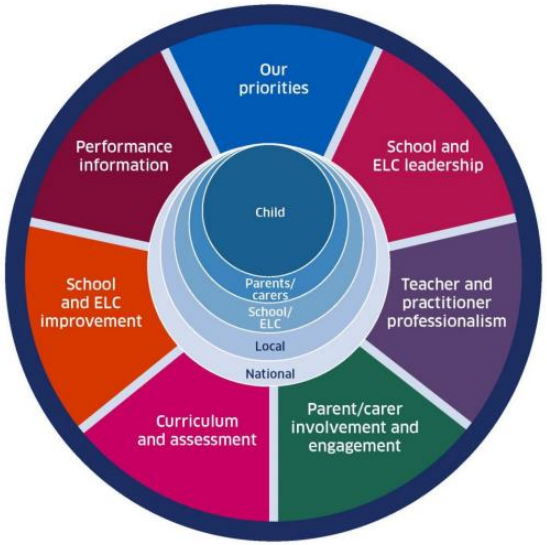
Education and Learning Directorate

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

(2022 - 2023)



School: Collin Primary School

Date: May 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

Our Vision

School Statement "*To ensure every child, regardless of their background or circumstances, reaches their fullest potential, aspires to be the best they can be leaving Collin Primary ready for their next stage in life*"

Our Aims

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Our Values

Respect, Responsibility, Fairness and Honesty

We have aligned our Aims with current *educational priorities* that are woven and taught throughout our curriculum with direct links to our current School Improvement Planning.

Review Date: Our vision, values and aims will remain the same at present, and will be at the core of all our continued recovery work. We aim to review March 2023 .

Review Activities (as appropriate)

- Pupil Council to lead reflection activity in Gathering ,
- Pupil Council to work with nursery staff and pupils to align nursery vision, values and aims with those of the whole school;
- Parents to be surveyed as to our vision, values and aims electronically through the GLOW forms ;if possible to reinstate our sharing the vision days (1 per tem)
- Staff to be surveyed through collegial time;
- Draft vision, values and aims to be shared with pupils and partners
- Vision, values and aims to be shared with school community through the school handbook, school website and displayed in all classrooms including the nursery.

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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)

2.1 Progress 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 **Stability and Recovery following the pandemic and subsequent periods of school closure** **NIF Priority:** **Improvement in attainment, providing learners with the right skills and achievements to succeed** **NIF Driver** **Teacher Professionalism;** **Parental Engagement;** **Assessment of Children's Progress.** **HGIOS?4 / HGIOELC Qis 2.2** **Development of the curriculum;** **Learning pathways;** **Skills for learning, life and work** **2.3** **Learning teaching & assessment** **2.6**	Health and Wellbeing After an unsettling period pupils are now settled and have resumed learning and continue to show positive signs and gains in their learning and in their mental, emotional and social health as they re-integrate into the school community. Having only have one parent /pupil event (Sports day) which had an excellent turn out and was received very well by the parents who stated how much they enjoyed coming into the school once again. Our HWB tracking and programme was updated (Nov 21) and implemented by May22 Specific areas included were GIRFEC, Restorative Justice, Emotion works and the termly SHANNARI reflections. Not all staff training on mental health programme and HWB interventions were possible and we will look to ensure refresher for existing staff, input for new staff August 2022. Staff have now updated stand-alone units on central folder as and when they teach the unit (ongoing).Review and update of RSHP to 3 year rolling programme to be implemented 2023 A phased introduction of the play methodology across early and first levels in each classroom was planned and reviewed .Ct and Nursery staff worked collaboratively to develop play session over a 12 week period that incorporated transition elements. Staff undertook a range of reading on play approaches as well as attending CPD events (STEP literacy event Miss P)	We will review this again across next session 2023 before we in bed this fully by session 2024 Implement updated HWB tracking and programme Aug Sep 2023. Changes to staff this year will impact and rooms will need to be reviewed .Collaborations to continue and staff to build upon approaches

Transitions; Continuity and progression in learning 3.2	Visitation of our learning pathways and curriculum rationale ensure a solid foundation at Early level incorporating both Nursery and P1 as well as build consistency in wellbeing approaches, expectations and ethos between the nursery and all stages of the school Staff said they felt more confident with the play approach and felt with the composite stages a mixed approach best served the needs of the learners. Parents with both pupils in Nursery and P1 said ty enjoyed hearing about the joined up play session s and wished for this to continue (see PEF travelling Tales)	
	A positive review of Nursery – P1 transitions was completed by staff and a robust programme of events put in place including dedicated to literacy numeracy and H&WB Nursery as well as parental opportunities (Late June) Secondary transition programs have started again and pupils attended two events at DHS PE tracking updated in line with D&G Strategy, and HWB programme as well as staff engagement with D7G paper "Being well Doing well " Reintroduction of parental workshops (literacy & Numeracy, HWB) did not progress as planed due to restrictions and we aim to carry this out session2023	Continue to review and develop with new staff over next session Development of parental guides on the HWB programme and how to support their child Sept Parents to be supported in order that they can continue to positively engage in their child's learning and achievement to be taken forward session 2023
	Literacy and Numeracy	
	Refreshed Literacy and Numeracy programmes have been implemented, ensuring pupils have a clear progressive learning pathway in these core subjects and therefore achieve their potential. All staff have received training in core Literacy and Numeracy interventions: this will build consistency. Pupils are supported appropriately when needs are identified.	New staff will require training.
	Teaching have built upon their understanding of tracking attainment through SEEMIS Progress and Achievement. This ensures focus on pupil progression, building both support and challenge. Staff are now familiar with the school trackers which link to SEEMIS and are from N5-P7 Implement Literacy programme and grammar progression fully implemented may 2022. Training on literacy interventions including Closing the Literacy Gap and Literacy Ladders- refresher for existing staff; introduction for new staff Aug 2022-23. A Third level tracking for numeracy has yet to be completed. Training on numeracy interventions such as Closing the Numeracy Gap and Developing Number Knowledge- refresher for existing staff, introduction for new staff completed Sept 2021. SMT, Feb 2022 by teaching staff.	N4 tracking in Lit, NUM &H&WB session 22-23

