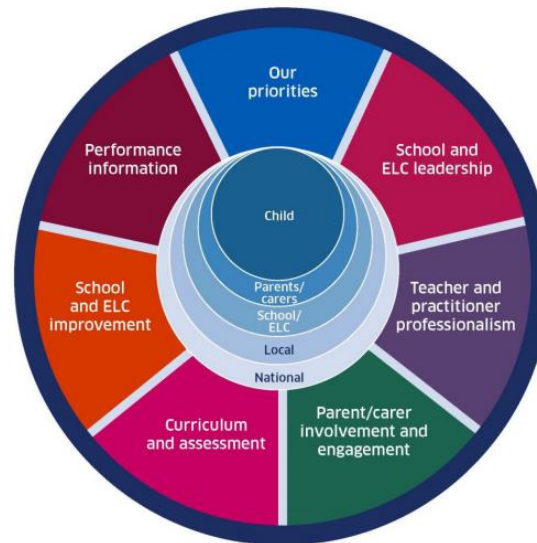




Education and Learning Directorate

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

(2022 - 2023)



School: Laurieknowe Primary

Date: June 2022

1. Vision, Values and Aims

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

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

Our Vision, Values and Aims

School Statement



Review Date: Jan-2022 2023/24 Session

Review Activities (as appropriate)

VVA were reviewed in 2018-19. This was completed with learners on a class by class basis. Their views were presented to the staff team who were then able to focus in on the recurring themes and views. This was then shared with parents who were given the opportunity to contribute and give feedback. These updated VVA were officially launched in August 2019 and we have spent the intervening time working to firmly embed the values across all aspects of school. With school closures as a result of national lockdown, we continue to find new ways to embed our VVA in the wider work of the school, including remote teaching and learning. The VVA was due to be revisited in January of this year, however, with ongoing mitigations and delayed building works we decided to delay until it could be done most effectively. There is now to be a new Head Teacher from August 2022, so we will not make changes to the VVA until the following session – 2023/24. This will allow time for parental engagement to be increased and the strategic vision of the new HT to be further developed. School will then be in a better position to effectively review our VVA and most importantly to effectively engage stakeholders in the process.

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 Embed robust assessment procedures.</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Assessment of children's progress School improvement Performance information <p>HGIOS?4 / HGIOELC Qis</p> <p>1.1, 1.2, 1.4, 1.5 2.3, 2.4, 2.6, 2.7 3.1, 3.2</p>	<p>Transition: Transition at the end of Term 4 2021 was successful and is to be built on this year.</p> <p>ELC – P1: This was a successful project and there are aspects which will be repeated this year, particularly in providing a more equitable transition for children who come to us from out with Laurieknowe Nursery. We are also able to return to other valuable activities e.g buddies and visits into school.</p> <p>P7 – S1: We continue to work closely with our secondary colleagues and other partners to support our learners to participate in transition opportunities on offer. This remain a mixed picture as our learners are now attending a broader mix of secondary provision. P7 teachers are proactive in securing transition opportunities including for our learners who need 'Enhanced Transition' opportunities.</p> <p>In School: We were able to offer only a light touch in transition opportunities more broadly, but for our particularly vulnerable pupils we were able to offer extra – where possible they met with their new teacher, visited their new space and were provided Social Stories to support the return in August. We are looking to further improve this offer this year, but it will be dependent on finalised staffing plans; which teachers will remain with us etc.</p>	<p>Continue to develop an effective Transition Programme for ELC – P1.</p> <p>P6 to engage in Play Leaders and Buddy 'Training' to support the new P1s through the transition period and the throughout P1.</p> <p>To establish processes which allow for extending the transition period from ELC to P1, including closer relationships between the ELC and School.</p> <p>Engage in the developing cluster work to begin primary to secondary transition from P5.</p> <p>Gather feedback from pupils, parents, and staff regarding this year's transition, at all stages. Use this to review and improve as needed.</p>

Standardised Assessments:

P1, P4 and P7 all completed SNSAs, although not at the times we had originally planned (P1 are still ongoing).

