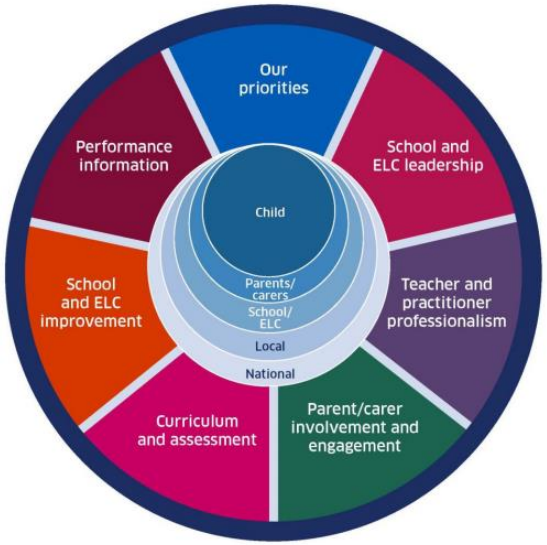
Education and Learning Directorate

School / ELC Improvement Progress Reporting and Planning
Return to Education and Learning

(2022 - 2023)



School: Castle Douglas Primary School

Date: June 2022

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. ***The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.***

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

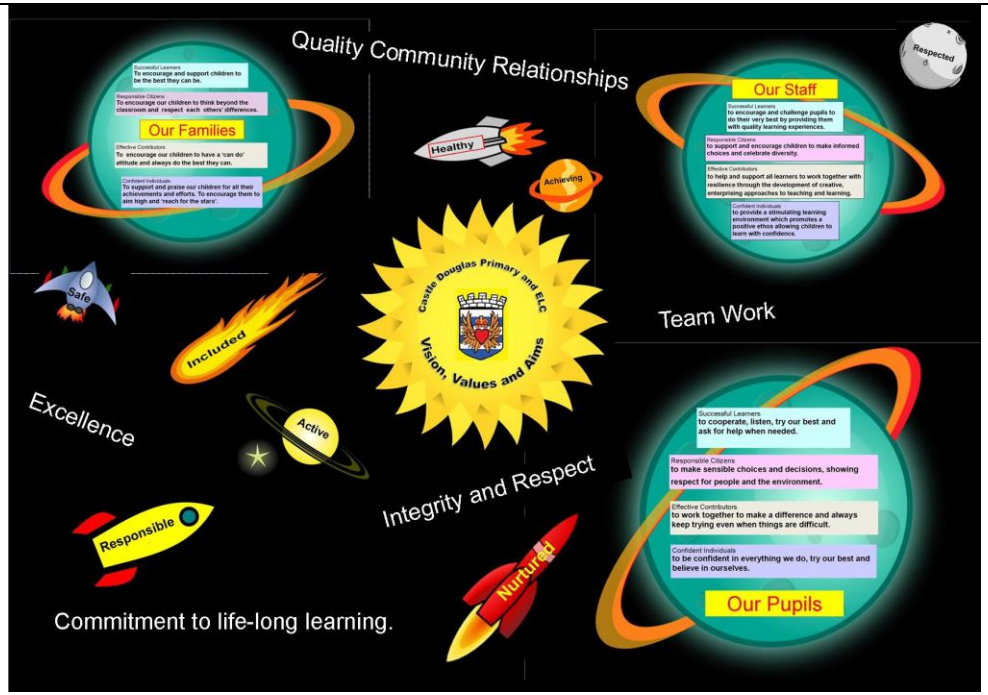
School Statement

Castle Douglas ELCC and Primary School aspires to:

Be an ambitious, excellent school where all children get the best opportunity to realise their full potential through embracing the principles and values of the National Priorities and the 3-18 Curriculum, "A Curriculum for Excellence".

Support and engage all staff, partner agencies and parents in improving the quality of education and raising levels of attainment, achievement and participation of all children.

Provide a happy, stimulating and safe environment where every child is valued.