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Cluster Priority Refresh of the Digital Literacy strategy after D&G Windows 10 rollout **NIF Priority: Improvement in attainment, providing learners with the right skills to succeed** **NIF Driver:** **Teacher Professionalism;** **Parental Engagement;** **Assessment of Children's Progress.** **HGIOS?4 / HGIOELC QIs** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 2.6 Transitions; Collaborative planning and delivery; Continuity and progression in learning 3.2 Raising Attainment	<u>Digital Literacy Strategy and Progression Pathway</u> The Windows10 rollout by D&G was delayed for a significant length of time. This was partially completed in December 2021, with the upgrade to WiFi and move to the remote desktop scheduled for March 2022. This has had a major impact on the range of software and hardware used to deliver our Digital Literacy learning and teaching programmes. We faced specific difficulties such as laptops and Ipads and smart boards not functioning. Mr Cannon (Georgetown), Mr McIlorum (Calside) and Miss Martin (DHS) are the Digital Leaders for the cluster as well as for D&G. Mr McIlorum also acts as the primary representative on the D&G working party for the remote desktop. This has enabled the cluster to feedback issues, in order to guide the way forward. We have had difficulty in staff training and professional learning during this session due to a variety of reasons; Mainly being the inability to meet up at CPD events /in other school and we know that staff confidence in delivering the digital literacy curriculum is low. This will be a major focus for next session. As staff delivered different building blocks of the Digital Literacy programme, they have highlighted which programmes are no longer available, and the Digital Leaders for the cluster have started to collate issues and need. These have been passed to the D&G Education ICT group as well as the Remote Desktop working party so these can be addressed. We are not yet in a position to fully refresh the current Digital Literacy Strategy, as we are still not fully cognisant of what software/ hardware is available to us. Staff feedback has shown that the staff level of confidence in Digital Literacy has decreased due to the rollout, and therefore we must focus on building this expertise within the new parameters. <u>Cyber-Resilience & Internet Safety, Digital Schools and Digital Wellbeing Award</u> We have registered for the Digital Schools Award, and the Cyber-Resilience & Internet Safety award. We have audited our practice against the criteria for the national Digital Wellbeing award, and identified our next steps towards this achievement. Our	Cluster Digital Leaders to audit the Digital Literacy Strategy to identify gaps in software and hardware, and to highlight alternatives if a piece of software is no longer available to us. A cluster Whiteboard to be set up to allow sharing of information if a member of staff has found an excellent replacement: this will build up over time. Work across stages, and across the cluster to build staff skills and confidence with the new programmes in order to deliver high quality learning and teaching. Staff to reflect on our Digital Literacy Strategy and programmes, using the Education Scotland documents "Features of Highly Effective Digital Learning, Teaching and Assessment in Schools" (January 2022) and "What Digital Learning Might Look Like". Identify next steps and then implement. Refine and extend our pupil Digital Leaders group: building pupil expertise in this area. The pupil Digital Leaders to then act as mentors for other pupils and staff as we implement new approaches and software. As soon as safety mitigations allow, develop and offer digital workshops for parents and inter-generational, led by pupils and staff. Development of parental guides for key programmes/apps

	progress in this area has been curtailed due to the safety mitigations which prevented children to work across bubbles/classes, or for parents/ families to come and work in school.	
2.1.1 Report on the impact of PEF ***(Not required for ELC if PEF has not been used for children in the nursery.)*** • **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?**	***(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)*** **How rigorous is the school's approach to providing robust evidence of closing the attainment gap?** We track pupil progress across literacy and numeracy to review progression and identify needs early on. We compare data of identified groupings (SIMD,PEF, G/T) with the wider group. We use a range of data to verify our decisions: holistic assessments, class assessments, class work, SNSA results to inform teacher judgements on progress across and of a level. We carry out termly attainment meetings to track and monitor progress, review SNSA data along with other assessments. We evaluate interventions regularly and act promptly to make changes if desired outcomes are not being achieved. **How well are you removing barriers to learning and ensuring equity for all?** By using pupil equity funding to fund additional staffing we were able to support targeted interventions in literacy and numeracy based on robust data analysis. From September until Christmas additional staffing also allowed us to further develop our nurturing approach and we created a nurture room in school to include all class as well as enhancing our outdoor spaces as well as the provision of a breakfast club for all pupils . However this has been a challenging process with regard to staffing. Frequent changes (due to retirement, job role changes ,leaving for other posts) and periods of no availability have led to less targeted interventions running /completed than previously planned for and the increased needs of some children have required additional one to one support instead of the small group support. Due to the rural setting of the school, Wi-Fi can be unreliable and many families living on the Thistle Grove site were unable to access wifi .Therefore during the periods of remote learning, staff ensured that printed packs of resources were physically distributed to families and were made available for those in the village and surrounding catchment area. These packs were either delivered to families directly by staff or collected from schools. We continue to use PEF to create further packs for travelling families in literacy, Numeracy and Health and wellbeing. Staff have undertaken STEP CPD sessions and shared their own expertise at creating and using such packs with other teachers at a national level through the STEP forum. Packs were offered to all G/T families . Of those families engaging with the school at that time we have had a 50% up take in the packs . It has been difficult to judge impact as these families have now moved on.	

