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| ***Kirkcaldy North Primary School***  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | School – 175  Nursery - 15 | | | | | **FME** | From Healthy Living Survey February 2020  43.2% (P4-7 only) | | | | | **Attendance (%)** 84.46% | **Authorised** | 7.84% | **Unauthorised** | 7.66% | | **Exclusion (%)** | 0.05% | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £109,256 | | | |  |  |  |  | | --- | --- | --- | | **Vision** | **Values** | **Aims** | | ***Keeping North Primary Successful*** | **KNPS CARES**  **C**ompassion  **A**mbition  **R**espect  **E**quity  **S**uccess  **We show compassion through kindness**  **We have ambition to achieve**  **We show respect through our behaviour and attitude**  **We value equity through fairness**  **We celebrate success** | ***“Applying learning skills for a successful life”*** |   Our vision, values and aims above were refreshed in session 2019-20 with all stakeholders and these continue to be embedded into the daily life of the school. House points, award certificates and achievement celebrations are all linked to the shared vision. Our positive behaviour and relationships policy has been updated to ensure it has our values at it’s core and our nurture statement for the school continues to be a focus as we work on our cluster target, incorporating lessons learned from school closures during the Covid pandemic. |

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| **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  Develop whole school staff understanding of nurture. | | |
| NIF Driver  NIF: School Leadership  NIF: Teacher Professionalism | HGIOS 4 / HGIOELC Quality Indicators  HGIOS4 3.2 Teacher Professionalism  HGIOS4 1.3 Leadership of change | |
| **Progress:**  *We focussed on the 6 principles of nurture and how we can meet these through universal and targeted practice in KNPS. This was grounded in professional learning undertaken by staff and evaluation of current practice as well as information from feedback given to us by parents and children. The resulting policies have allowed more positive practice in the school and a moderated approach to incidents and restorative practice.*  ***Professional Learning.***  *Staff groups worked to gather knowledge and understanding about nurture principles and share this professional learning as a whole staff in team meetings. Documents developed were collaborative, including The KNPS Nurture Statement and Positive Relationships and Behaviour Policy. These documents were reviewed again on return to the school building when staff found the needs of the children had changed. As a result, children have a consistency of approach from all adults and are able to return to learning more quickly following use of personalised strategies.*  ***Consultation with all stakeholders.***  ***Parents***   * *Staff made weekly phone calls with parents.* * *Regular collection of views through ‘Friday Feedback’ taking no more than 1 minute to complete.* * *Microsoft Forms to gather information about digital devices and availability of internet and to ascertain needs for our families.* * *The Parent Council met with the HT monthly and shared views from the wider parent group.* * *During SLT hone calls home parents views were always sought on the management of change and leadership of learning during school closures and return to school.*   ***Staff***   * *All staff undertook Nurture self-evaluations at the start of the school session and again in Feb 2021.This was based on ‘How Nurturing is Our School’ documents created by the EP Service. All staff were able to contribute specific examples to demonstrate understanding of Nurture in daily interactions.* * *Staff were also involved in self-evaluation and consultation around the school’s use of the Fife de-escalation process and guidance. This formed the basis of staff training led by the EP.* * *A Mindframes Survey was completed in December 2020 regarding leadership and feedback used for implementing change in Term 3.*   ***Children***   * *The children were consulted on and were part of planning the school environment to ensure all classes provided the same nurturing ethos. The children were also part of decision making about playground development, choosing new playground games to be painted on the tarmac to compliment the changes made over the last two years.* * *A shared language of nurture was developed with the children including scripts that adults would use for situations and incidents that arise including ‘when things are tricky’, ‘problem solving’, ‘choice/no choice’, ‘big deal-little deal’ and others.* * *The children did baseline assessments in Emotion Works and have evidenced that they can name far many more emotions following whole school work using the Emotion Works Recovery Programme. This will be an ongoing whole school approach with along term aim of the children being able to name, understand and regulate independently.* * *The children completed self-evaluation discussions with class teachers and fed back in discussions with the HT weekly during assemblies about the return to school and how the Covid Pandemic was affecting the school community. Individuals having difficulty settling back to school routines and learning were offered 1:1 time to complete questionnaires and plan next steps.