Quality Community Relationships
Our Families
Successful Learners
To encourage and support children to be the best they can be.
Responsible Citizens
To encourage our children to think beyond the classroom and respect each others' differences.
Effective Contributors
To encourage our children to have a 'can do' attitude and always do the best they can.
Confident Individuals
To support and praise our children for all their achievements and efforts. To encourage them to aim high and 'reach for the stars'.
Healthy
Achieving
Respected
Our Staff
Successful Learners
to encourage and challenge pupils to do their very best by providing them with quality learning experiences.
Responsible Citizens
to support and encourage children to make informed choices and celebrate diversity.
Effective Contributors
to help and support all learners to work together with resilience through the development of creative, enterprising approaches to teaching and learning.
Confident Individuals
to provide a stimulating learning environment which promotes a positive ethos allowing children to learn with confidence.
Safe
Included
Castle Douglas Primary and ELC
Vision, Values and Aims
Team Work
Excellence
Active
Integrity and Respect
Responsible
Nurtured
Commitment to life-long learning.
Successful Learners
to cooperate, listen, try our best and ask for help when needed.
Responsible Citizens
to make sensible choices and decisions, showing respect for people and the environment.
Effective Contributors
to work together to make a difference and always keep trying even when things are difficult.
Confident Individuals
to be confident in everything we do, try our best and believe in ourselves.
Our Pupils

Successful Learners
To encourage and support children to be the best they can be.
Responsible Citizens
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Review Date: September 2022

Review Activities (as appropriate)

Stakeholder questionnaires

Pupil voice – school council; eco group, RRS steering group; team captains

Staff meeting times

Entrance display; newsletter

Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).

2. School Improvement Progress Report

Include evaluative statement/s on the impact of Covid-19 on priorities.

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

2.1Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate *(Include evidence of impact.)*	Next Steps (Looking Forwards)
School Priority 1: **(inc Cluster)** **Moderation** **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. **NIF Driver** 1, 4 **HGIOS?4 / HGIOELC QIs:** 2.2, 2.3, 2.4 3.2, 3.3	**Cluster** - The aim was to improve the quality of learning and teaching through building staff confidence in the principles of evaluation and moderation (learning, teaching and assessment cycle). This was expected to have a positive impact on both learning opportunities for pupils and developing teacher confidence skills at all levels. Robin McIlroy supported the cluster staff with a moderation session. This provided an overview and refresher of 'achievement of a level' and was seen to be useful as further reinforcement of staff using a range of evidence to support professional judgement. • INSET day (January 22) – moderation task – achievement of a level professional reading and moderation task • Reviewed and provided feedback at collegiate on Wednesday 27th April 2022 • Moderation power point shared • Staff in some schools completed follow up holistic assessment task – used in Term 3 IDL Due to challenges around Covid 19, staffing and staff capacity, we were unable to create a working party, review digital capacity or identify a QAMSO. **CDPS -** Early and First Level/Second Level in school – development tasks to agree progression and WAGOLL; stage partner working to agree levels of attainment teachers report growing confidence All staff inputted attainment on SEEMiS (Progress and Achievement) using BGE 4 Stage Assessment	Lead: Vicky and Paul Next session 2022-23, moderation will be linked to the numeracy priority – Developing Number Knowledge in Schools Identify QAMSO refresh in house tracking to reflect BGE 4 Stage Assessment development time in school to facilitqate further in house moderation

School Priority 2:
Priority 2 (Cluster): Numeracy

NIF Priority
Improve Attainment in Literacy & Numeracy
Improve Employability Skills
Improve Health & Well-Being

NIF Driver
School improvement
School leadership
Teacher professionalism
Assessment of children's progress
Parental engagement
Performance information

HGIOS?4 / HGIOELC QIs:
1.1, 1.2, 1.3, 1.4, 1.5
2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7
3.1, 3.2, 3.3

Our stretch aim was: **85% of pupils in P1, P4, P7 and S3 should be on track to achieve their expected CfE level in numeracy and mathematics by April 2022.**

	% on track to achieve levels In N&M – April 2022			
	P1	P4	P7	S3
XM	78%	36%	73%	
G	67%	83%	50%	
D	100%	71%	73%	
K	67%	100%	67%	
L	0 pupils	100%	100%	
H	80%	90%	75%	
S	88%	80%	100%	
CDPS	68%	81%	77%	
CDHS				

It is evident that we did not achieve this aim across every school.

27.10.2022: All teachers attended a Cluster collegiate session on **D&G A Framework for Numeracy** presented by Lead Teacher, Nicola Dalgleish. This was followed up with a task where teachers were asked to implement a baseline assessment with two pupils, engage in DNK methodology then complete a post-assessment. It was hoped that this would develop consistency in the learning and teaching of numeracy in CDHS Cluster. We also hoped that it would raise teacher confidence in using 'developing number knowledge' methodology.

