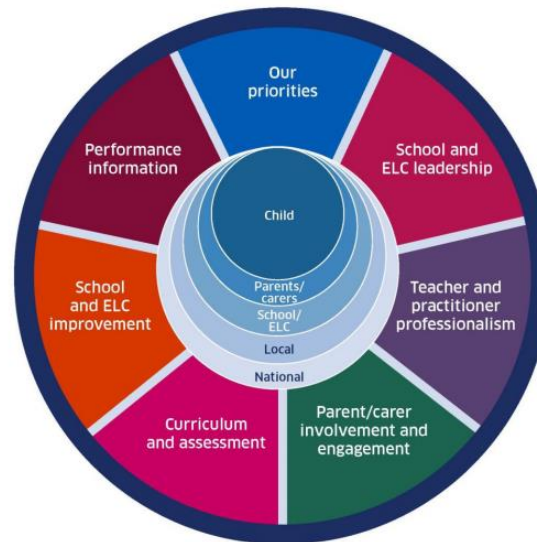


Education and Learning Directorate

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

(2022 - 2023)



School: Johnstonebridge and Nethermill Primaries

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

Johnstonebridge Primary ~ Current VVA

Our Vision:

To provide high quality experiences which motivate learners to achieve their potential in school and the wider community.

Our Values:

- **Inclusion**
- **Nurture**
- **Achievement**
- **Respect**
- **Ambition**
- **Citizenship**
- **Equity**

Our Aims

We aim...

- *To set high ambitions for all our learners through a Nurture Approach.*
- *To develop Responsible Citizens, Confident Individuals, Successful Learners and Effective Contributors.*
- *To work effectively with partners in school and across the wider community to promote healthy lifestyles and choices.*
- *Encourage our learners to achieve success and take pride in all they do.*

School Statement

At Johnstonebridge Primary School we strive to create a happy, safe and friendly learning environment, where all children experience appropriate challenge and support to meet their learning needs. Close supportive working relationships between pupils, parents and staff promote a strong community ethos. Through positive learning experiences in a variety of wide and rich contexts, at school, at home and in the wider community, our pupils are supported on their journey to be Responsible Citizens, Confident Individuals, Successful Learners and Effective Contributors.

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Nethermill Primary ~ Current VVA

Our vision:

“Be the best you can be”

- We aim to provide a welcoming learning environment with a fun and challenging curriculum, enabling children to be the best they can be.*

Our values:

Friendship

Resilience

Inclusion

Equity

Nurture

Determination

Success

Our Aims:

We aim for all children:

- To develop and value friendships*
- To become independent learners and creative thinkers.*
- To be given the best quality of education with their needs at the centre.*
- To enjoy being motivated and challenged; helping them to realise their full potential.*

School Statement

At Nethermill Primary School we have a clear vision for learning. We strive to create a happy, safe and friendly learning environment, where all children experience appropriate challenge and support to meet their learning needs. Close supportive working relationships between pupils, parents and staff promote a strong community ethos. Through positive learning experiences in a variety of wide and rich contexts, at school, at home and in the wider community, our pupils are supported on their journey to be Responsible Citizens, Confident Individuals, Successful Learners and Effective Contributors.

Review Date:

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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.

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August 2022 ~ Both of our VVA's are currently under review (initial pupil and staff consultations have happened, we just need to involve the parents/carers and stakeholders in the final stages)

Review Activities (as appropriate)

Whole school assemblies, class work on VVA meanings and understanding, questionnaires, staff meetings, staff development time (review wording in relation to current climate), votes on favourite wordings.

Families and community involvement ... votes, questionnaire, Microsoft Form, Facebook polls, pebble questions.

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)
<p>School Priority 1 Rights Respecting Schools Bronze Award</p> <p>NIF Priority Improvement in children and young people's health and well being</p> <p>NIF Driver School improvement</p> <p>HGIOS?4 / HGIOELC QIs 3.1</p>	<p>Progress Both schools have completed the Bronze RRSA progression... Pupil and staff questionnaires were analysed and Rag Rated to help create an Action Plan for silver. Staff underwent Bronze level training and awareness raising, Pupil Groups were set up to help lead the programme and assemblies were delivered at whole school level. Information sharing with families was initially brief but will be more embedded as the next level is worked through. NM have received their certificate and JB are awaiting their one before undertaking the Silver Award training and activities next session. Pupil group members created posters to show where certain Rights are being used throughout the school. Displays in both schools show our RRSA journey so far.</p> <p>Impact The children and staff are more aware of the Rights that we already touch on or incorporate into our curriculum. Knowledge of the Rights is beginning to grow for the ones already clearly in use throughout the school session. Awareness of how RRS's impacts on all aspects of school life is beginning to show through professional dialogue between colleagues, pupil groups and initial assemblies. Our school community has a shared understanding of wellbeing and the worth of each individual. Relationships across the school community are positive and have helped the pupils feels included, engaged and involved in the learning involved to receive our Bronze Award.</p>	<p>Next session we will be looking to continue our Rights Respecting Journey and start working on our Silver Award.</p> <p>Programme of assemblies developed to allow the Rights to be embedded in the life and work of the schools.</p> <p>Involve families and the wider school community in the Silver Award process and learning so we all move forward together.</p> <p>Share the achievement of the Bronze Award and plans for Silver more widely.</p> <p>Include the RRS principles in our behaviour/anti-bullying policy which we are updating currently with RespectMe policy advisors.</p> <p>Seek to include each school in the others RRSA assembly programme (virtually or in person) so we can share achievements across the partnership.</p> <p>Develop class and playground</p>