*   ***Implementation of Planning.***  *A member of our school staff sits on the Cluster Steering Group for Nurture. Our cluster target is parallel to school improvements in nurture.*  *Work with our Educational Psychologist has included advice, signposting to appropriate supports and agencies and individual work with staff and children. The school EP also assists with Fortnightly reviews of Pro-Active Management Plans. For identified individuals.*  *The ‘Supporting the Return to School’ pack developed by the Educational Psychology service was used by all teachers to provide a collegiate trauma-informed approach. ‘Anxiety Is Normal’ developed by the EP Service is also being used to support children.*  *Social Services have worked with school and Family Support Workers are engaged supporting families and working with school to maximise learning opportunities and develop good routines to support Wellbeing.*  ***Use of Resources***  *Funding from Cash For Kids (£5700) was used to ensure families in need had a regular delivery of groceries and food. Linton Lane Community Centre and Kirkcaldy Masonic Lodges assisted school staff buying and packing supplies. Sky TV drivers donated their time and vehicles to enable the deliveries to happen and school staff visited with the families weekly during drop offs to check in on wellbeing. This was received very positively by our families and feedback stated our families felt this was lifeline.*    *A room in school was designated to continue this practice once the schools were opened again and Pupil Equity Funding allowed us to reorganise and store food supplies, groceries, pre-loved school uniform and donated items. This has been accessed by parents (via phone requests) regularly and children have taken home packages as and when needed. Parents have also collected from the school playground.*  *Signage was designed with the children to encourage self-regulation and develop regulation techniques the children could use independently. These were made into metal signs and put up in the playground. The children are often seen referring to them and can explain to an adult how they are feeling and what they can do about it.*  *Pupil Equity Funding was used to develop whole school use of Emotion Works. This is supported by the annual subscription and lesson plans as well as printable materials and large visuals in the school and the playground. As a result, the children are able to use more words to describe their emotions and are beginning to understand the cause and effect of their behaviour on themselves and others.*  *Pupil Equity Funding was also used to purchase equipment to support children who were finding concentration difficult upon return to school. It was recognised from pupil feedback that anxiety levels were high for the minority of children, but this was having a negative impact on readiness to learn. A variety of resources, including fidget toys, wobble chairs, chewlery, mindful activity books, books for children and professional reading materials for staff have all contributed to calm and purposeful classrooms and children are more able to attend to learning.*  *Budget has also been needed to replace items destroyed as a result of distressed behaviours.*  *Gardening equipment and plants were purchased, and the children have been active in developing their school playground into a greener space with sensory plants, fragrant plants and flowering plants and trees. Feedback in focus groups has been positive and the children like to come back to their playground after school as well. The Parent Council have taken over responsibility for the maintenance of the school garden space and a monthly parent even is encouraging all parents to become a part of this.*  *We have not been able to play with ‘loose parts’ as we normally would in our playground due to Covid Restrictions, and so have used Pupil Equity Funding to paint games and learning aid onto the playground following consultation with the Parent Council and the children.*  *An EAL Teacher for 1 day a week has been funded from Pupil Equity Funding. This has allowed us to target a group in the school community who were not able to access learning during school closures and ensure regular opportunities for individualised learning. This has had a direct impact on literacy and numeracy attainment for most targeted children. Feedback from the children is unanimously positive with all children saying they enjoy the classes and feel more confident as a result. Attendance for the targeted children had also increased on the days the targeted learning takes place.*  *Money from the Scottish Government has been used to fund a teacher for three mornings a week working with targeted pupils to learn techniques to calm and de-escalate when emotions are high. This has led to an ability to co regulate with the support of adults and the next step is to enable children to be able to self-regulate using the strategies taught.* | | |