In October 2021, teachers completed a pre-intervention questionnaire. Out of 29 returns, the results showed:
1/29 = 3% = Extremely confident in using the DNK approach
7/29 = 24% = Somewhat confident
9/29 = 31% = Neutral
11/29 = 38% = Somewhat not confident
0/29 = 0% = Extremely not confident

In May 2022, teachers completed a post-intervention questionnaire. Out of

Individual schools will engage with the Numeracy Launch Pads and Closing the Numeracy Gap training provided by the Local Authority. Some schools had staff trained this year so they will be implementing the interventions in 2022/2023 with targeted pupils.

We will seek further training on delivering DNK at Second Level from D&G Numeracy Lead Teachers.

We will signpost teachers and set aside time for them to look through the training materials in the **D&G A Framework for Numeracy** TEAM.

In another priority, we are focusing on moderation. Therefore, it would make sense to focus on moderation of Numeracy outcomes in 2022/2023 as this should give us the opportunity to share the standard across our schools. (It will also help us to ensure that our ACEL data is based on robust evidence.)

The Local Authority are forming a working party to look at a framework for the Es and Os related to 'General Maths'. This will be started in 2022/2023.

	13 responses, the results showed: 0/13 = 0% = Extremely confident in using the DNK approach 5/13 = 38% = Somewhat confident 5/13 = 38% = Neutral 2/7 = 29% = Somewhat not confident 1/7 = 14% = Extremely not confident Despite the decrease in the number of returns, it is apparent that confidence levels have increased slightly. When discussing results with Cluster SLT, we noted that many teachers would like further training at Second Level. Pre-Covid, we had looked at securing training with the Maths Recovery company, but this was very expensive and time consuming (commitment of 4 full days with a gap in between). We decided not to commit to this and to help staff consolidate the training that many received in the February 2020 Inset days when 40 staff were trained in the Early- First Level approach. Sadly, the pandemic impacted upon this meaning that the momentum was lost. In August 2022, we found that many staff had moved on, so the expertise was also diluted within our schools. Results from our questionnaire have highlighted training needs: 7 x Second Level 5 x First Level 1 x Early Level In addition, many teachers said that they would like the opportunity to visit other schools to see DNK in action. Only one teacher mentioned having time to look over the CLPL resources already available on the existing D&G A Framework for Numeracy site.	
School Priority 3: Priority 3 (Cluster): Wellbeing and Recovery **NIF Priority** Improve Health & Well-Being **NIF Driver** School improvement School leadership Teacher professionalism Parental engagement Performance information	CDHS Positive Relationships Policy – Fewer referrals in CDHS. PASS assessments – useful for individuals/ for referrals to support Child's Plan targets Scottish Covid Recovery funding – Natasha Humphries as Primary Teacher working with S1 group who are part time in mainstream classes. Also paid for Learning Assistant hours across the Primary Schools. Primary Teacher in CDHS has had positive impact. Released Dominick Todd to support other pupils… Difficulties recruiting LAs. DK – no one in post, CG – 34hrs per week, LHS – 11hrs, CDPS- 13.5hrs. Targeted interventions at LHS. Need to train staff and build capacity first.	LA allocation and Stage 3 Intervention system adversely affecting staffing Increase capacity in school staff; Re-visit attachment and brain stress and trauma to ensure all cluster staff fully understand the impact this can have on a child's learning and development.

HGIOS?4 / HGIOELC QIs:
2.1, 2.2, 2.4, 2.6, 2.7
3.1, 3.2

Change in criteria for IEPs to Stage 3 intervention has seen an impact on paperwork but not on need

	No. of Child's Plans in June 2021	No. of Child's Plans in June 2022	No. of IEPS in June 2021	No. of IEPS in June 2022
C	11	11	11	14
G	4	3	1	4
D				
K				
L	1	1	1	1
H	5	6	4	4
S	2	4	3	3
CDPS	2 (mainstream)	23 (mainstream)	18 (m/s)	24 (m/s)
CDHS				

Rights Respecting Schools – all at different stages but will have an impact on HWB/ nurture going forward. D&G expectation that all schools adopt RRR in the next three years.