		Charters to embed Rights and positive behaviour links throughout the life and work of the school.
<p>School Priority 2 Number Talks/Mental Maths</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver Assessment of children's progress</p> <p>HGIOS?4 / HGIOELC Qis 2.3</p>	<p>Progress Almost all pupils have been learning using Teejay Mental Maths resources and progression regularly to boost their knowledge and understanding of mental maths skills and strategies. All teaching staff have undertaken a small test of change to implement the programme into their classes with either the whole class or targeted groups. There has been a marked increase in professional dialogue around the teaching of mental maths as a result and how to best deliver this to meet the needs of individuals... this has included some support staff who deliver CNG and Maths Recovery. All teachers in the partnership have been initially trained in the Number Talks methodology. Due to staff absence this has not yet gone any further but the professional dialogue and professional learning has been rich, leading to agreement in pedagogy. Staff and learners can see the benefit of using this approach and resources have been purchased to allow for this approach to begin next session across all stages.</p> <p>Small test of change interventions using Number Talks have not happened yet in most classrooms due to absence. The lead for this Development underwent a small test of change in her classroom We will monitor the impact of the Small Tests of Change for all stages after agreed blocks and implement any changes - starting in August next session</p> <p>Impact Staff confidence in understanding Number Talks has increased and the pedagogy behind the delivery will allow staff to focus on the high quality delivery of mental maths strategies across all stages. Pupil confidence in talking about how they came to an answer is beginning to increase for those who have tried Number Talks. They are enjoying maths more and feel a sense of achievement that they never before. The group involved in this are eager and active participants during Number Talks sessions.</p>	<p>Now the initial development has been completed, we are looking to develop a whole partnership overview for Number Talks and embed this pedagogy into our curriculum delivery weekly.</p> <p>Peer Observations will help share Good Practice and allow us to effectively monitor the delivery of Number Talks (and the pedagogy required in this) and moderate the impact of Number Talks on our pupil's attainment in numeracy.</p> <p>We also plan to change the numeracy assessment from the BSNT to the Sandwell Numeracy Assessment.</p> <p>Regular time during development sessions for professional dialogue around the Learning and Teaching of Numeracy and Mental Maths at all stages.</p> <p>Plan and deliver family sessions so they can see Number Talks and learn more about how it works and how to help support learners at home.</p>

<p>School Priority 3</p> <p>Talk for Writing</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver School Leadership</p> <p>HGIOS?4 / HGIOELC 1.2</p>	<p>Progress</p> <p>Due to the change in Inset Days in January 2022 as a result of the Jubilee, we had to cancel our whole staff training. The training was fully booked for the rest of the session so we will move this improvement priority to next session. Development time was instead spent on the moderation of writing and the scales we use for marking/target setting. Additional comments and examples were added to the scales to help staff mark consistently across the partnership, ensuring that each pupil was being marked using the same expectations. This will allow for a more effective tracking of writing and achievement of a level.</p> <p>Impact</p> <p>The training hasn't happened yet so no impact to report. We have however spent time this session moderating our writing scales to allow for in depth professional discussion around the levels we are granting our pupils for assessment pieces. The scales for each level were adapted to give specific requirements or examples to allow for marking at each level or Benchmark to be consistent and clear. All teaching staff participated in individual and collective professional development and understanding to improve the outcomes for our learners in writing. The updated scales will now allow the learners to take responsibility for their own learning, using the targets as next steps to make decisions about their own learning and to help lead others' learning.</p>	<p>The online training is available in January 2023 which involved a series of 4 training sessions at particular levels. The Early and First level training is combined and the Second Level training is separate but on the same weeks.</p> <p>Once his training is complete we will evaluate the impact of it as a partnership and implement Small Tests of change over Term 3 and 4 to plan for the delivery, assess pupils learning and work, moderate the writing results and evaluate the impact.</p>
<p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> • 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? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</p> <p>We track pupil progress across the curriculum, especially in Literacy and Numeracy, to monitor and review attainment and identify needs as early as possible. We compare data termly for individuals and identified groups (PEF, LAC, FMW, ASN) with the wider group.</p> <p>We use a range of data to verify our decision making; Rich Task (Holistic) assessments, SWST, SWRT, BNST, class assessments, SNSA, INCAS, PIPS, Big Writing, HWB Wheels and observations to inform teacher judgements on progress within and across a level.</p> <p>We carry out regular attainment meetings to track and monitor progress, review data and identify any gaps or areas of concern. We evaluate interventions regularly and act promptly to make changes if the desired outcomes are not being achieved. SMT meet with individual teachers but also with support staff and our ASfLT to have solution focused conversations and identify appropriate interventions or next steps.</p>	

How well are you removing barriers to learning and ensure equity for all?