| ***Impact:***  ***Early Level Classes (P1 children)***  *In P1, despite school closures and 40% average engagement in literacy tasks and 33% in numeracy tasks, the majority of P1 children (65%) were meeting National Expectations for Listening and Talking in May and by June 2021 this had increased to most of the P1 cohort (88%). The majority of P1 children were on track in reading (63%) and the minority had met expectations for writing (31%) in P1.*  ***First Level Classes (P2, P3 and P4 children)***  *On average 40% of P2 children engaged with literacy tasks from home and 51% engaged in numeracy tasks. Most (79%) of P2 children are meeting National Expectation in talking and listening. The majority of children are on track for reading and writing (72%).*  *In P3 an average of 34% of children completed literacy tasks from home weekly and 37% completed set numeracy and maths learning. The majority of children are on track for listening and talking while the minority are on track for reading and writing.*  *Engagement in learning from home in P4 reported that on average 29% of the children completed and returned online learning tasks for both literacy and numeracy. Evidence from individual pupil questionnaires showed us that a group of children in P4 were not ready to return to school and their distressed behaviours were a result of anxiety. This slowed the pace of learning in P4. The minority of children are on track to achieve first level by the end of P4 in literacy, while the majority of P4s have achieved first level in mathematics and number.*  ***Second Level Classes (P5, P6 and P7 children)***  *In the upper school classes five individuals over two classes have experienced significant barriers to learning due to unexpected social anxiety upon returning to a busy setting during a health crisis. This has had an impact on their ability to attend to lessons and sometimes on the ability to be in class at all.*  *Evidence from nurture surveys completed with P4-7 children reflected that most children felt safe in the school building (individual comments were further investigated) and everyone works together to ensure the school is clean and welcoming. Most children felt they were able to give ideas about how their school environment could be improved and they could give ideas for resources for the school and playground. Almost all children felt they were good at keeping themselves safe, their classrooms were welcoming with good ventilation and lighting and they had good spaces where they were able to play or socailise with friends.*  *Engagement with online learning in P5 showed that on average, 30% of children returned completed literacy and numeracy learning tasks weekly.*  *17% (literacy) and 15% (numeracy) of P5/6 children completed and returned online learning tasks weekly during school closures.*  *Engagement with online learning in P6/7 was an average of 26% weekly in literacy tasks and 21% in numeracy tasks.*  *In P5/6 and P6/7 online safety was a major feature with children being distressed as a result of inappropriate use of Apps and social media. This was evidenced in several NOCC referrals and subsequent social work involvement to support families with safe and appropriate use of the internet for children. Evidence from questionnaires and discussions with children shows the children have been able to recognise their emotions and build understanding and resilience in relation to social difficulties. Feedback from plenaries and in discussion groups assures staff that all children know how to report inappropriate internet use and are confident asking adults in school for help if they need to.* | | |
| **Next Steps:**  *In order to ensure attainment rises in literacy and maths we must ensure we have a calm and stable learning environment through meeting the needs of children in distress with appropriate supports and strategies. This will be addressed in our cluster improvement target.*  *Writing attainment must be targeted next session to enable us to fill gaps in learning and move attainment forward. This will be an improvement priority.*  *A robust assessment calendar throughout the school year and built in check points should enable staff to assess whether appropriate pace is being covered to enable children to attain a level at the National Expectation for their age.* | | |
| **Attainment of Children and Young People** | | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Primary 1** | **On track (%)** | **Behind (%)** | **Total** |  | **On track (%)** | **Behind (%)** | **Total** | | Listening and Talking | 88% | 13% | 16 | Information Handling | 63% | 38% | 16 | | Reading | 63% | 38% | 16 | Shape, Position, Movement | 63% | 38% | 16 | | Writing | 31% | 69% | 16 | Number, Money, Measure | 63% | 38% | 16 | | **Primary 2** | **On track (%)** | **Behind (%)** | **Total** |  | **On track (%)** | **Behind (%)** | **Total** | | Listening and Talking | 79% | 21% | 29 | Information Handling | 72% | 28% | 29 | | Reading | 72% | 28% | 29 | Shape, Position, Movement | 72% | 28% | 29 | | Writing | 72% | 28% | 29 | Number, Money, Measure | 72% | 28% | 29 | | **Primary 3** | **On track (%)** | **Behind (%)** | **Total** |  | **On track (%)** | **Behind (%)** | **Total** | | Listening and Talking | 64% | 36% | 25 | Information Handling | 48% | 