Emphasis on Covid recovery. Anecdotal and soft data across the Cluster shows an increase in willingness to learn and positive impact of focus on wellbeing. However, this has yet to be successfully transferred in to achievement as there is 'catch up' to be completed

Neuro diversity training – Autism Outreach

Schools at different stages in RRS journey

Hardgate PT offered support

2.1.1 Report on the impact of PEF

- **Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?**
- **How rigorous is the school's approach to providing robust evidence of closing the attainment gap?**
- **How well are you removing barriers to learning and ensuring equity for all?**

<u>PEF – raising attainment in Maths</u>

Funding for teacher time and LA time to deliver specifically targeted interventions for focus children and small groups
First Level
P2 – 56% of targeted children now on track
P3 – 3 targeted children did not make the expected progress
P4 - 56% of targeted children now on track
Second Level
Interventions had strong impact across second level with the exception of the group from P5.

P3 and P5 did not make the expected progress. Individually targeted work – next steps.

<u>PEF – raising attainment in Reading</u>

Intervention in Early and First Level

	Target children not on track to achieve expected level before intervention Following intervention 47% of P1 focus group now on track 47% of P2 focus group now on track 82% of P3 focus group now on track The 2 children from P4 did not make the expected progress, though the gap was significantly closed Staff absence impacted negatively on delivery of intervention in last 2 terms. <u>Cost of the school day</u> PEF contributed to Kingswood residential trip for P7 alongside other activities with cost implications Subsidy of equipment and resources Intention to resume invitation breakfast/homework club to support cost of the school day and impact on achievement Met with Wendy Rigg to discuss possible approaches for maximizing impact of PEF funding in the next school year including low cost/high impact measures Robust measures in school to assess, monitor and evidence closing of attainment gap but in evaluating, a more targeted and individual approach is warranted for next year.

2.2 Summary of Key Strengths and Areas for Improvement

(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.*	• There is a very strong commitment from school community to achieve the best for all – Ed Scot Inspection May 2019. • Staff (teaching and non-teaching) are hardworking, conscientious and committed to the school. • Staff embrace change to support pupil learning and raise attainment. • Commitment and experience of SMT • Self-evaluation practices e.g., peer assessment (pupils and staff), willingness to try different strategies to involve all stakeholders. • Value placed on self-evaluation as a tool for improvement and to share learning. Most pupils can talk confidently about what and why they are learning - Ed Scot Inspection May 2019. • Collaborative staff teamwork and sharing of practice is a positive feature of staff teamwork, e.g. Primary Stage and Level meetings, ELC Cluster activities and Learning Centre development activities involving all staff. • The school takes a role in development of Cluster priorities, e.g., Collaborative working and networking – level planning and moderation. • Positive working relationship with cluster schools and agency partners. • Use of SIP to plan and evaluate change. • Clear pathway for improvement is highlighted in the SIP to priorities developmental needs. • Staff are encouraged to identify roles where	• Review the values, vision and aims (Autumn 2022) • Continual improvement of manageable Quality Assurance procedures to ensure there is effective, robust and inclusive self-evaluation with all stakeholders. • Continue to explore electronic surveys as a manageable tool so that all stakeholders are actively involved in self-evaluation procedures. • Strengthen understanding of key national policies and use of BGE 4 Stage model • Focus on 'inwards, outwards, forwards' approach for analysis. • Continue to build leadership capacity. • More time to enable SMT to work alongside staff more often would be beneficial. • Opportunities for sharing leadership, responsibilities and experiences to assist staff in personal career development. Reduction in SMT support time will have an impact on SMT remits and time available to support pupils, staff and parents. New leadership team further embedded	4