The purchase of a Wifi booster for each school has helped to ensure that more pupils have an increased access to ICT and appropriate programmes to support and consolidate their learning. Our monitoring of access to Sumdog (maths, spelling and grammar programmes) shows that most learners access these programmes at home to support their learning. We have also sourced devices and wifi boosters for some families who needed them to allow their child to access ICT at home to support their learning.

As a partnership, we continue to actively engage in ways to reduce the cost of the school day for our families. We have seen an increase in families finding it difficult to afford things that their child(ren) need for school – uniform, lunches, trips, leavers hoodies, PE kits/water bottles. We have used PEF funding, windfarm grants and school and Parent Council fundraising to limit the costs for all of our families. Feedback from families showed that these measures were greatly appreciated however, more could be done to gain the wider parent forum views on other ways to support all families with the general costs of the school day.

How much progress have you made in reducing the poverty related attainment gap? What are the lessons learned?

Fastlane CLG Intervention Data – 8 week blocks with individual learners.

Learner	Word Accuracy St.Score Baseline	Word Accuracy St.Score After block	Age Impact Gain in months	Comprehension St.Score Baseline	Comprehension St.Score After block	Age Impact Gain in months
A	90	94	+14 months	99	110	+19 months
B	71	95	+27 months	106	92	Nil
C	89	96	+19 months	93	84	Nil
D	90	98	+26 months	89	91	+14 months
E	70	71	+11 months	88	85	Nil

60% decrease was noted in comprehension standardized scores were noted at the end of the 8 week block despite 100% increase in word accuracy and reading age. This resulted in a focused intervention of Literacy Ladders for that 60% to work on their comprehension ability. We do not yet have up-to-date data to measure the impact of this additional intervention yet.

CNG Interventions –

Learner	Week 1 Attainment Level at the start of CNG block	Week 8 Attainment Level at the end of CNG block	Gains – in phases achieved
A	Phase 1	Phase 3a	2 phases
B	Phase 1	Phase 3b	3 phases
C	Phase 1	Phase 3a	2 phases
D	Phase 5a	Phase 6	4 phases
E	Phase 5a	Phase 6	4 phases
F	Phase 5a	Phase 5c	3 phases
G	Phase 5b	Phase 5c	1 phase

Good progress was made by all learners. Due to absence, some never made as much progress as anticipated during the intervention.

CLG Intervention -

Learner	St.Score Weel 1	St.Score Week 8	Gain	SWST SStart	SWST end	SWRT Start	SWRT end	Book level start	Book level End
A	<70	97	+10 months	81	93			6	12 (+6 levels)
B	<70	88	+8 months					7	11 (+4 levels)
C				77	73	18	24	9	20 (+11 levels)

HWB interventions -

PEF has made a difference in the emotional wellbeing of those identified individuals who took part in Nurture Groups this session. Boxall profiles were used to identify areas where children needed interventions and a block of Nurture was then delivered to those with the greatest need. Due to staffing issues, most of these groups had to be put on hold but PEF funding allowed us to plan and deliver sessions and activities/resources for identified individuals. These resources were also available to the rest of the children through a HWB channel on Glow which was set up for both schools as a place to find support and help if/when it was required. All pupils showed an increase in wellbeing or confidence after their sessions and through 'interviews' they all expressed how they felt better or calmer. HWB wheels are also used termly to track SHANARRI levels individually. Lego Therapy was ongoing with identified groups of children until Lockdown. These children showed visible improvements in behaviour outside in the playground which also transferred back into classrooms. A reduction in Reflection Times and positive impacts on friendships clearly showed the impact this has had on this group. Since coming back from Lockdown, social skills were lacking across both schools and interventions were needed across the partnership for friendships, Nurture and self-esteem. These are beginning to have an impact and will be looked at again for next session. Children are more confident in dealing with issues initially using their Buddies or resources outside to calm and regulate themselves during break times. Using Emotion Works

