successes:**   * Improved digital skills for staff, pupils and parents/families. * Staff engagement in Webinars, and working collegiately to upskill in use of apps/platforms * Creative approaches to L&T- use of videos to teach new concepts; live lessons; use of split screens; Blogs & “Classroom Chatter” channels; video & voice clips; weekly live “Capshard Catch Up”; weekly virtual classrooms * Communication and daily contact with families – Direct contact with teachers through Glow Email; “Ask the Teacher” channel; Online Q&A sessions with Parents; Live Coffee Mornings (developed as a result of feedback from parents)   *“The communication and understanding from school staff has been fantastic”*  *“The level of communication from the teachers is excellent. They are so helpful and available always”*  *“The regular posting and replying to completed work has been great”*   * Flexibility and choice for families – engaging in digital platforms or emailing/phoning in; we shared expectations of activities across the week setting the balance of Assignments/choice grids and families completed what they could when they could. Options were given for submitting work - through email, Assignments, or “sharing Learning” channels. * Feedback – submission of Assignments and sharing work on “sharing learning” channel has allowed for regular appropriate feedback from teachers as well as the opportunity to engage in peer feedback.   *“Giving excellent feedback. Really appreciate everything teachers and staff are doing to support kids in these unusual times”*  *“My son has been getting positive feedback but also being asked to extend on answers if need be. Comments and marking are coming back quickly too”*   * Engagement in whole school and cluster challenges e.g. HWB – “Move it March!” (developed as a result of feedback from parents that they liked this connectedness in families and across the school). * Virtual assemblies linked to the 5 Ways to Wellbeing, encouraging a sense of connecting with each other and recognising achievements/celebrating successes through sharing photos and video clips.   Summary of feedback from Parents Feb 21  <https://sway.office.com/vFckJE8MEJqHPj6R?ref=Link>  **Challenges:**   * Managing work/life balance and managing home learning and home working – HWB for staff * Assessment of learning and ensuring progress for all * Suiting the needs of all & manageability for families at home with children at different stages. Feedback from parents showed preferences for different types of activities. * Technology issues – access/resources/Wifi issues/Issues with logins |
| **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 | 4 | | Additionality in staffing | 1.0FTE Teaching Staff |   All children who received a device regularly engaged in online learning as per engagement stats and analysis.  *“It was great getting a computer because I wasn’t able to get onto Teams, my mum only had her phone and it was hard to share with my brothers and sisters”*  Additionality of teaching staff supported classes with HWB and outdoor learning. |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** |
| **Progress:**  EYO & PSA supported P1 using a ‘Stepping Stones’ early intervention approach in Primary 1 with a targeted group in P1.  Invested in resources to develop a sensory room and relaxation lounge in order to support nurture and wellbeing in Early Years.  EYO has supported the Playful pedagogy approach – upskilling P1 staff  Resources purchased to support Literacy – reading for enjoyment books/Puppets/WfL booksets – providing more quality literacy learning experiences. |
| **Impact:**  Almost all children in the targeted groups have shown improved BASE results from pre to post.  Almost all children in the target groups have benefited from use of new literacy resources and shown an increased interest in reading stories and increased engagement in these literacy sessions.  *“It has been great to work together to create the sensory room and relaxation lounge. This will make such a difference and improve the children’s readiness to learn”* |

**School/Setting Name: CAPSHARD PRIMARY SCHOOL & ELC**

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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** | **Very Good** | **Very Good** | **Good** |  |
| **2.3 Learning, teaching and assessment** | **Good** | **Good** | **Good** |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | **Very Good** | **Very Good** | **Very Good** |  |
| **3.2 Raising attainment and achievement** | **Good** | **Good** | **Good** |  |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | **Good** | **Good** | **Good** |  |
| **2.3 Learning, teaching and assessment** | **Good** | **Very Good** | **Very Good** |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | **Good** | **Very Good** | **Very Good** |  |
| **3.2 Securing children’s progress** | **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** |  |  |  |
| **Quality of environment** |  |  |  |
| **Quality of staffing** |  |  |  |
| **Quality of leadership and management** |  |  |  |