	PEF Project/spending area: Literacy /Parental engagement/Transitions - Travelling Tales programme and Family packs **Rationale**: To introduce a **C.A.P.E.R. programme (children and parents enjoy reading) – Travelling Tales** Prior to the pandemic there was a notable lack of parental engagement with children's reading in the early stages and we propose to foster this relationship through literacy. **Impact:** Originally the main rationale was to engage parents with children's reading we were unable to do so due to covid restrictions and so refocused on the impact of reading for P4-7 pupils and the engagement of nursery pupils. 100% of pupils in P4-7 felt more confident reading aloud to other pupils and adults 100% of pupils in P4-7 increased their fluency of reading (teacher judgement and accelerated reading scores) 100%of pupils in P4-7 said they enjoyed reading out aloud more now than they did at the start of the intervention Parents surveyed 100% of parents although not able to engage felt their nursery child had benefited from the intervention. When asked the nursery manager said she felt there were huge benefits to nursery pupils from this intervention: increased confidence, fostering a love of reading, positive engagement with pupils from up the school (transition elements) as well as an overall ethos of nurture and joining of stages. **Evaluative Comment: Due to covid we have not been able to engage parent with this intervention as planned, however this has been delivered to pupils by the class teacher and learning assistant. In term four we decided to incorporate the story sacks/nurture group approach into our transition work where they were enjoyed by Primary students, their nursery siblings and other nursery students who are ready to move into P1 in the summer. The story sacks have been an exciting way to make reading time even more engaging, enjoyable, and active and cross curricular. They have inspired pursuits in our outdoor space, worked as a nurture group for wellbeing and developing cooperation skills, inspired creative writing and drama projects to name a few of the benefits.**

	PEF Project/spending area: Health and Wellbeing – Nurture **Rationale:** To provide breakfast for targeted group of pupils to ensure they have the best possible start to their day and are ready to learn and increased attendance . **Impact: 50% of pupils targeted improved their attendance, this was due to the other families moving away. Of those learners attending, parents have commented positively on the opportunity for pupils to have a nourishing breakfast and they feel their child is benefiting from the availability of this.** **Evaluative Comment: Overall the breakfast club was a great success for some learners. Attendance improved by between 70%-100% and so was their ability to be settled and ready to learn (this was monitored by class teachers using the Leuven scale, 100% of those monitored were consistently settled and ready to learn. Many other pupils attended breakfast club and it has become a positive social gathering for pupils in the morning, teachers have noticed the positive effect this has had on other pupils and again their ability to be settled and ready to learn. The class teacher noted that when pupils were undertaking their literacy morning work that those who had attended breakfast club were more alert and engaged in lessons.**

2.2 Summary of Key Strengths and Areas for Improvement

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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.* **Global Goals:** **3. Good Health and Wellbeing** **4. Quality Education**	•The Head teacher is committed to change and continuous improvement in Learning and Teaching to promote the best outcomes for pupils. •They actively encourage staff to change, adapt and improve their practice. This has led to some staff at all levels taking responsibility to make change. They take the lead on various developments and additional responsibility for Learning e.g. Early Years Play & Outdoor Learning, Sharing Learning via Facebook , Numeracy Intervention training , Digital literacy, new planning formats development, etc. •Most staff are committed and keen to improve practice to provide the best for the children in their classes. •Some staff have been involved in leading change across the school and at national level, e.g. Digital online assessment for Travelers pupils and our continued work with STEP •Monitoring and evaluating through professional dialogue attainment meetings (Nov & March), analysis of the range of information about a child help inform decision making. • Based on 3 papers 'Be the Change' and The Moral Purpose of Education (Columba 1400) and D&Gs own Refreshing the Narrative on Scotland's Curriculum' staff have been challenged as to how we can adapt our school rationale in response to the pandemic and with the future needs of our pupils at the center. • P1 staff have successfully participated in and contributed to the Authority Play Development working group •Teaching staff signed up to working areas linked to the S.I.P. through PRD process •Staff participated in authority self-evaluation on Digital literacy and Outdoor Learning.	Self-evaluation Continue parental self-evaluation opportunities and school decisions via consultation sessions and electronic questionnaires. Continue to encourage staff to 'Look outwards' to further improve developments and practice through a variety of approaches. To further build staff confidence and capacity in taking on leadership roles within and across school via working groups on school priorities To further build staff confidence and capacity in taking on leadership roles within Outdoor learning and Learning for Sustainability. Direct observation of class lessons return next session. Direct face to face Learner Conversations will restart. Further develop and expand pupil participation in school decisions and evaluations of learning. Global Goals and Education for Sustainability is being incorporated in to learning but requires to be embedded further.Goals have been placed on SIP 22-23 as we look to embed them in the work and ethos o the school . Staff challenged to try something new and different to re-engage children in learning. (In line with 7 principles)	4