	<p>cogs, most children report that they feel more confident in naming emotions and showing what they look like when they feel like that. Staff are also more confident in noticing a change in emotions but are also more aware of when to intervene or when to allow time for self-regulation or provide a calm, safe space until the child is ready to talk.</p> <p>Outdoor learning provision was harder to monitor in terms of impact on attainment this year however there is a marked improvement in attention and focus during forest school sessions and the HWB of almost all pupils is showing improvement, using the HWB wheels termly with all children and 'interviews' during and after blocks of sessions. Leuven's scales show children are happier and more focused after Forest Schools which leaves them more confident in themselves. This transfers to outdoor learning and other curricular areas when learning is taken outdoors.</p>
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2.2 Summary of Key Strengths and Areas for Improvement <i>(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.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change <ul style="list-style-type: none"> <i>Developing a shared vision, values and aims relevant to the school and its community</i> <i>Strategic planning for continuous improvement</i> <i>Implementing improvement and change.</i> 	<p>As a staff, we are committed to ensuring that we achieve the highest possible standards and success for all learners.</p> <p>The Vision, Values and Aims in both schools are evolving through meaningful engagement & review by pupils and staff. We are planning on consulting with parents and the wider school community in creative ways before moving this forward.</p> <ul style="list-style-type: none"> All staff show commitment to shared educational values and standards. This has been difficult over last session due to many staff absences and Covid-19 restrictions but the team are settled moving in to next session, with a small number of changes, and are moving forward together, all displaying a nurturing ethos that underpins the need for continuous improvement. New staff next session will be included in this with the same high expectations. Children continue to use our values to shape their class charters and rules- they are confident discussing these and being involved in this process have provided them with ownership over these expectations in school. Staff have a clear understanding of the context of our schools and the needs of our learners; through self-evaluation, we gather a range of information to determine improvement priorities for the School Improvement Plan. Recovery is at the heart of next session and so is pedagogy... the impact of Covid 19 is still present in both school communities and as we return next session, we need to be mindful of this. Pupils, parents and staff are involved in reviewing School Improvement Progress through self-evaluation questionnaires and feedback forms. 	<p>Children to lead sharing Vision, Values and Aims with parents and stakeholders to allow for active collaboration and ownership of an updated VVA across the school community. More meaningful engagement with families and the wider community in a variety of ways is needed to ensure the VVA is embedded in all we do; leading to high expectations for all. Create an 'expectation Overview' to sit under our Curriculum Rationale to outline the high expectations required for all staff across the curriculum.</p> <p>Strong leadership, working more collegiately across the partnership, will enable our school and wider community to develop, promote and sustain our new VVA, underpinning continuous improvement.</p> <p>Extend the Class Charters to the Playgrounds to further embed RRS principles and support our nurturing, positive behaviour ethos and practices.</p> <p>New staff join the team next session – share our values and work with them to embed them into their practice.</p> <p>Continue to use self-evaluation processes and a robust range of data to inform School Improvement planning by developing a more robust and frequent calendar for the whole school community. Seek families views on how they would most like to be involved in this.</p>	<p>JB – 4 NM - 4</p> <p style="text-align: right;">10</p>

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
	<p>This has not been as robust as we would have hoped due to Covid, Recovery and absences but next session we will use Microsoft Forms, Open Day sessions with creative questions, questionnaires, social media and focus groups in person if this is allowed.</p> <ul style="list-style-type: none"> Pupils across the whole school have had growing opportunities to lead or be involved in some whole school developments and initiatives but due to restrictions, this has been limited again this session. This has been done through whole school (individual class or whole school) assemblies, skills groups, pupil groups and individual classwork. Pupils are involved in planning their Inter-disciplinary Learning and identify what they want to learn through their KWL grids at the start of the block of learning. Pupils are provided with opportunities each term to evaluate their learning and identify how learning could be improved. Staff and pupils work collaboratively to ensure pupils views are considered and actioned and the pupils feel their opinions are valued. Pupils are provided with opportunities to take on leadership roles through our 'Skills for Our Lifetime' programme. Pupils report that they enjoy these clubs and have gained key skills whilst leading and participating in them. Towards the end of the year, we were able to start these groups up again but not fully. Staff across the partnership are involved in strategic planning for improvement. Curricular areas and learning & Teaching approaches are developed and reviewed on a regular basis which leads to improvements for all learners. Time has usually been protected for staff to work 	<p>Implement a wider variety of meaningful ways to involve pupils, families and the wider community in self-evaluation Engage pupils more effectively in self-evaluation to determine whether more formal leadership groups are required across the school year using the Wee HIGIOS</p> <p>Children to continue to be involved in planning and evaluating learning across the curriculum.</p> <p>More opportunities for children to share their learning and ideas at assemblies throughout the year.</p> <p>Skills group review is needed across the partnership to evaluate the programme and develop/tweak if required.</p> <p>Continue to review the DYW work going on in school and across the partnership. Create opportunities for careers work to be implemented across the calendar as part of the 3 year overviews.</p> <p>Continue to review the updated curriculum overviews and planning, ensuring all progression frameworks are progressive and support the planning, learning/ teaching and assessment in class.</p> <p>Continue to analyse and interpret data and</p>	

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
	<p>collaboratively, have meaningful professional dialogue and for self-evaluation. There has been flexibility in the 35hour working week agreement to take cognisance of Covid restrictions and Recovery but moving forward next session, a more robust calendar of self-evaluation and collegiate working will be more effective due to being able to work together in person consistently. Staff at all levels take responsibility for implementing change and promoting equality and social justice across their work more consistently.</p> <ul style="list-style-type: none"> • Class teachers use formative and summative data regularly to decide next steps for children’s learning. This has deepened their understanding of achievement of a level and encouraged staff to provide challenge in learning. Termly Attainment Meetings allow this to happen in a robust and focused way. We have been working on the new levels within progress and achievement and are now using them to report to families, in our tracking and for cluster moderation. <p>Our partnership reflects on, shares and develops practice, taking account of self-evaluation. Previous HT observations focused on pace and challenge in literacy and numeracy which allowed for this dialogue to happen. These observations also included the views of learners which worked really well and will start back up when allowed with a focus on pedagogy.</p> <p>Both schools use improvement methodology (PDSA) to implement and evaluate changes as identified within the school improvement priorities. This provides clear and focused interventions and uses data to support next steps. Staff have the confidence to implement and suggest change to</p>	<p>address any inconsistencies and matters arising from this information. Include support staff and ASfLT in these dscussions.</p> <p>Moderation activities to support achievement of a level work across the school. There needs to be more of a focus on pace in learning to ensure children are being stretched fully.</p> <p>Continue focused HT observations with a focus on pedagogy but also plan for peer observations (all including the views of learners).</p> <p>All teaching staff and Learning Assistants to undertake a small test of change next session around Number Talks</p>	