P7 were able to make use of 'The Bridge' to complete SNSAs which was beneficial in both the administration and because the digital technology all worked seamlessly. It wouldn't be appropriate to send P4 or P1 to do SNSAs in this way.

P1 PiPs were implemented at the start and end (ongoing) of this year. INCAS were unable to be implemented this year, because of delayed building works; absence related to Covid 19 and access to sufficient digital devices.

A range of standardised assessments have been used to identify pupils who were to receive additional support either through ASLN, PEF or Covid Recovery.

As a result of the above we have been able to target support more accurately and effectively across school. Aspects have allowed for short term tracking to evidence the impact of interventions, and to compare longer progress measures e.g. P7 SNSA compared to their P4 results and P4 when in P1.

SNSA 2019/2022	Numeracy		Reading		Writing	
P7	P4	P7	P4	P7	P4	P7
	Band 5-7	Band 8-9	Band 4-7	Band 8-9	Band 4-7	Band 8-9
National	Band 6-8	Band 8-10	Band 6-8	Band 8-10	Band 6-8	Band 8-9
P4	P1	P4	P1	P4	P1	P4
	Band 3-5	Band 6-7	Band 4-5	Band 6-8	NA	Band 6-8
National	Band 3-5	Band 6-8	Band 3-5	Band 6-8	NA	Band 6-8

P7 SNSAs demonstrated that the cohort have closed the gap between them and the national picture across all three assessed areas from P4 to P7.

P4 SNSAs demonstrates that they continue to work broadly in line with the national picture. Numeracy result reflects fewer numbers of children achieving the higher bands e.g Band 8, although in P4 the spread across numeracy has widened and includes learners who are achieving Band 9.

Plan for P7 SNSA to be implemented at 'the bridge'.

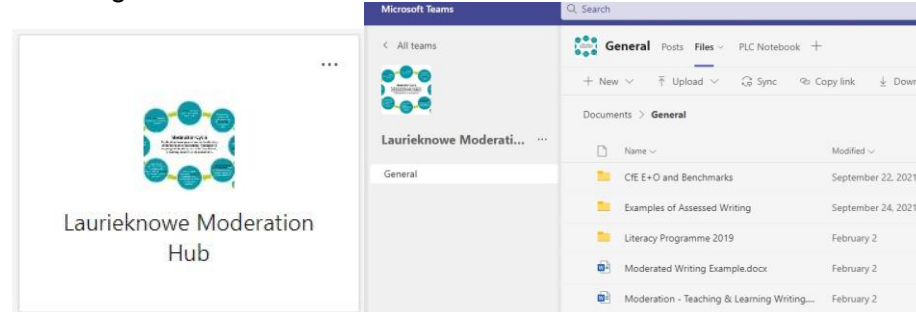
Review Assessment Calendar:
Consider 3 rather than 4 Data points. To allow for sufficient time in between for the impact of high-quality learning and teaching, including the implementation of interventions to be seen.

In addition, 3 data points will allow time for quality Pupils Progress discussions, moderation of assessment and analysis of data BEFORE provision mapping takes place.

Reconsider the use of INCAS.
Could this also be done at 'the bridge'? P5?
Value of PiPs?