	they can lead improvements e.g., P1 Transition, Eco Schools; Digital Leader • Pace of change is managed by SMT to enable small steps of change and time for initiatives to be reviewed and embedded in practice as appropriate. All Staff participate in Professional Development Reviews and are committed to personal development. Use of Professional Update (GTCS or SSSC)		
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	• Teachers share Learning Intentions and Success Criteria with children on a regularly through feedback, wall displays, etc. • There is evidence of children engaging in HOTS across all curricular areas and reference to HOTS (visual and oral) in most classes. • SMT visit classes twice a year for formal Observation Visits which have an agreed focus and also work alongside classes throughout the school year. • Positive interaction and enthusiasm is much in evidence from children and staff. 'Classroom buzz'. • Calm and purposeful atmosphere - Ed Scot Inspection May 2019. • In almost all classes organisation and classroom management is very good. Poor behaviors in class is usually well managed with a positive impact in that less teaching time is being lost dealing with behaviour issues. • Most pupils have a positive attitude to their work and enjoy coming to school. Pupils engaged positively with home learning	• Continue to monitor effective teaching in all learning areas, including outdoor learning to ensure consistency across the school. • Refresh curriculum overview • In house tracking to reflect BGE 4 Stage Model • Peer Support – encourage staff to arrange informal observations with a colleague and reflect on the quality of learning and pupil engagement in their class. Share best practice. Opportunities highlighted in PRD conversations • Extend pupil voice and parental engagement to further support attainment in school	4

	activities during the Covid-19 Lockdown. • Almost all pupils can talk about what and why they are learning, what they enjoy doing in school and have an understanding of their next steps (targets) - Ed Scot Inspection May 2019. • Feedback (oral and written) from children and staff is used to evidence impact e.g. how well can the children talk about what they are learning. • In most lessons and activities pupils can share what they are learning and what they need to do to be successful. • Pupil Voice – Eco-Group, Pupil Council, Reading Ambassadors, Maths Champion are all positive features of Pupil Voice. • There is a positive range of teaching experience across the school and ELC. Also noted as a strength of the school in parent questionnaire (April 2022) Staff are conscientious with self-evaluation of own teaching and share, seek advice from each other. Staff have a positive attitude towards helping each other in improving their own confidence and skills. • Reference to previous knowledge was evident in most introductions to lessons. LI and SC were shared in age-appropriate ways. • Appropriate differentiation was evident in all classes. (Writing and individual maths setting.) e.g., P7 Maths group to challenge high achievers. • Extended tasks activities in some classes were challenging pupils		

	• 'Presumption of Mainstream' / learners needs are being met through planned interventions. • Use of digital resources is good e.g. Digital Technology - iPads in every class, Kindles in upper classes, Greenscreen. Children accessing all. Building on what's needed to become a Digital school. Reflection on learning was evidenced in some classes through plenary activities. • Staff have a good understanding of each child's needs, interests and stages of development. This is reflected in both planning and assessments. A range of assessment strategies are used across the school. This includes standardised assessments, whole school Writing programme and termly spelling and reading assessments. • Assessment feedback is shared with pupils daily in a variety of ways and with parents through termly meetings and discussion of learning targets. Use of social media as window in to the classroom • Staff professional judgement is supported through attainment discussions with SMT, SfL and moderation with colleagues. • In almost all classes pupils could talk readily about class displays and what they had been learning. • Pupils are involved in planning and creating displays. • Pupils are more confident in talking about their learning and next steps.	• Use of National Benchmarks and SNSA in both planning and assessment to be developed. • Further development of tracking to raise attainment and to gather evidence to support 'Achieving a level' using BGE 4 Stage Model • Introduction of national assessment resources to assist staff in evidencing attainment level.	

	• Pupils can share their attainment for online resources such as Accelerated Reading and Sumdog. • Support for Learning staff use assessment tools to further support learning needs and next steps. Positive liaison throughout the staff as capacity permits • Through planning grids, pupil comments, school website comments, increased opportunities for creative learning can be evidenced. • Stage planning and moderation is developing a shared understanding of progress within C for E levels. This positively impacts planning for appropriate pace of learning • Planning is now linked to benchmarks in all curricular areas. • Stage overviews show breadth of learning to ensure pupils have access to a broad curriculum and opportunities to develop cross-curricular skills. • Electronic planning for new developments has been designed to reduce workload and to ensure there is appropriate depth and breadth in all curricular areas. • Attainment meetings are held to discuss progress in learning and to identify concerns with individual pupils. • Staff confidence inputting and interpreting data is increasing as evidenced through attainment discussions. Teachers use Curriculum for Excellence levels,	• PEF interventions are being monitored and tracked – closer scrutiny of individual needs in planning for PEF interventions • Ensure time is built into 35-hour week agreement for stage planning, assessment and moderation. Include phases of Developing Numeracy Framework into Maths planning	