2.2 Summary of Key Strengths and Areas for Improvement <i>(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.</i>			
<i>Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	lead to improvements for our learners. Learners are developing an increased capacity to respond and adapt to change that they are involved in.		
2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>The ethos and culture of our partnership reflects a growing commitment to children's rights and positive relationships which is being enhanced by our Rights Respecting School journey. Relationships are positive and there is a nurturing, supportive and inclusive ethos across both schools which reflects our Nurture Approach and positive relationships policy.</p> <ul style="list-style-type: none"> • Both schools have been using Nurture Groups and a nurturing approaches to ensure our pupils are in the best place to learn effectively. Following on from the global pandemic, our learners are becoming more eager and active in their learning; engaging more fully and interacting well when their HWB needs are met. • Learning and Teaching helps us to deliver the Vision, Values and Aims and children are developing a clearer understanding of these in school and how they are evolving. Learners experiences are beginning to show more consistent challenge and are much more matched to the needs of individuals and their interests. Learners experience choice in their learning and this includes the planning for IDL and Skills groups. They are beginning to use digital technology more effectively to enhance their learning but this has been hampered by the lack of adequate ICT coverage/network issues. Learners understand the purpose of their learning and learning is linked to real life consistently well. Pupils are experiencing more opportunities to lead 	<p>Continue to ensure that our nurture approach has a positive impact on pupils' learning and individual attainment.</p> <p>Continue to implement a more focused nurture/solution focused approach across both schools using the RRS award.</p> <p>Continue to encourage staff to engage in Professional Enquiry as part of the PRD process.</p> <p>Termly Attainment meetings will continue to support this area.</p> <p>Digital Audit required to seek a baseline of what we use, how effective it is and our needs moving forward to begin to implement a more robust digital technologies programme to enhance learning and teaching.</p>	<p>JB – 4 NM - 4</p>

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
	<p>learning which will continue next session, linking to the pedagogy of learning and teaching across different areas.</p> <p>Where needs are identified, IEPs are created and reviewed by the ASL teacher, class teacher, pupils and parents. This ensures that all learners' needs are met, interventions are implemented effectively and in a timely manner. This has impacted positively on attainment and we are seeing evidence of closing the gap for our learners.</p> <p>All teachers use formative assessment strategies- learning intentions, success criteria, feedback and effective questioning using HOTS. Pupil's self and peer assess their learning to develop their understanding and identify next steps in learning in Literacy, Numeracy and IDL. This has provided the children with a clearer understanding of their learning and what they need to do to improve.</p> <p>Outdoor Learning is used as a vehicle to deliver real life contexts where appropriate. Staff report increased pupil engagement in learning as well as an increased understanding of how the skill they learn in school link to their future. Staff are encouraged to use a wider variety of learning environments and creative teaching approaches.</p> <p>Holistic assessments are created 3 times per year for Literacy, Numeracy and HWB. This provides a focus for staff to assess progress, transferring of skills and supports work in relation to achievement of a level. These are moderated across the partnership, cluster and also at Local Authority level.</p> <p>Formative & Summative data is gathered across the school year to provide an overview of progress for learners. The tracking document is</p>	<p>Continue to involve support staff and ASfLT in IEP meetings to ensure the whole picture is attained.</p> <p>Review the yearly assessment overview and include the new Sandwell maths assessment</p> <p>Outdoor Learning, Forest Schools and a wider variety of learning environments to be used to deliver a more creative learning experience for all learners.</p> <p>Continue to ensure staff plan for holistic (Rich Task) assessment opportunities across the school year with support from the attainment advisor during Cluster moderation time and resources on Glow.</p> <p>Provide more opportunities for staff to continue to engage with Quality Assurance and Moderation activities across the school,</p>	

2.2 Summary of Key Strengths and Areas for Improvement <i>(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.</i>			
<i>Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	used as a focus for termly attainment meeting discussions and staff identify and discuss barriers to learning, interventions and challenge needs of individual learners	partnership and wider cluster. Share these with Parent Council and the wider parent forum – seeking their views.	
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>As a result of our approach to wellbeing and nurture for all learners and their families, we are steadily improving outcomes for all. Our school community has a shared understanding of the wellbeing, dignity and worth of every individual. We use termly HWB wheel evaluations to ensure we gain our learners views on how safe, healthy, achieving, nurtured, active, respected, responsible and included our learners feel.</p> <p>Relationships across the schools are positive and are founded on a climate of trust and respect. This is central to our Anti-Bullying Policy.</p> <p>All teaching and non-teaching staff ensure that all children are included and respected across our school. We have a particular focus on well-being and firmly believe that without well-being, our pupils will not be able to make appropriate progress and access their learning. Staff and pupils have reviewed and updated our Anti-Bullying policy following staff training from RespectMe and input from their policy advisor. We now aim to raise awareness of RespectMe's new approach to anti-bullying and our updated policy with families and the wider school</p>	<ul style="list-style-type: none"> • Extend the review of, and implement, our new Relationships policy which includes the latest information from D&G 'Respect for All Anti-Bullying Guidelines' (Oct 2018) and the RespectMe policy advisor input that followed recent staff training. <p>Link this to Rights Respecting Schools</p> <p>Continue to track and monitor HWB wheel outcomes termly and plan for any interventions or areas of concern.</p>	JB – 4 NM - 4