52% | 25 | | Reading | 36% | 64% | 25 | Shape, Position, Movement | 48% | 52% | 25 | | Writing | 36% | 64% | 25 | Number, Money, Measure | 48% | 52% | 25 | | **Primary 4** | **On track (%)** | **Behind (%)** | **Total** |  | **On track (%)** | **Behind (%)** | **Total** | | Listening and Talking | 22% | 78% | 23 | Information Handling | 17% | 83% | 23 | | Reading | 26% | 74% | 23 | Shape, Position, Movement | 17% | 83% | 23 | | Writing | 22% | 78% | 23 | Number, Money, Measure | 17% | 83% | 23 | | **Primary 5** | **On track (%)** | **Behind (%)** | **Total** |  | **On track (%)** | **Behind (%)** | **Total** | | Listening and Talking | 63% | 38% | 32 | Information Handling | 63% | 38% | 32 | | Reading | 63% | 38% | 32 | Shape, Position, Movement | 63% | 38% | 32 | | Writing | 50% | 50% | 32 | Number, Money, Measure | 63% | 38% | 32 | | **Primary 6** | **On track (%)** | **Behind (%)** | **Total** |  | **On track (%)** | **Behind (%)** | **Total** | | Listening and Talking | 54% | 46% | 26 | Information Handling | 54% | 46% | 26 | | Reading | 54% | 46% | 26 | Shape, Position, Movement | 54% | 46% | 26 | | Writing | 27% | 73% | 26 | Number, Money, Measure | 54% | 46% | 26 | | **Primary 7** | **On track (%)** | **Behind (%)** | **Total** |  | **On track (%)** | **Behind (%)** | **Total** | | Listening and Talking | 44% | 56% | 18 | Information Handling | 39% | 61% | 18 | | Reading | 44% | 56% | 18 | Shape, Position, Movement | 39% | 61% | 18 | | Writing | 39% | 61% | 18 | Number, Money, Measure | 39% | 61% | 18 | |  |  |  |  |  |  |  |  | | **Combined 1,4,7** | **On track (%)** | **Behind (%)** | **Total** |  | **On track (%)** | **Behind (%)** | **Total** | | Listening and Talking | 47% | 53% | 57 | Information Handling | 37% | 63% | 57 | | Reading | 42% | 58% | 57 | Shape, Position, Movement | 37% | 63% | 57 | | Writing | 30% | 70% | 57 | Number, Money, Measure | 37% | 63% | 57 | |  |  |  |  |  |  |  |  | | Level Achieved |  |  |  |  |  |  |  | | Listening and Talking | 47% |  |  | Information Handling | 37% |  |  | | Reading | 42% |  |  | Shape, Position, Movement | 37% |  |  | | Writing | 30% |  |  | Number, Money, Measure | 37% |  |  | |  |  |  |  |  |  |  |  |   ***Successes***  *Successes over the session have included a rigorous approach to nurture and deeper understanding of nurture principals for the whole school community. This is evidenced in the children’s ability to discuss their emotions, use restorative conversations to address incidents and in reduced time to deescalate from incidents. There has also been a reduction in the number of incidents requiring staff intervention and de-escalation.*  *The EAL community have engaged well with opportunities to move learning forward since returning to school. Most EAL children have made progress in their listening and talking skills in English language. The EAL teacher has observed a significant boost in confidence in almost all EAL children. Almost all EAL children have made progress towards the next level of CFE, evidenced in written work and reading evaluations.*  ***Gaps***  *The P4 cohort has significant challenge ahead to ensure gaps in learning at first level are and second level work is taught at a rigorous pace allowing the children to confidently move learning forward. This will be in part achieved by ensuring the cohort is split into two smaller classes and each class will work with a Principal Teacher with a focus on literacy and numeracy skills.*  *Across the school, writing is a key theme for development and a whole school improvement priority will address this.* | | |
| **Outcomes for Young People** *(secondary only)* | | |
| *n/a* | | |
| **Evidence of significant wider achievements** | |
| *In early level classes the majority of children have shown they are able to apply the following ‘I can’ statements. Many of these were evidenced in online learning during school closures and a number of reflections and observations by staff have been made since the reopening of schools.*  ***Literacy and numeracy***   * *I can listen to understand or follow instructions* * *I can talk about what I see / am learning or doing* * *I can use symbols/pictures or text to read and understand*   ***Information Technology***   * *I can use a computer when I play and learn* * *I can take care of the computer and use it safely* * *I can talk about /use the information I see on the computer screen* * *I can use some word processing / drawing/painting tools in my play blockpage[3]and learning*   *In first level classes the majority of children have shown they are able to apply the following ‘I can’ statements. Many of these were evidenced in online learning during school closures and a number of reflections and observations by staff have been made since the reopening of schools.*  ***Literacy and Numeracy skills***   * *I can contribute to discussions.* * *I can explain my thinking.* * *I can identify what influences me.* * *I can apply known skills in other areas of the curriculum.* * *I can apply known skills in different areas of my learning.* * *I can use data to make decisions.* * *I can identify, discuss and reflect on my learning.* * *I can take responsibility for managing my own learning.