	CEM data and professional judgement to identify next steps for learning. ICT is used to support tracking and monitoring and is being used effectively by staff. Also provides SMT with whole school overview.		
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	• All staff have taken part in Child Protection / GIRFEC training. • Inclusion is a positive feature within the school and Presumption of Mainstream is embedded in all our activities. • Steep rise in Child Plans in mainstream in response to emotional and multi-agency needs • Skilled and experienced Support for Learning and Learning Centre staff identify the needs and support for pupils' learning. • Support is targeted to enable different groups of learners to achieve e.g., Enhanced transition. • The school has facilitated the use of Learning Centre facilities by other schools and community groups. • Annual Calendar and interventions to address bridging the gap through effective interventions to support families. • School assembly timetable has been changed to embed global citizenship themes. • We actively promote fairness and justice in our interactions and pupils are confident to discuss these issues. • School Nurture Programme has been devised to support needs of individuals.	• Ongoing Behaviour policy review – Respect for All. • Staff to familiarise themselves with National Improvement Framework – national vision for achieving excellence and equity for all. • Sustain programme of targeted support – looking at social and emotional skills (PEF input) • Attainment levels in literacy and numeracy remain a central feature of our priorities. Numeracy attainment to continue to be a focus for 2022/23. • Use national benchmarks to evaluate wellbeing curriculum. • Use collaborative time to share approaches to raising attainment with focus on maths, language and health and wellbeing. • Staff to engage with each other to take forward Creativity - identify four core creativity skills which apply across Curriculum for Excellence. • Consider best ways to support learners in this digital age – skills based approaches. • Skills for life and skills need to be imbedded across all curriculum areas. • PEF interventions – cost of the school day; high impact interventions. Training on Neuro diversity; attachment and trauma for staff Rights Respecting Schools Award to be accessed – Bronze, Silver	4

	• Attendance levels are high and exclusion rates are low. • The majority of pupils have a positive attitude to school / ELC and to one another. • Mentoring and buddying gives pupils opportunities to experience responsibility in a meaningful way. • Pupil Voice through Global Gang and Pupil Council. • SHANARRI wellbeing indicators are linked to highlighted during learning activities. • Inclusion is embedded in our practice. We strive to ensure that the curriculum meets individual needs to promote equality and diversity. • See also PEF Interventions Summary.		
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners*	• Well established, robust tracking systems, based on a wide range of data, are in place, which effectively monitor children's progress and currently evidence that almost all learners are making very good progress from their prior levels of attainment in literacy and numeracy. • Teachers regularly moderate their planning during stage planning meetings and cluster meetings. • Staff use a variety of assessment data to measure progress in attainment over time. • Our new rules – ready, respectful, safe are inspiring learners to embrace the school ethos.	• Continue increased focus on raising attainment and closing the poverty gap for our most disadvantaged children. • Develop use of National Standardised Assessments and interpretation of data – refresh tracking to reflect BGE 4 Stage model • Increased Attainment levels in literacy and numeracy remain a central feature of our priorities. • Continue to develop writing programme that identifies progression of skills,	4

	• Pupil equity funding has been used strategically to close the attainment gap. SMT and staff monitor the impact of interventions. • All staff have a very good working knowledge of our families and their needs. • The school has a clear strategy for raising attainment, whilst ensuring equity. As a result, all staff promote equity across learning for all children in an inclusive and nurturing ethos. • Online Achievement Assemblies are used effectively to embrace consistent approaches to celebrating success. • The school has established a culture of high expectations around children's achievements and ways of celebrating and sharing these with the whole school community. Displays and noticeboards around the school, Weekly News, Newsletters, Facebook, School App and Twitter. • Most learners can share readily what and why they are learning and what they need to do to be successful with a task. • Impact of Covid on pupils' ability to learn particularly evident in Early Level where only 50% of P1 are achieving expected in reading in comparison to last year where 68% P1 were achieving expected in reading	linked to Benchmarks. • Consider best ways to support learners in this digital age – skills-based approaches. • Skills for life and skills need to be embedded across all curriculum areas and tracked – use of HI-5 programme • Ensure support is considered and available to address the impact of COVID-19 related issues.	
2.2 Curriculum: Theme 3 Learning Pathways	• Most staff are skilled in differentiating work to suit the needs of individual learners.	• Familiarisation with national benchmarks and use to inform planning.	