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	<p>community. This will happen next session. Our Whole School Nurture Approach has impacted positively on pupil engagement in learning as well as attainment. This good practice has been shared across the partnership and needs to be further embedded now we are returning to a sense of normality post Covid restrictions.</p> <p>We ensure our ethos is welcoming and pupils and parents feel welcome and safe. This is the responsibility of all staff. We have a team approach where pupils, staff, parents and the local community work together for the benefit of our children. As a result, pupils are happy to come to school and feel part of the team.</p> <p>Pupils regularly self-evaluate using the health and well-being indicators. Pupils use the SHANARRI Wheel for this each term. The individual children's HWB is monitored and tracked. Staff use information gathered from these to put interventions in place in their classrooms through circle time and other PSHE activities.</p> <p>Nurture groups are central to well-being across the partnership. These are having a positive impact on individual's wellbeing and ability to learn. Soft starts are also in place for pupils who have additional support needs in this area. This has had a positive impact on pupil engagement and is beginning to show in their attainment.</p> <p>We adopt an inclusive and restorative approach to issues which occur in school and the playground. As a result, pupils are clear on the high expectations we have in terms of their behavior and supportive discussions are included when problems arise. This has reduced the number of issues in the playground and pupils report that</p>	<p>Continue to embed Nurture approach across the school with targeted interventions where appropriate</p> <p>Engagement with pupils in self-evaluation determined that more formal leadership groups are required across the school year... implement these fully next session</p> <p>Professional discussion around Soft Start provision – how effective and what to provide – include pupil views</p>	

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	<p>they feel happy and safe in school.</p> <p>Transitions into P1, across classes in school, and from P7 to S1 are enhanced and tailored to meet the needs of all learners. Due to the huge increase in need for enhanced transition this year, many of our pupils were only able to access a small segment of this provision. As a school, we were able to organize our own extra transition sessions through Youth Works which really enhanced the provision available and will hopefully be able to access this again next session.</p> <p>We create regular opportunities to address the protected characteristics in school. This is also evident during Newsround sessions which highlight a range of protected characteristics over the year. Our RRS programme also provides further opportunities to address these. Wherever possible, we make these topics as relevant to the pupils and their context / community as possible and invite others to share and teach us about the rights of others.</p> <p>All pupils are included and involved in the life of the school through pupil groups and assemblies. Members of our school community feel that they are treated with respect and in a fair and just manner. As a partnership, we understand, value and celebrate diversity but are aware that our learners have not had a chance to experience diversity first hand. Our Rights Respecting journey to Silver Award status will help address this alongside our curriculum and changing dynamic involving new families.</p> <p>We comply and actively engage with statutory requirements and codes of practice to ensure we</p>	<p>Continue to reflect on current practice and identify support and training needs as required.</p> <p>Create a programme for diversity across the partnership.</p> <p>Further develop Pupil Groups to ensure they are embedded into the life and work of the school.</p> <p>Evaluate the support needs of our learners in</p>	

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<i>Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>meet the needs of individuals and their families. Accessing other agencies have proven to be difficult this year due to increased need and reduced capacity but staff identify needs in a timely manner and follow the referral process effectively. Timely responses from other agencies would help us meet individual needs more effectively – this has been out with our control.</p>	<p>line with our new support allocation – apply for additional hours at Johnstonebridge to accommodate 1:1 provision required</p>	
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all</i> 	<p>Attainment levels for literacy and Numeracy are a central feature of our improvement priorities, focusing on the pedagogy and this is beginning to have an impact on attainment. Most children are attaining appropriate levels in certain areas of the curriculum but a focus on literacy and numeracy is required to increase this and help some exceed expectations. We have tracking programmes in place to monitor and track attainment over time and robust assessment data to ensure we can monitor against the 4 stages of progress in all areas of the curriculum.</p> <p>Teacher judgements alongside benchmarking and assessment data are beginning to give a more accurate judgement of attainment of a level but more collegiate work is required on this following our CfE data snapshots for this session</p> <p>Most learners are fully engaged in their learning and participate in decision making about their own learning. They are participate in careers week learning and decision making about future career aspirations – this could be engaged in more frequently.</p> <p>We empower children to have a say in how to improve in their learning and all learners regularly self-evaluate against their learning intentions, success criteria and individual targets to help plan</p>	<p>Include all relevant staff in attainment/planning meetings termly. Written records and/or feedback to be given.</p> <p>SMT meet regularly to monitor attainment over time more consistently across the partnership.</p> <p>Continue to track and monitor pupil progress in literacy, Numeracy, HWB and other curricular areas. Both schools will continue to use the new SEEMIS P&A tracking system.</p> <p>Staff to ensure regular opportunities for children to apply their learning in context.</p>	<p>JB – 3/4 NM – 4</p>