* * *I can help to plan my own next steps and goals in learning.*   ***Health and Wellbeing skills***   * *I can value and build on others’ ideas* * *I can listen to others* * *I can share tasks and support others when needed* * *I know my strengths and can identify strengths in others*   ***Enterprise and Employability skills***   * *I can be creative and resourceful.* * *I can use my own initiative. I can persuade others.* * *I can accept change.*   ***Information Technology skills***   * *I can use ICT to support my learning.* * *I can use ICT responsibly and safely.* * *I can explore features and functions of ICT.*   *In second level classes the majority of children have shown they are able to apply the following ‘I can’ statements. Many of these were evidenced in online learning during school closures and a number of reflections and observations by staff have been made since the reopening of schools.*  ***Literacy***   * *I can contribute to discussions* * *I can identify the main ideas of texts* * *I can apply my literacy skills in other areas* * *I can explain my thinking* * *I know when I am being influenced* * *I can create texts for a variety of purposes* * *I can communicate effectively*   ***Numeracy***   * *I am confident in using my numeracy skills* * *I can apply my numeracy skills in other areas* * *I can explain my thinking* * *I can interpret data* * *I can use data to make decisions* * *I can use numbers* * *I can use money, time and measurement*   ***Health and Wellbeing skills***   * *I can challenge myself* * *I can recognise my strengths* * *I can recognise others’ strengths* * *I am aware of others’ needs* * *I can approach change with confidence* * *I have a positive attitude* * *I am motivated to do my best* * *I can build and sustain positive relationships*   ***Leadership***   * *I can influence others and help them to consider new ways of thinking, seeing and working* * *I can**show a determination towards achieving the highest standards for everyone in the group* * *I can**show initiative and actively pursue my goals* * *I can**be a good listener and know the members of my group or team well* * *I can serve as a model to others*   ***Personal learning planning and career management***   * *I can**take responsibility for managing my own learning* * *I can**make informed choices and decisions about my future learning* * *I can discuss the relevance of skills to the wider world and make connections between skills and the world of work* * *I can explain to others my ambitions/what I would like to do and look for ways to achieve them/that* * *I can recognise the skills I have and need for work* * *I can use online tools available to me*   ***Information Technology***   * *I can confidently use ICT to enhance my learning* * *I can manage and access information to support my learning* * *I can communicate and present my ideas* * *I can select and use appropriate software* * *I have a positive approach to new technologies* * *I use ICT responsibly and safely* | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| *All teachers provided literacy, maths and one other lesson daily to their class. Each lesson had clear LI and SC and differentiated levels via challenges so that all children could access learning and achieve success.*  *Class teachers moderated the work being offered to children by sharing good practice in each other’s online classes and in staff meetings. The Senior Leadership Team regularly ensured a moderated level of work was being provided by all teachers and all lessons met the criteria agreed by staff as minimum expectation. Paper copies of the learning being provided online were given to families who could not engage online.*  ***Engagement***  *Engagement was varied throughout the classes. KNPS measured engagement of children daily logging into online forums and contacted the families of children who were not engaging at the end of each week.*  *Engagement of learning was measured separately each day and percentages were collated for children viewing, or completing tasks in literacy, numeracy and in one other area provided by their teachers.*   |  |  | | --- | --- | | How did we engage families | Successes and challenges reported | | * Parent Council * Microsoft Forms * feedback at parents’ evenings * informal conversations * Parent focus groups * Comments on social media pages * Feedback Friday’ via menti.com | * regular communication with the school, despite not being in the building, was really helpful when parents could not motivate their children. * our 'hubs' in school are supported key workers to work on the front line * there was better communication with our families who need support * most parents told us that their child is getting the right amount of online learning tasks * most parents told us learning is set at the right level * we experienced more parental engagement than ever before from phone calls, questionnaires and surveys |  |  |  | | --- | --- | | How did we engage staff | Successes and challenges reported | | * Self-evaluation built into staff meetings * 2.3 Teacher’s folders * Professional Review and Development Meetings. * Improvement Priorities are reviewed at the end of term 2 and in