	<p>Provision planning / oversight</p> <p>The process of tracking pupil progress and attainment continued to be improved this year. It allowed for more accurate analysis of impact of L&T and interventions, including the use of Team Teaching approaches.</p> <p>Oversight of the work of additional adults and in co-ordinating the work of PEF/ Recovery with ASLN team has ensured that the additional support for Learning and Teaching across school has been sustainably managed and maximised effectiveness.</p>	
	<p>Professional Learning – moderation</p> <p>Making use of collegiate time, including INSET, teachers undertook a range of activities to further develop their capacity and capability for moderation of writing e.g. face to face moderation activities working both within and across stages, digital moderation, professional reading and online learning (<i>Education Scotland Webinar: The Writing Process: Writing Pedagogy in the BGE. SWEIC: The Four Stages of Progress in the BGE.</i>). In addition our P1,4 and 7 teachers took part in cluster wide moderation.</p> <p>Teachers were surveyed towards the end of the year about the impact of our focus on teaching and assessing writing. The survey showed:</p> <div style="border: 2px solid green; border-radius: 15px; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> ➤ 50% of teachers felt that we need to spend more time on this area, the other 50% felt we'd done enough. ➤ 100% of teachers have tried a new pedagogical approach which they will try again or continue to use. ➤ In regards to progress made from this development focus, the most influential activities were: 'Professional Dialogue' and 'Attainment Meetings with DHTs'. ➤ In order to secure progression, teachers tell us that a consistent whole school approach is needed. ➤ 91% of teachers say they feel more confident in teaching and assessing writing. ➤ 66% of teachers rated the impact of moderation activities 4 or 5 stars. ➤ Suggested ideas for securing robust assessment included: <ul style="list-style-type: none"> • Continue with Moderation • Develop a 'Big Writing' style checklist but using school's own 4 Stage Writing Programme. </div>	
	<p>Digital Moderation</p> <p>School's own 'Digital Moderation Hub' was established in Term 2 on Teams, the focus throughout the majority of moderation had been writing. National documentation was used in the initial period but a more personalised format was developed to best fit the focus and process of moderation that is currently undertaken. The Digital Hub,</p>	<p>Looking outward – can we partner up with other school (s) in the cluster to expand the moderation process?</p> <p>Inwards – Look for ways to use the</p>

continues to build a bank of moderated writing examples at each of the four stages of BGE.



Digital hub for moderation of Reading, T&L and Numeracy.

Data Tracking to achieve Equity Agenda.

At each of the four data points this year, an analysis of attainment was made across key groups linked to achieving excellence. For our school: Gender, FME/Not. From term 3 we have included our ALST in Pupil Progress Meetings on order to keep an overview of the attainment of learners with ASLN. Whilst some of our learners have other protected characteristics, the numbers within these groups do not, currently, make comparing data outcomes useful. The diversity of our school is increasing, so this is an aspect of the equity agenda which we must continue to review.

T3 Tracker:

	P7	P6	P5	P4	P3	P2	P1		Trend
Numeracy									
Cohort	44%	61%	60%	48%	66%	73%	57%		58%
Female	30%	69%	56%	50%	53%	61%	50%		53%
Male	50%	56%	67%	45%	76%	88%	63%		64%
Not FSM	46%	65%	66%	56%	73%	79%	58%		63%
FSM	28%	50%	38%	20%	50%	55%	50%		42%
Reading									
Cohort	35%	57%	56%	40%	50%	73%	36%		50%
Female	40%	52%	48%	50%	46%	71%	29%		48%
Male	31%	60%	66%	30%	53%	76%	44%		51%
Not FSM	34%	62%	57%	50%	63%	72%	37%		54%
FSM	36%	40%	50%	10%	20%	73%	33%		37%
Writing									
Cohort	37%	23%	46%	41%	41%	78%	20%		41%
Female	30%	37%	44%	45%	46%	70%	21%		42%
Male	43%	12%	50%	35%	35%	88%	19%		40%
Not FSM	40%	29%	54%	50%	54%	83%	2%		45%
FSM	28%	0%	12%	10%	10%	64%	17%		20%
HWB									
Cohort	63%	70%	63%	46%	79%	68%	23%		59%
Female	60%	79%	64%	54%	80%	52%	29%		60%
Male	65%	64%	60%	35%	76%	88%	19%		62%
Not FSM	63%	73%	66%	53%	86%	69%	25%		62%
FSM	64%	60%	50%	20%	60%	64%	16%		48%

As a result of data analysis and knowing our children's needs we have engaged partner agencies in supporting learners – ie , EAL Service,

Embed the process of tracking progress over time e.g from Term 1 to Term 4, in addition to the year to year. How can this information help self-evaluation and improvement?

What can the 'P+A' app on SEEMiS do? Can it provide us with the data tables/charts that our current, time-consuming spreadsheet does?