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| **National Improvement Framework Priority:**  Improvement in children and young people’s health and wellbeing | | | | | |
| **Focused Priority: HEALTH & WELLBEING – Emotion Works** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 3.1 Ensuring Wellbeing, Equality & Inclusion | | | 3.1 Ensuring Wellbeing, Equality & Inclusion  3.3 Developing creativity and skills for life and learning | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| For all staff to be trauma informed and aware of the support and guidance available to support pupils, parents and staff.  Children have increased their ability to self-regulate and manage emotions effectively.  Impacting positively on readiness to learn in class after transitions.  Children have strategies to cope with emotions and coping, including transition.  Children able to identify their own strategies in supporting their emotional wellbeing.  Increased understanding of ASN and how best to support children  More structured ways to gather information re children’s needs, clearer interventions. | **Emotional Wellbeing**  Use the ‘Glasgow Wellbeing and Motivation Profile’ for children to evaluate their own wellbeing in line with the principles of GIRFEC allowing us to evaluate progress and identify next step in emotional wellbeing.  Embedding of Emotion Works across whole school & Nursery.  Work towards achieving the Emotion Works accreditation and build a bank of Emotion Works resources for all staff to access.  Fully implement Branch Out Programme in P7.  SHINE Survey to be completed by P6 & P7.  **Equity and Inclusion**  All engage staff engage in and complete Autism Level 1 training and Making Sense of Dyslexia Module 1 training – Introduction to dyslexia and inclusive practice.  Implementation of The Circle resource (Education Scotland) to support inclusive learning and collaborative working.  Use the Dimension tool (a structured way of looking holistically at a child’s additional needs) to inform next steps regarding referrals/interventions  **NURSERY**  (as above – Emotion Works & Equity and Inclusion) | Jennifer Scott SfL  Fiona Ward  All staff  led by Sarah Templeman  P6 & P7 Teaching Staff led by Nicola McLean  All staff  Teaching Staff  led by Fiona Ward  Jennifer Scott SfL  Fiona Ward | | Feedback from the Profile  Monitoring and Tracking of wellbeing through discussions with teaching staff  Pre/Post assessments  Emotion Works Questionnaires  Pupil pre/post feedback  Staff pre/post feedback  Pupil pre/post feedback  Staff pre/post feedback  Feedback from staff, parents & pupils  Feedback from staff, parents & pupils  Pre/Post Questionnaires  Feedback from staff, parents & pupils  Pre/Post Questionnaires | Term 1  Then identify next steps in Term 4 to track the impact of interventions  Term 1 – Collegiate session/Baseline evaluations  Term 3/Term 4  Term 1  Term 2  Term 2  Term 2 |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**  Improvement in attainment, particularly Literacy & Numeracy | | | | | |
| **Focused Priority: LITERACY – Writing & Digital Literacy** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.2 Curriculum  2.3 Learning, Teaching & Assessment  3.2 Raising Attainment & Achievement | | | 3.2 Securing children’s learning  3.3 Developing creativity and skills for life and learning | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Consistent approaches to teaching spelling, shared understanding and high expectations from all staff.  Learners engaged in purposeful, effective shared reading and linked writing learning experiences, using the WfL approach – through meaningful contexts.  Increased attainment in writing in P4 & P7 through SNSA data.  Consistent approach to teaching Handwriting, shared understanding and high expectations from all staff. Improved handwriting and presentation across the school.  Increased awareness/understanding of internet safety for pupils/parents.  Progressive pathway in digital literacy | Review and evaluate spelling resources. Purchase new spelling resource. Develop Phonics/Spelling planners linked to WfL progression with links to reading resources  Develop L&T approaches to shared reading & writing through collegiate sessions – review and share use of Wordsmith. Evaluate and update writing agreements/cycle of marking.  Identify Target groups at First & Second Level to develop literacy skills (Implement Rapid Writing).    Purchase & Implement Nelson Cursive, including online software.  Staff engage in training.  **DIGITAL LITERACY**  Appointment of Digital Leaders P6 & P7  Work towards gaining the ‘Digital Schools Cyber Resilience Award’ | Teaching staff  DHTs  Teaching Staff led by Sharon Thibert &  Paige Fox  SfL  Paige Fox  DHTs  Teaching Staff  Rachel Stone  Jennifer Drummond | | Teacher focus on formative assessment – identifying errors, evidence of children transferring spelling patterns to writing.  Staff, Parent & Pupil feedback  Feedback from staff and DHT monitoring through Planning & Tracking Meetings.  Feedback from Pupils in relation to Novels/Wordsmith & development of writing  Monitoring of Writing Jotters  Staff, Parent & Pupil feedback  Analysis of SNSA scores in relation to CfE levels  Evidence in pupils’ jotters  DHT monitoring Jotters  Staff, Parent & Pupil feedback  Pupil, staff and Parent feedback | Term 2  Term 2 Nov INSET  Term 3 Jan-April 22  Term 1 Sept 21  Term 1  Term 2/3 |
| **Ongoing Evaluation** | | | | | |
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