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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
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.* **Global Goals:** **3. Good Health & Wellbeing** **4. Quality Education** **9. Industry, Innovation & Infrastructure**	• Our young people are eager and active participants who are engaged, motivated and interact well during activities. Learners' experiences are appropriately challenging, enjoyable and well matched to their needs and interests. With a focus on mental, emotional and social wellbeing to ensure all learners are ready to learn, and happy & safe within themselves, their class and the school community. We have refined our Learning Journeys, using the feedback from pupils, parents/carer's and staff. Moderate to ensure consistency across classes. We have introduced The four context "snap shot "of learning as well as the 4 Capacities "snap shot of learning "which goes home to families at the end of every term in the learning journey. • We use a wide range of learning environments and creative teaching approaches. Pupils undertake roles in JRSO, pupil Council and Eco council which feed into the life and ethos of the school. Pupils have the opportunity at Gathering to talk and discuss current issues that have been highlighted by pupils in these roles to raise awareness of the current educational issues which effect pupils and their education. • Learning is enriched and supported by our use of digital technologies which is inter woven through the curriculum and school day. Skills based learning activities	Aim to move SEEMIS Tracking & Monitoring as directed by D&G: staff have yet to undertake training for this. Refresher training for all staff to be offered when available , and moderation activities to ensure common understanding and consistency across all levels. Look for way in which we can streamline information and "snap shot" sharing with families. Following the Windows10 rollout by D&G, the digital literacy programme will require to be amended as the programmes available to us will change. Staff will require training on some/all of the new software in order to provide appropriate and relevant learning in digital literacy. We will work with our mentor school Calside Primary	4

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	highlight technologies such as photography and calendar making using digital images. Learners are able to exercise choice, including the appropriate use of digital technologies, and take increasing responsibility as they become more independent in their learning. The Sound Trap (digital music making experience) has been available to P4-7 this year pupils understand the purpose of their learning and have opportunities to lead the learning. Children also participate in adding to their own school blogs and using digital technologies as part of their literacy and numeracy lessons. • Teachers continue to embed formative assessment strategies, ensuring clear and concise learning intentions and success criteria. We continue to incorporate assessment into the planning and learning process on an ongoing basis, considering how assessment approaches meet the needs of our diverse learners. We have implemented a "Snap shot" of learning overview to be completed when G/T pupils leave the school and upload to SEEMIS. Staff continue to engage children in talk about next steps in learning during lessons, making their individual targets more explicit. Lessons are tracked and monitored through a range of processes such as HT classroom observation, jotter & lesson plans, & principles and moderation activities as we continue to prioritise quality learning and teaching as core business. • Our Skills based Learning continues	.	

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	across the year allowing children to learn through practical experiences such as sewing, woodwork, baking, science experiments and trades –this fina term has been painting and decorating as we refurbish ours . This also encompasses DYW where we have linked experiences to people and business in our community who have been in touch with the children over video call, telephone and email about their job role and experience of it. • We continue with the phased introduction of the play methodology across early and first levels as we begin to transition our new P1 pupils throughout May 2022. Classroom areas have been planned and reviewed, areas and pedagogies working well have been carried forward .Primary and Nursery staff have worked collaboratively and have revisited our learning pathways and curriculum rationale to ensure a solid foundation at early level incorporating both Nursery and P1. As well as creating a new transition calendar of events with played based curriculum events at the heart of it. • Assessment is integral to our planning of learning and teaching. Our teaching staff are reflective practitioners: they evaluate their lessons and use identified next steps as well as pupil feedback to inform future learning. We use a variety of assessment approaches including summative, formative and holistic assessment and a range of data gathered from these including the February Snap shot and SNSA, to allow learners to demonstrate their knowledge and understanding, skills,		

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	attributes and capabilities in different contexts across the curriculum and ensure progress for individual learners and specific groups. • Ongoing assessment allowed staff to find and measure any potential gaps or missed concepts and put appropriate supports in place. We have continued to build upon this to ensure depth of learning where gaps have been found. • Updates from our cluster QAMSOs keeps us informed as we look to start up in person cluster collegiate session again and use them to their full potential. • Changes to our Termly level tracking sheet now tracks all pupils in N4 and N5 .The aspirational "grey box "has been reviewed and realigned to ensure appropriate pace of learning through the levels. • Parental workshops to support parents with their understanding of the curriculum and core programmes still could not be delivered in person this year. Instead we updated and redistributed the pervious leaflets were created and posted on to the school website. We have however had parents in for Sports Day and as we continue to review our parental workshops in Health and Wellbeing, Literacy, Numeracy and Digital Literacy as well as sharing the vision ,consider how to best deliver these next session when there are no or minimum Covid -19 restrictions. • Our transition arrangements between nursery and school, between classes and onto secondary school support continuity of learning and promote pupil well-being.		