term 4. * Staff working parties are on hold during the current C19 restrictions. | * Staff missed being able to work together in person. The feeling of ‘whole staff’ camaraderie was missed. * Staff enjoyed being able to moderate online provision with each other. |  |  |  | | --- | --- | | How did we engage partner agencies | Successes and challenges reported | | * Self-evaluation shared with EP to target professional learning needs * Involvement in Cluster Target work and evaluation | * Staff felt additional training was needed to ensure we have the skills needed to deescalate incidents of distressed behaviour and support children with emotional needs. |  |  |  | | --- | --- | | How did we engage our children | Successes and challenges reported | | * Regular surveys. * ‘What’s in the box?’ allows the children to post comments, suggestions and questions which are answered weekly at assemblies. * Classes have also helped develop the vision, values and aims for the school updating this last session. * Focus groups from each class * Questionnaires from a random selection of children * How Good Is OUR school (part 2) is used with pupils to evaluate the work of the school in a more robust way. | * The children report that they like being asked regularly about what happens in their school. All children are more able to talk about their learning following these small focus groups. * The majority of children are able to relate their behaviours and learning to the school values. Children have enjoyed designing certificates for visitors to use as well as our current ones linked to the values. * Small groups have enjoyed working on tasks from HGIOS4 part 2 and this will be further developed next year. |   Changes to previous practice as the result from learning/engagement which will be sustained  We will continue to use SeeSaw in nursery – P3 classes to share the learning and to communicate with parents about learning tasks. This will be rolled out into P4-7 classes. An expected weekly standard will be set for continuity across classes.  A ‘Sharing Learning’ Guide will be developed to ensure we have a collegiate approach to how we share learning with parents detailing what is to be shared and how often. Termly ‘Sharing Learning’ Leaflets will be emailed to all parents to ensure they can support the learning at home for their children.  Microsoft Teams will be used for staff meetings and collaborative projects so that documents can be shared and manipulated together. | |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing) *(primary, special and secondary sector only)*** | |
| |  |  | | --- | --- | | Number of devices provided to support learning at home | 57 | | Additionality in staffing | 0.3 FTE |   What impact has these resources had on improving the outcomes of your children and young people?  The allocation of digital devices has ensured that every household in our school community has access to a digital device for their child/ren to access digital learning.  In early level classes most parents reported they would prefer active tasks away from computer screens for their children. Engagement levels supported this and class teachers records show that although xx% of children regularly looked at literacy and numeracy tasks, xx% completed learning tasks set.  In first level classes, teachers records show that although xx% of children regularly looked at literacy and numeracy tasks, xx% completed learning tasks set.  In second level classes, teachers records show that although xx% of children regularly looked at literacy and numeracy tasks, xx% completed learning tasks set. Standardised testing in term 4 indicated that … | |
| **Attainment Scotland Fund Evaluation (PEF/SAC) *(primary, special and secondary sector only)*** | |
| **Progress:**  *What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc* | |
| **Impact:**  PEF funding was used to increase SFL teacher in school by half a day a week. This allowed us to pilot Lexia software programme for dyslexic learners. Due to school closures and other issues no significant impact can be evidenced.  PEF funding also allowed us to have our EAL teacher a day a week as previously reported.  PEF funding was used to purchase an additional teacher to ensure Principal Teachers were not class committed. This enable the Senior Leadership Team to focus on school priorities and remits were divided to ensure moderation over early, first and second levels. The Quality Assurance Programme was more robust and evidence was collected from all classes regularly throughout the school year allowing us to make sure pupil voice was at the heart of all decisions. Feedback from parents indicated that almost all parents knew who to contact for their child’s class if they had any questions or comments and they were able to speak to the correct person quickly. Feedback from focus groups with children indicated the children enjoyed having their member of leadership team in class regularly observing and talking to the children about learning.  Scottish Government Funding was also used to enable a teacher to work with identified children in the upper school regularly from January onwards. Feedback from class teachers said this was invaluable as it allowed time necessary to have restorative conversations and apply nurture principles in an individualised and small group way. This had a direct impact on the decrease in the amount of distressed incidents and the amount of time it took for children to be able to return to a positive mental state and re-engage with learning.  Funding was also used to cover staff absence due to Covid 19. | |