	• Progression of ICT skills is good and use of ICT to enable all pupils to access learning. Use of ICT e.g. P4-7 pupils are making good progress through Accelerated Reading and Sumdog programmes. • Enterprising activities are evident from ELC through to P7. • Rationale for the curriculum is based on shared values which is highlighted in our curricular overviews - we have a broad curriculum and learning experiences. • Planning format shows progression. Staff have a clear overview of progression of skills and knowledge and understanding in each curricular area. • Curriculum planner shows coverage of Es and Os and Inter Disciplinary learning. • Staff have high expectations and a commitment to delivering the best educational experience for pupils. • Ongoing curricular development is a feature of the School Improvement Plan and priorities are identified through self-evaluation with stakeholders. • Learning for Sustainability is central to the school's Curriculum Rationale and is increasingly embedded within our planning, supporting social learning and constructive action. • When appropriate discrete 'topics' e.g. Science are introduced to ensure breadth and	• Change in Learning Assistant support has been very challenging. • Encourage more self-evaluative comments from pupils, parents and staff to inform curricular development. • Continue to support staff in developing their understanding and confidence in recording pupil progress within the BGE • Continue to sustain the school's very effective arrangements for planning and reviewing children's learning across all curriculum areas. • Further enhance transition from P7 – S1 by working together with Cluster Primaries and Secondary staff to review Assessment and Moderation. • Build on closer partnership working across ELC and P1; partner nursery provision and integration of LC in to school life.

	balance • Annual focus on Scots Language throughout the school. • Wellbeing indicators are linked to highlighted during learning activities. • Curricular pathways are shared with the school community via the School Website. • Class learning activities are shared weekly through the school website and other social media. • Children have access to a wide and ever increasing, range of after school sports clubs and activities. • Outdoor learning enables children to explore the school grounds and their local area.	
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	• There is positive inclusion of pupils with ASN into mainstream classes. • A strong ethos of teamwork is evident in our school and teachers engage actively with families, having good levels of participation from families • Celebration of achievement and positive school ethos is shared with families. • Positive relationships with the parents are established early on e.g. Information sessions; open door policy; approachability with staff. • All pupils receive homework tasks that are interesting, provide depth of learning and personalisation and choice and also support further learning. Pupils and their family are encouraged to see the value in homework and how it helps in supporting	• Need to develop parental involvement and engagement further in curricular development and other SIP priorities. • Increase engagement with identified pupils and families in the engagement in their child's learning. • Wider representation would be welcome at Parent Council.

	their learning. Most pupils are encouraged at home to do well in school. • Our well-established arrangements for pre-school/P1, class to class and P7/S1 transition help to build parent confidence, improve continuity and ensure progression in the children's learning. 21/22 saw increased partnership working with ELC in enhanced transition as well as integration of LC transition in mainstream • School has created opportunities for Parental Involvement including PTA, Parent Council, Assemblies, Open Afternoons, Golden Time Helpers, School App, Facebook, class assemblies and class visits. More to be instigated after Covid limitations lifted • There is termly communication with parents on their child's attainment / progress through Targets setting, Learning Conversations, Open Evening, Reports, Open door Policy, Celebration of Learning Events, home / school diaries. • Good Communication with teachers and outside agencies	

3. SCHOOL IMPROVEMENT PLAN 2022 – 2023

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

How are you using pupil equity funding to improve outcomes for learners?

Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
School (CDHS Cluster) Priority 1 **MODERATION IN NUMERACY AND MATHS** **NIF Priority** Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. **NIF Driver** 1, 4 **HGIOS?4 / HGIOELC QIs:** 2.2, 2.3, 2.4 3.2, 3.3 **HGIOS 4 / HGIOELC QIs 2.3 and 3.2**	**85% of pupils in P1, P4, P7 and S3 should be on track to achieve their expected CfE level in numeracy and mathematics by April 2023.** Our April 2022 CfE ACEL data showed: % on track to achieve levels In N&M – April 2022 P1 / P4 / P7 / S3 XM 78% / 36% / 73% G 67% / 83% / 50% D 100% / 71% / 73% K 67% / 100% / 67% L 0 pupils / 100% / 100% H 80% / 90% / 75% S 88% / 80% / 100% CDPS 68% / 81% / 77% CDHS Teachers should be more confident in using the Developing Number Knowledge (DNK) approach to improve learners' experiences and to raise attainment.	Education Scotland Attainment Officers, Nanette Brotherwood & Robyn McIlroy to provide training at collegiate – worked example then task set around DNK and numeracy outcomes. Identify a Cluster QAMSO We will seek further training from D&G Numeracy Lead Teachers on delivering DNK at Second Level. We will signpost teachers and set aside time for them to engage with the training materials in the D&G A Framework for Numeracy TEAM. This should help to raise teacher confidence and capacity in using the DNK approach. Teachers will complete an audit of what evidence they use in N&M to inform their professional judgements of ACEL data. (Microsoft FORM) They will have time to liaise, plan, implement and evaluate the moderation task as set by NB and RMcI.	**MARY & VICKY** Cluster collegiate – w/c 31.10.2022 Time set aside during individual school inset days/ at a collegiate for independent study. PEF – identify individual needs for interventions and support