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	• Our Nursery to primary transition calendar has been created by Nursery and Primary staff with a range of play based events and lessons planned over May and June as well as a Teddy Bears picnic for families and a meet the teacher session .Previously our usual transition programmes were adapted to be delivered virtually where needed in the past year. Since the easing of restrictions pupils are attending events at our cluster secondary school. • Pupils from P5 upwards are attending Science days at the cluster secondary which forms part of a transition programme- hoping that earlier transition activities to DHS will provide a more enhanced transition for the pupils coming from such a small school setting.		
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality* **Global Goals** **3. Good Health & Wellbeing** **10. Reduced Inequalities**	• Relationships across the school community are positive and supportive as we lo to re open our school to the community events we hosted prior to lock down and re establish these links and support. • Staff have engaged with Emotion Works training and development previously. • Staff have engaged with Respect Me training. • All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community • The nursery presents a caring and supportive environment to meet the needs of the children • Children with additional support needs are well supported in their learning in the primary stages within the parameters of current staffing levels, since we have had no ASLT session21-22. Staff have undertaken CPD and HT has purchased assessment tools through PEF to aid assessment.	We are developing effective strategies to improve attainment and achievement for children facing challenges and those with additional support needs. The use of Pupil Equity Funding will allow us to target support to specific individuals and groups. Emotion Works needs to be further embedded as a whole school approach, within an IDL theme, at the start of each session, alongside the new Emotion Response policy and further training for new staff this session. Staff need further support in implementing ASL targeted support or interventions for positive impact where assessed and required. Staff need to develop an understanding of how to use holistic learning tasks to assess HWB. Curricular programs that explore different aspects of	4

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

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	• Almost all staff are developing a greater understanding of the role of nurture in learning and have had successes with targeted pupils. • We continue to develop and embed Emotion Works to develop a clear focus from Nursery to P7. • Children in Early Years are provided with very good quality outdoor experiences and have been using resources in the local community to help them learn. • Positive relations are established with a range of support partners (some of these are still electronic through email etc), Active Schools Child smile, local business (Walker and Sharp Solicitors) Drumure Farm, Food Bank, Tesco, Homebase . • We support children facing additional challenges and find ways of reducing and removing barriers to learning. Nurture has played a vital role in supporting these children. Boxall Profiles are used to assess wellbeing for relevant children. Termly wellbeing check-ins for P1-P7 are conducted via pupil's wellbeing booklets these are followed up by class teachers/SLT. Nursery and Primary each have a SHANARRI display. • Being Well, Doing Well is now integrated as our overarching policy for HWB, Nursery to P7. • From a questionnaire on bullying (100% returned) 91% of parents were confident that the school would respond, 9% were neutral or their child hadn't experienced this. 0% stated they were not confident in how the school would respond. • 100% also stated they were clear on understanding the steps that the school would take to assist the person being bullied and the person/people involved in the bullying. Further advice has been issued (April 2021). The school values, recognises and shares achievements with peers, parents, family members and the wider community (often	diversity including; faiths, cultures and beliefs to support inclusion and understanding of others are required. (through Global citizenships/Global goals/ Four contexts) We shall opt into the unicef rights resecting schools awards as well as developing the & steps from the children's commissioner. Now looking at Global goals and begin to develop a pathway from Nursery to P7 Encourage Learning for sustainability : encourage understanding of the way we live and work in our community /region Empower our communities and stake holders to adapt to a low carbon approach Transition to greener technologies Promote and protect our natural environment Contribute to a greener economy Ensure robust tracking is in place for wellbeing booklets •Policies to be shared with staff, pupils and parents. Re administer positive behavior and respect me strategies to parents for consultation and comment. Being Well, Doing Well policy and approaches now need embedded fully	

2.2 Summary of Key Strengths and Areas for Improvement
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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
	using social media Faceboook page). • There is effective communication of information about pupils' achievements between senior managers, class teachers, learning support staff, and parents. Almost all Teachers are knowledgeable about the pupils as individuals. Effective pass on information is in place to support this. • We have registered with Rights Respecting schools and aim to begin our journey session 22-23	PEPAS survey will come out again in June all pupils P4 upwards to complete. HT will attend an engagement day on the Framework for Inclusion in September and share with staff	
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners* *Global Goals:* *4.Quality Education* *10. Reduced Inequalities* **3.2 Securing children's progress (<u>for Early Learning Childcare)</u>** • *Progress in communication, early language, mathematics,*	**NUMERACY:** • Pupils progress continues to be tracked in 'Beyond Expectation, on Track and Below Expectation' and three points within the session and percentages recorded to track stage progress for Achievement of a Level. • Staff are encouraged to use this data to support interventions or small test of change activities. • These are reviewed at regular tracking meetings between HT and teachers to discuss what interventions are being put in place for those learners not on track to achieve their expected CfE Level. Percentages of those assessed state that Numeracy attainment, tracked by teachers at the end of May 2022 • **Pr1 - the end of Early level is 100%** • **Pr4 – end of First Level was 100%** • **P7 – No leaners assessed**		4

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health and wellbeing • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all children*	**P4 SNSA Results by June 2022 for those on track to attain or beyond at First level = data not availble at time of writing** • The planning formats based on the Developing Number knowledge approach are being used successfully from Early Level to second level with nursery now using the phase approach for Number. **LITERACY:** • New planning/ tracking (BSGV) documents for all aspects of Literacy have been introduced For N4 to P7 • These are reviewed at regular tracking meetings between SLT and teachers to discuss what interventions are being put in place for those learners not on track to achieve their expected CfE Level. • TLQ groups established and continued in P1 • There are now progressive programmes of study in place for Spelling, Grammar, Talking & Listening at all stages. **Achievement of a Level data in Literacy – tracked by teachers** Percentages (May 2022) state that Literacy attainment in Pr1 – end of Early Level were; **Literacy attainment, tracked by teachers at the end of March 2021 ·**		