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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
<i>children</i>	<p>for next steps in their learning.</p> <p>Attendance levels are monitored monthly and for most, they are high. Exclusion rates across the partnership are low and inclusion is currently successful for all, including those with additional needs.</p> <p>There is evidence that some learners are applying and increasing their achievements through active participation in events in their local communities. We provide opportunities for children to develop skills for life and work through gardening, cooking, craft club, active sports club, 'Skills for Our Lifetime' activities, various outdoor residential activities and sports. Pupils report that they enjoy these clubs and activities and that they have gained key skills whilst leading them.</p> <p>We ensure inclusion at all levels. This leads to increased engagement in school, increased wellbeing and is beginning to address the need to raise attainment.</p> <p>The school had an active presence in the local community pre Covid and with restrictions lifting, we are now working to re-establish these links. Partnerships with local businesses are being developed to continue to provide the children with a sense of belonging and pride in their local community</p> <p>Across the school, the majority of pupils are making progress from their prior levels of learning in Literacy and Numeracy. This is evidenced through our tracking and monitoring systems across the school.</p> <p>Staff create regular opportunities for the children to apply their learning in relevant and real-life contexts. Pupil profiles evidence this learning and are used to support judgments in relation to</p>	<p>Continue to monitor attendance for identified individuals. PTs to lead on LAC tracking and monitoring</p> <p>Continue to track the children's wider experiences to ensure children have regular opportunities to access a range of wider achievements. Continue to ensure both schools/individual achievements are visible in the local community. Review Skills programmes and adapt as necessary.</p> <p>Seek new business connections in local communities to help support and enhance our curriculum delivery.</p> <p>Class teachers and SMT to robustly analyse data and triangulate evidence to demonstrate achievement of a level. Staff to continue to predict levels of attainment for all learners. Include this through challenge questions during attainment meetings.</p>	

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	<p>achievement of a level.</p> <p>We ensure our learners receive appropriate supports and challenges in their learning. PEF has supported this as needed. This has led to raised attainment in Literacy and Numeracy for targeted individuals.</p> <p>Data is analysed and discussed during termly attainment and ASL meetings to determine the supports and challenges required to support individual learners. Staff are also using this to predict achievement of a level. This ensures that children are making appropriate progress across and within levels.</p>	<p>Staff to continue to take part in Quality assurance and Moderation activities at partnership, cluster and local authority level.</p> <p>SMT to continue to track SNSA levels across all levels and the use of INCAS for those year groups without a standardised assessment</p>	
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>Our curriculum provides flexible learning pathways which can be adapted to help meet the individual needs of our learners.</p> <p>Learning pathways allow all learners to build on previous learning and ensure appropriate progression for all.</p> <p>We ensure our learners have access to high quality learning across the curriculum. Due to many staff changes/absences over the last few years, consistency has been more difficult but there is a clear focus on developing the teaching of literacy, numeracy and HWB across all staff to ensure we continue to provide high quality learning and teaching in these areas.</p> <p>As a staff we have high aspirations of all our learners. Pupils are clear on these expectations and strive to ensure they achieve them. This has had a positive impact on behavior as well as engagement and attainment in learning.</p> <p>Our curriculum is flexible and our curricular</p>	<p>Consult with parents and the wider community regarding the new Vision, Values and Aims. Pupils should be fully involved in this process.</p> <p>The curriculum rationale needs to be modified to reflect the revised VVA as and when required.</p> <p>As mentioned above, we need to develop an overview of high quality expectations for literacy, numeracy and HWB principles that show minimum expectations for all – including pedagogy to ensure high standards across the partnership.</p> <p>Ensure revised progression pathways provide sufficient pace and challenge as well as opportunities to apply learning across the curriculum/in real life contexts.</p>	

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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
	<p>programmes aim to deliver breadth, depth and application in learning. We have cohesive, progressive programmes in place for Literacy, Numeracy & IDL. We have 3 year rolling programmes in place for HWB, Technologies, RME & IDL. This ensures appropriate curriculum coverage and attainment meetings, teachers' planning and pupil profiles also ensure that children are moving across and within levels at an appropriate pace and with challenge. Our pathways support learners to build on previous learning and ensure appropriate progression through levels.</p> <p>We are fully aware of the need for equity in our school and ensure each individual pupil has access to the resources they require to help them succeed. This is beginning to have an impact as we see the attainment gap slowly closing for some learners.</p> <p>Outdoor learning and Forest School skills are at the centre of our curriculum delivery. All learners experience Forest School sessions throughout the year and regular opportunities for outdoor learning to enhance the curriculum for all learners.</p>	<p>HT and Peer observations agreeing a focus on pedagogy and high quality learning and teaching</p> <p>Teaching staff to take responsibility to embed digital literacy more in their everyday teaching... audit current resources and applications available and how they are used.</p> <p>Continue the delivery of Forest Schools for all.</p> <p>Develop the provision of high quality outdoor learning that enhances the curriculum – how is this planned for and recorded?</p>	
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people's learning.</p>	<p>We ensure our school and learners are visible in the local community. This promotes the school in the wider community and provides opportunities for everyone to be involved in the life and work of the school. This has been more difficult due to Covid restrictions and anxieties regarding getting together. It has been great to see everyone begin to attend school and community events again and we are planning more regular opportunities next session.</p>	<p>Create more opportunities for parents to come into school and engage with their child's learning.</p> <p>Continue to seek parental evaluations in relation to school improvement planning.</p> <p>Create more support leaflets and posters for other curricular areas to support learning at home.</p>	