	Teacher confidence in their own professional judgements of ACEL should increase as they engage with moderation (learning, teaching and assessment cycle) in numeracy. Learners should be experiencing effective pace and challenge and their ACEL data should be based upon robust evidence.	The Local Authority are forming a working party to look at a framework for the Es and Os related to 'General Maths'. This will be started in 2022/2023. Cluster rep?	
School Priority 2 **RAISING ATTAINMENT IN WRITING** **NIF Priority** Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being **NIF Driver** School improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information **HGIOS?4 / HGIOELC Qis:** 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3	**85% of pupils in P1, P4, P7 and S3 should be on track to achieve their expected CfE level in writing by April 2023.** Staff to feel confident in the aims of developing a balanced writer (Stephen Graham's explicit approach to teaching writing) where the focus is the importance of explicitly teaching writing and a gradual release of responsibility – moving from modelling to shared and interactive to independent writing. Progression of skills formalised. Planning for specific genres Learners - evidence improved writing at least to expected level; engagement in writing improved and more able to discuss what success looks like (pupil interviews).	Stephen Graham training has been accessed by some staff members and cascaded. Some classes have embedded this practice share experience in school in development times (seek further training as available and necessary) Signpost and set aside time to engage with any available training materials to raise teacher confidence and capacity. Liaise, plan and implement using development time as appropriate Whole school genre choice for moderation Evaluate assessment criteria for each writing genre as they are taught.	Time – development time for training and moderation

School Priority 3 **RAISE ATTAINMENT THROUGH PLAY BASED PEDAGOGY** **NIF Priority** Improvement in children and young people's health and wellbeing Improvement in attainment, particularly in literacy and numeracy **NIF Driver** **1, 4** **HGIOS?4 / HGIOELC Qis** 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2,	80% of mainstream P1 on track to attain Early Level June 2023 Pupils are engaged in their play activities, confident and curious learners. Learning outcomes will be achieved through play opportunities. For staff to develop the confidence in taking forward a Play based pedagogy in the classroom. To have a sound knowledge of early years pedagogy and child development. Effective planning allowing teachers to take the lead from the children, identify what they need to reinforce and extend the pupils' learning and development	Share knowledge and experience from P1 teachers; signposting and time to access training and visits to other schools; professional dialogue and collaboration with colleagues including liaison with ELC visit from PT for Play Pedagogy development time to share planning peer observations of good practice; joint planning Organise classroom to promote independent play and learning developing a shared outdoor area SMT to be aware of funding opportunities and seek resources as required	SD and AG to lead Early/First level development time Inclusion on PRD targets as necessary.
School Priority 4 **INCREASE OPPORTUNITIES FOR PARENTAL ENGAGEMENT AND PUPIL VOICE** **NIF Priority** Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing **NIF Driver** **3, 5** **HGIOS?4 / HGIOELC Qis** 1.1, 1.2, 1.3, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2,	90% parental attendance at Parents Evenings 50% home engagement with surveys Achieve Bronze and Silver Rights Respecting Schools Award Active and meaningful pupil voice groups – team captains, school council, global gang, junior road safety, librarians – impact of views visible Increase partners in local community initially curriculum based	refresh school blog as communication tool; school FB/class Twitter pages maintained; weekly newsletter; regular use of app/group call/class emails create opportunities for volunteering in school; recruit PTA/Parent Council to minimise barriers to participation Use Education Scotland case studies as source of good practice; liaise with collaborative schools Seek opportunities to work with local community e.g. visits, specialist advice	leadership across school RRS training