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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
	Settled Learners **Reading** • **P1 –achieving early 100%** • **P4 – achieving 1st level 100% ·** • **P7 – no pupils assessed this session** **Talking and Listening** • **P1 – achieving early 100%** • **P4 – achieving 1st level 100% ·** • **P7 –no pupils assessed this session** **Writing** • **P1 – achieving early 100%** • **P4 – achieving 1st level 100% ·** • **P7 – no pupils this session** **Interrupted learners following individual milestones are expected to achieve targets set in Individual learning plans (ILP).** This data is formulated from the following sources; Writing assessment data, Reading tracking data, classroom assessment and teacher judgement. SNSA data for P1, P4 or P7 will be available on completion • New tracking systems are in place and the majority of staff are beginning to engage with data via this system. All N5 pupils are tracked in early Reading, Writing and Numeracy. • The development of math and literacy skills are a priority for all pupils being provided with		

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

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	relevant and carefully planned opportunities to either learn explicit math and literacy skills or experience aspects of these areas through cross curricular activities. We continue to work with our local community to provide relevant opportunities for learning which pupils to link their school learning to 'real life' scenarios which will enable development of independence. This includes educational visits related to our curriculum and enhance learning by visiting local supermarkets and shops, garden centers, Drumure farm. • Within Nursery and P1, Literacy and Numeracy are embedded through play. Skills are explicitly taught then reinforced through opportunities for play. Nursery and P1 staff have worked closely together to ensure continuity and coverage of CFE. • Jolly Phonics and Jolly Grammar are being used as a whole school approach. • Evidence from tracking meetings – above/ below/ expected levels reported for Numeracy and Literacy. Suggested interventions also noted to remove barriers to learning. • We focus on an Inward/Outward/Forward approach to self-evaluation and use a range of self-evaluation approaches and the Dumfries and Galloway Building Capacity papers as part of this processes as well toolkits and specifically Sketch notes from Education Scotland. We ensure our classroom observations staff PDR &PRD targets relate to specific Qis • Transition meetings held between teachers	Leaflets to be created for parents to help them support their children's emotions at home.	

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	and nursery staff ensure the handing on of notes and information at all points of transition. • Through our Facebook page we share information and success with families allowing them to be part of our daily business, • Whole school assemblies have focused on School Values Vison and Aims as well as the 4 Capacities which we aim to embed in the daily life and work of the school. • STEM and Skills for Learning, Life and Work continue to be developed through our Skills Based Learning lessons • P5s are engaged in the Travelling Tales transition programme with Nursery children. . • P7 Children developed their individual Blog which is used as transition to secondary school to help celebrate learning and wider achievements. • P4&5s are given various responsibilities such as, P1 Helpers, monitors, etc. • Positive feedback from parents / wide range of activities, learning experiences / feedback via social media • Various opportunities for celebrating personal success included class focus on individual pupils, Assembly linked to behavior and celebrating success out with and within school (twice termly), successes highlighted on social media page, 4 Capacities annual winners. End of year P7 specific Awards. • Celebrations are posted on displays, records are retained of winners		

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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
	• Citizenship termly focus on 4 capacities/ Opportunities for pupils to represent on Global Gang, Health Group, Pupil Council and as P7 House captains. P4-7 helpers in class with specific responsibilities. Also P6 leaders training then turn to P7 buddies. • Individual teachers continue to highlight learners who are experiencing barriers to their learning and the appropriate action is taken by the SMT – referrals, meetings, Nurture Sessions through HWB IEP Targets etc. • Pupils from N-P7 who we believe should be targeted with PEF have been identified according the FSM entitlement and their postcodes. A Support for learning assistant has been employed via PEF and taken on the role of supporting pupils – see PEF section • We continue to develop progressive Curricular Programmes within Literacy , HWB, Exp Arts and IDL with a focus on Skill Development and Knowledge. • Staff have been given time to develop their knowledge and understanding of HOTS, Loose Parts Play. • Nursery has also successfully transitioned to 1140hrs, with the nursery now operating at full capacity including 2 year olds.	•New staff members to undertake Emotion works training and begin to develop in class Introduced the Emotion Works Programme to families through a Celebration	
2.2 Curriculum: Theme 3 Learning Pathways **Global Goals:** **3.Good Health & Wellbeing**	• All teaching staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. *We have started updating the Digital Literacy Strategy and curriculum following the D&G Windows 10 rollout in line with the cluster	Develop effective whole school overviews in ensuring children's knowledge (and skills) are built appropriately over time in all curricular areas. Staff need to further develop innovative approaches to Teaching	