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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
	<p>We created regular opportunities for parents to be engaged in their child’s learning through Learning discussions, open sessions, workshops and information leaflets/ posters. These had a positive impact on parental engagement in learning prior to the pandemic and now we are looking to reinstate them as well as look at other opportunities to enhance parental engagement across the schools.</p> <p>We provide events or activities for learners from both schools to come together to develop their experiences and enhance their learning. Some have not been able to happen this session due to previous restrictions.</p> <p>We engage with a range of partners to provide wider educational experiences for our learners. This has been limited over the last few years but as we move forward, enhancing and adding to these is an important step to develop parental engagement in children’s learning and allow all of our learners to have extended access through the different learning pathways these partnerships will deliver. This will allow our learners to access a wider range of clubs and activities and contribute to their achievements both in and out of school.</p> <p>We have a supportive Parent Council in both schools. Both parent councils are beginning to work collaboratively to support the partnership and the learning community as a whole. Online meetings have made collaboration difficult but not impossible.</p> <p>We seek feedback from parents in relation to improvement priorities. Partnership working has provided opportunities for parents to have a say in how the school is run as well as improvement priorities for the forthcoming year although this</p>	<p>Continue to develop partnership events and learning opportunities for our learners and families</p> <p>Create a parental engagement calendar for the session.</p> <p>Seek up-to-date views from families on how they want to be engaged and involved.</p> <p>Parent Council engagement and self-evaluation programme – discuss and agree</p> <p>Provide a child and family friendly SIP to our families and wider community</p>	

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	does need to get more creative and happen more consistently throughout the school year.		

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.)
<p>School Priority 1 Talk for Writing</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver School Leadership</p> <p>HGIOS?4 / HGIOELC 1.2 2.3</p>	<p>Improved levels of attainment in Writing across all stages.</p> <p>The pedagogy of teaching writing will be consistent across the school and to a high standard, leading to collaborative working and increased professional dialogue around Learning and Teaching of Writing at all stages.</p> <p>Research and plan to implement a change in the pedagogy of teaching spelling.</p> <p>Improved levels of attainment in spelling across all stages.</p>	<p>All teachers in the partnership will be trained in the Talk for Writing methodology and approach a small test of change in their classroom based on the training given.</p> <p>Share impact of the level specific training across the partnership and discuss how to implement the small test of change.</p> <p>Monitor the impact of the Small Tests of Change after agreed blocks and implement any changes.</p> <p>Evaluate the current teaching of spelling – use the Jolly phonics/Grammar methodology, implement the dictation, teaching of spelling rules and remove spelling tests... create consistency and effective learning and teaching around spelling.</p>	<p>Class Teachers as leads in their own class. Pupil lessons/activities using methodologies</p> <p>Staff training x 4 collegiate initially and Inset day</p> <p>Time set aside in the 35hr week for professional dialogue and moderation across the partnership (PEF funding for the books/training costs and possible resourcing implications to deliver and embed the programme)</p> <p>Development time/Inset Day slots – discuss approaches and implement a small test of change using the full Jolly phonics/Grammar pedagogy.</p> <p>Monitor spelling attainment over the session, regularly evaluating impact.</p>

<p>School Priority 2 Rights Respecting Schools Silver Award</p> <p>NIF Priority Improvement in children and young people’s health and well being</p> <p>NIF Driver School improvement</p> <p>HGIOS?4 / HGIOELC QIs 3.1</p>	<p>Pupils, parents and staff will have shared ownership, and development of, a whole school approach to Rights Respecting Schools – achieve our award (silver)</p> <p>Positive Behaviour Policy to be adjusted to include RRS.</p> <p>HWB of learners will increase as a result of the RRS work, linking it in to policy/law and our Nurturing ethos.</p>	<p>Staff members to attend Rights Respecting Schools training.</p> <p>Engage with all stakeholders around Rights Respecting Schools and create our Vision around it.</p> <p>Pupil led assemblies and family sessions to communicate learning and embed the principles across our school communities.</p> <p>Implement RRS across all stages/partnership – daily life and work of the school</p> <p>Monitor the implementation of the programme and impact termly.</p>	<p>SMT as leads... Pupil meetings RSS sessions with all staff</p> <p>Parent sub group meetings Online/Virtual sessions</p> <p>Staff training x 2 collegiate initially and Inset days</p> <p>Time set aside in the 35hr week for professional dialogue and moderation across the partnership</p> <p>(PEF funding for possible resourcing implications to deliver and embed the programme)</p>
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