**School/Setting Name : Kirkcaldy North Primary School**

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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** |  |  | 4 | n/a |
| **2.3 Learning, teaching and assessment** |  |  | 3 | n/a |
| **3.1 Ensuring wellbeing, equity and inclusion** |  |  | 4 | n/a |
| **3.2 Raising attainment and achievement** |  |  | 3 | n/a |

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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** | 4 | 4 | 4 |  |
| **2.3 Learning, teaching and assessment** | 4 | 4 | 4 |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | 4 | 4 | 4 |  |
| **3.2 Securing children’s progress** | 4 | 4 | 4 |  |

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

**Appendix B**

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  relevant links made | | | | | |
| **Focused Priority:**  *WRITING -* | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| Linked to all relevant QIs as well as key QIs | | | Linked to all relevant QIs as well as key QIs | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| *75% of children in P1 (baseline 31%), P4 (baseline 22%) and P7 (baseline 39%) will be on track in writing by June 2022.* | **CURRICULUM FOCUS**  Revisit Workshop For Literacy planning from nursery -P7 to ensure pace of learning and coverage of level by the end of each year is manageable and moving at pace.  Senior Leadership meet with class teachers to discuss writing attainment at planned checkpoints in November, February and May.  **LEARNING AND TEACHING FOCUS**  Revisit Learning, Teaching and Assessment Spotlight Paper. | **CURRICULUM FOCUS**  **Teaching staff will**   * Contribute to Staff Meetings * Prepare attainment information termly ahead of discussion with SLT * Discuss plans/strategies and supports to ensure children who are not on track make progress in writing termly.   **LEARNING AND TEACHING FOCUS**  **Class teachers**   * are encouraged to use NCCT to observe in each other’s classes and share good practice. * will prepare and deliver two observed lessons in writing in session 2021-22   **SLT will**   * Make 2 class visits to observe writing * Provide feedback to class teachers * Meet with children on a rolling basis all year to discuss learning in writing. * Monitor writing jotters termly   **P1-3 teachers** will   * use Workshop for Literacy approaches to drive writing lessons. This will be evidenced in jotters, monitored by department lead termly. * Provide meaningful feedback to learners about their writing.   **P4-7 teachers will**   * use Big Write Framework to ensure 4 smaller pieces of writing weekly building to 1 extended piece. * Evidenced weekly writing work in jotters to be monitored by SLT termly. * Provide meaningful feedback to learners about their writing.   **Children will**   * Complete Microsoft Form Questionnaires twice over the year to give feedback on their learning and progress in writing. * Take part in focus groups with SLT * Take part in peer and self-assessment of their writing. | | **Data**   * Literacy position paper developed at collegiate meeting. Forward Planning documents and evaluations.   **Views**   * Staff views collected in collegiate sessions * feedback from pupil focus groups   **Direct observations**   * feedback from SLT class observations * feedback from peer observations | Curriculum focus - 4 staff meetings of 1 hour each (1 per term).  **4 hours from WTA**  **Meeting 1** WFL plans and how we ensure coverage of a level over 3 years  **Meeting 2** Big Writing Refresher Course for all staff.  **Meeting 3** Specific Supports for Literacy (refer to current position paper).  **Meeting 4** How to recognise, refer and support dyslexic learners.  Attainment meetings once per term from 35 hour working week. |
| **Ongoing Evaluation** | | | | | |
| **PRIMARY 1**  **Data**   * Literacy position paper developed at collegiate meeting. Forward Planning documents and evaluations.   **Views**   * Staff views collected in collegiate sessions * feedback from pupil focus groups   **Direct observations**   * feedback from SLT class observations * feedback from peer observations   **PRIMARY 4**  **Data**   * Literacy position paper developed at collegiate meeting. Forward Planning documents and evaluations.   **Views**   * Staff views collected in collegiate sessions * feedback from pupil focus groups   **Direct observations**   * feedback from SLT class observations * feedback from peer observations   **PRIMARY 7**  **Data**   * Literacy position paper developed at collegiate meeting. Forward Planning documents and evaluations.   **Views**   * Staff views collected in collegiate sessions * feedback from pupil focus groups   **Direct observations**   * feedback from SLT class observations * feedback from peer observations | | | | | |