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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
4.Quality Education **10. Reduced Inequalities**	improvement priority *Build staff knowledge and expertise in the software available following the rollout, to ensure we maintain excellence in this curriculum area. •All staff across school have engaged in CPD relevant to their PRD targets which are linked to the previous years School Improvement Plan. •All practitioners take responsibility for developing early literacy and numeracy skills across the curriculum and in Nursery. •Mainstream Learning assistants are used effectively to support learning of a few pupils across the school. PEF has been utilised to support pupils across the whole school. Clear timetables are in place to ensure the most effective use of their time. •Staff have engaged during lockdown with a variety of digital resources and teaching approaches. A variety of digital technologies, e.g. Teams, Forms, Facebook •In the Early Years we ensure children have access to high-quality learning through a play based curriculum and outdoor learning which is child-led, creative and collaborative. •Staff are beginning to embed class working walls for IDL to help map out the learning journey to show cross curricular working, personalisation and choice and skills and knowledge gained as well as display around the school in particular Skills Based Learning. *The four capacities and the Four Contexts are celebrated in the school with Snapshots sent home to families only a termly basis, celebrating success in these areas.	and Learning across all curricular areas including Outdoor Learning Children require greater participation in the planning of their learning with increased opportunities for personalisation and choice to control the direction of their learning. Staff continue to develop a shared understanding of interdisciplinary learning and how to develop it as an important context for learning Extend the use of a play based approach from Nursery to P7 to developed lifelong skills (HWB), Skills Based Learning. (SBL) and resilience in pupils. Working walls should continue to be embedded within IDL topics literacy and numeracy across the session. Further embedding of working walls required and examples of good practice to be highlighted and shared with staff. Continue to develop play based learning across the school Create a Skills Based Learning Pathway from P1 to P7. Create a Four Capacities and a Four contexts Pathway from P1 to P7 to show progression of skills from P1-P7	

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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
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.** **Global Goals:** **3. Good Health & Wellbeing** **10. Reduced Inequalities**	• Our overall Parental 'involvement' is school is positive but engagement in learning requires to be strengthened. Events which have been held post Lockdown have been well attended • We regularly ask parents for contributions, suggestions and feedback upon issues pertaining to the work life and ethos of the school .Our setting values the contributions parents/ careers and families make to children's learning •We have established positive relationships with families. This was reflected in the results our May parental questionnaires, with 81% of families feeling their views are sought, listened to and dealt with . •We maintain strong positive relationships with our families and multi-agency partners based on a child centered approach and are now able to restart our tooth brushing programme as well as active schools, we also have been engaging with families as part of our skills based learning and have has several talks from individuals about their jobs which have specifically linked o topics and children's interests. •Our staff strive to form respectful relationships and work in partnership with parents/carers and families to reduce potential barriers to engagement and overcome disadvantage and sensitively respond to individual family circumstances. 81% of parents felt the school supported them during lockdown whilst the	In partnership with parents, we must continue the benefits from lockdown, of increased parental engagement in their children's learning, to help raise attainment and achievement in literacy and numeracy across all sectors of school. We must continue to work with G/T families to further develop a range of communication means around areas such as the new school dinners system which has been brought in by the authority. (HT and Catering manager) We need to establish family learning programmes to contribute to a culture of learning within the family. We provide some opportunities for parents/carers to learn together with their children but need to think of ways to promote parent/carer only learning. We continue to explore how to develop parental engagement in the pupils' learning and have plans to provide parents with more information about our learning and teaching approaches, alongside our multi-agency partners. We need to consult parents in a more focused way about how we can meet their children's needs in relation to literacy, numeracy and health and wellbeing and wider family learning outcomes. We need to develop innovative approaches to home learning across the school and provide support for parents/carers with this We will look to see how these approaches can benefit children form the travelling community when pull away for periods. Staff will engage with the STEP education website and look to taking on board the digital learning opportunities offered and how these can be developed to suit our community.	

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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
	remainder felt they did not require any support. •We consult with parents/carers and work in partnership with other services to share relevant information on individual family's needs which are identified and reviewed with consultation. We use this information to ensure appropriate timely interventions and referrals are made if required and outcomes are tracked overtime. •We continually seeks to involve parents and careers in shaping policies and services to improve impacts via the Parent Group and other consultation opportunities. •Parents have been consulted in the development of the Respect for All policy, where their opinions and views were taken on board to ensure they have their say. *Parents have been engaging in children's learning and celebrating success through our Facebook page – for Easter a poll was run to choose the best decorated Easter egg which was put to the vote to parents on the page and staff in school.	Further consultation on the School rationale with partners and the wider community is required. Hold Parental Engagement Event sharing learning across the school linked to the Curriculum Refresh and Skills for Learning, Life and Work. As well as our Sharing the vision days where we ask parents to engage with our VAV We shall continue with this into next session as we review and revise out anti bullying policy	

3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

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.

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	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 Priority **Parental Involvement &Engagement** **NIF Priority** Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing **NIF Driver** **Teacher Professionalism;** **Parental Engagement;** **Assessment of Children's Progress.** **HGIOS?4 / HGIOELC QIs** 1.1 Self-evaluation for self-	Good quality communication between home and school, will provide increasing parental involvement and engagement in the life and work of the school. On-going, effective and meaningful reporting to parents about their child's progress. Parents and learners will understand the 4 stage model of progress and have a good understanding of the level at which their child is working at. Increased knowledge will allow learners to take charge of their own learning and have a better understanding of their own developmental needs and how families and school can work together to provide this. PEF Staff will have a good understanding of the 4 stage Model of progress and make confident sound judgement of pupil's levels. Provision of high quality learning and teaching in a range of applications will equip pupils with the skills required to achieve in literacy , numeracy , H&WB as well as the provision of practical advice and support to parents to help with learning in the home in :Literacy ,Numeracy , H&WB (PEF)	Use the Education Scotland questionnaires and relevant papers to create a bassline assessment to be used with staff and parents to create an over view of the current position of our school. Staff will undertake reading around and self-evaluation of the following specific areas : Communication Progress and Achievement -reporting Support for families Involvement & engagement with the school & community Calendar of events to be created by HT & staff detailing parental events (including questioners) A communication path way will be created and shared with families A series of parental workshops and leaf lets will be created and held A consultation and feedback process with parents around reporting Sharing the Vison sessions with families and community members A series of questionnaires and engagement workshops to be held around engagement and involvement (asking the purpose outcomes of	HT and all staff September 22 All staff inc catering – questionnaires to be completed mid Term 1 workshops to be completed across the session Completed by Session 22-23 HT lead (all teaching staff) March 23 All staff – questionnaires to be completed mid Term 1 workshops to be completed across the session. Pupils and teaching staff to organize content 1 per term Completed by Session 22-23

improvement 1.3 Leadership of change 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	There will be opportunities for parents to be involved as equal partners in activities to improve learning for children across the school and to build pupil and parent confidence as equal partners; Parents and pupils will feel supported by the school and its community though Increased support for family learning programmes, where this is appropriate to the needs of parents and families; PEF Parents and pupils will feel valued by engaging with opportunities for parents and families to volunteer and to make a contribution towards the life and work of the school, and increase opportunity for success out with school PEF Parents and learners will feel empowered through opportunities for them to be involved in making important decisions related to the life and work of the school. .	engagement ,the who, why, when) Opportunities for families and community member to be involved with Skills Based learning , continuation of travelling tales outdoor family learning opportunities, STEP starter pack home play – including CPD for staff and (step web site)and to be consulted on how they feel best they can engage with the life and work of the school. We will then take this forward across session 22-23 listening to and acting upon feedback (you say , we did) Nursery- P1Transition calendar to be opened up to parents	All staff – questionnaires to be completed mid Term 1 workshops to be completed across the session- reviews to be held after each work shop. Families and communities members to visit as per calendar of events. Completed by Session 22-23 HT P1 CT & Nursey manager April 23
Cluster &School Priority Digital Literacy **NIF Priority:** **Improvement in attainment, providing learners with the right skills to succeed** **NIF Driver:** **Teacher Professionalism; Parental Engagement; Assessment of Children's Progress.**	Improve staff skill and confidence in the software and hardware now available to us. This will then ensure high quality learning and teaching of digital literacy both in school and across the cluster. Using the Education Scotland documents "Features of Highly Effective Digital Learning, Teaching and Assessment in Schools" (January 2022) and "What Digital Learning Might Look Like" will support each school to ascertain where they currently are within their Digital Schools Journey. This will build consistency across the cluster schools to ensure that all our learners are offered the same range of applications to equip them with	Digital reps from the cluster schools to meet and review the situation following the W10 rollout: establish where each school is currently in their Digital Schools Journey. Each school to audit their practice using the Education Scotland documents "Features of Highly Effective Digital Learning, Teaching and Assessment in Schools" (January 2022) and "What Digital Learning Might Look Like". Cluster Digital Leaders to collate results and identify priorities for each school and across the cluster. Cluster Digital Leaders to audit the Digital	School digital reps and Cluster Digital Leaders March to May 2022 School digital reps, whole staff in each school May 2022 (allocated collegial time) Cluster Digital Leaders June 2022 (released by cluster- 2 days) Cluster Digital Leaders April to June 2022

HGIOS?4 / HGIOELC QIs 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 2.6 Transitions; Collaborative planning and delivery	the necessary skills for life and work. Provision of high quality learning and teaching in a range of applications will equip pupils with digital skills, creativity and flexibility. This will support attainment and achievement both within the digital literacy curriculum, and across the curriculum. Learners will be able to enrich their learning accordingly.	Literacy Strategy to identify gaps in software and hardware, and to highlight alternatives if a piece of software is no longer available to us. A cluster Whiteboard to be set up to allow sharing of information if a member of staff has found an excellent replacement: this will build up over time. Work across stages, and across the cluster to build staff skills with the new programmes in order to deliver high quality learning and teaching. Staff to review progress and identify next steps.	(released by cluster) Cluster Digital Leaders June 2022; all staff to add on an ongoing basis. School digital reps, all school staff August 2022 to February 2023 3x collegial cluster across the session- dates to be decided Whole staff audit Feb INSET 2023
	Identify pupils who demonstrate flair and expertise in Digital Literacy: enhance their achievement in this area through mentoring other pupils. Build parent confidence in and across Digital Literacy. This will enable parents to support their child's learning appropriately.	Refine and extend our pupil Digital Leaders group: building pupil expertise in this area. The pupil Digital Leaders to then act as mentors for other pupils and staff as we implement new approaches and software. As soon as safety mitigations allow, develop and offer digital workshops for parents and inter-generational, led by pupils and staff. Development of parental guides for key programmes/applications.	School digital reps, class teachers Initiate June 2022 Implement August 2022 Review Feb INSET 2023 Ongoing through the session As each unit is developed