Training for admin staff to take on some of the data input tasks. This may be the P+A App.

	Hearing Impairment Team, Visual Impairment Team, Speech and Language Therapists and the 'Befriending Project.'	
School Priority 2 Refresh curriculum making effective use of IDL. NIF Priority NIF Driver <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement School improvement HG IOS? 4 / HG IOELC Qis 1.1, 1.2, 1.3, 1.4 2.2, 2.3, 2.5 3.1, 3.2, 3.3	<p>As a result of the significant impact across this year of delayed building works, ongoing Covid mitigations and the resulting rates of absence on both learners and staff, the work towards reviewing our curriculum has been postponed.</p> <p>We have made progress toward having a better understanding of the resources and learning environment which we have and what we want to develop.</p> <p>Staff have been empowered to try new ideas and to make changes to the curriculum to fit their learners this year.</p> <p>In overcoming the significant disruption to learning and teaching, teachers have had to be innovative and have been more reflective and outward looking.</p>	<p>Building on the professional learning and approaches that are developing amongst the staff team, begin the work to review the wider curriculum.</p> <p>Working with our Parent Council to re-engage the wider Parent Forum through regular parental engagement in school life and learning, return to 'in person events' as soon as possible. Through 'low risk' engagement build to gather views of stakeholders – parents and learners.</p>
School Priority 3: Development of Health and Wellbeing curriculum, provision and pedagogy. NIF Priority Improvement in children and young people's health and wellbeing NIF Driver <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement HG IOS? 4 / HG IOELC? Qis	<p>Play Pedagogy</p> <p>Through professional learning and dialogue the pedagogy of the Early Level and Beginning First Level stages, is now more reflective of the value we place in play opportunities. We are clear that through play we are helping our learners to connect to the world around them and we understand the skills that these activities allow children to develop. Teachers make continuous use of assessment of learning whilst children are at play. This information feeds in to tracking and provision, which leads to better response to ensure that the needs of all learners are being met. In addition, it has helped to identify appropriate interventions and to secure appropriate balance of challenge and support.</p> <p>DHT, and P1 teacher has achieved 'Froebel in Childhood Practice' Certification, through the University of Edinburgh. Professional learning here, has been informally shared across the P1 and P1/2 stage but more formal opportunities for the professional development of other appropriate teachers are to be identified.</p> <p>Whilst the physical space is not clearly conducive to play pedagogy and a continuous provision, the learning environment is developing and reviewed regularly as opportunities for development can be made.</p>	<p>Sharing professional learning, planning for sustainable improvements in provision and pedagogy. Considering changes of staff. Planning to extend the transition period beyond first week in T1, including continuing links with ELC.</p> <p>Resources?</p> <p>Learning Environment?</p> <p>Continuous Outdoor Provision which is safe and allows appropriate supervision.</p>

<p>1.1, 1.2, 1.3, 1.4, 1.5 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3</p>	<p>Nurture Space There was significant delay to the development of our Nurture space, it has only in the last two weeks been able to be developed. Currently it offers opportunities for our most vulnerable pupils to engage in sensory and creative activities, it is not yet on offer to the wider population of the school or used by all those we planned for. This will continue to be developed over the rest of T4 and funding provided as planned this year to ensure that it meets the expectations we originally planned. It should be finished and ready for all stakeholders and partners as we had planned for the start of next session.</p>	<p>Continue the development and resourcing of the identified nurture space.</p> <p>Policy for use and planned timetabling to ensure opportunities for school community to make use of it.</p> <p>Continue to embed in P5-7, look to develop across P1-4.</p> <p>Opportunities for Partner Agencies to be continued where possible and effective, further opportunities to be identified.</p> <p>Professional development linked to Outdoor Learning.</p> <p>Development of our playground, working with parents so that outdoor learning can work effectively for all.</p> <p>Extend opportunities for offsite learning across stages.</p>
	<p>HWB Curriculum Across this year the RSHP curriculum has been successfully and effectively embedded throughout Second Level (P5-7), including communication with parents and families. It has also been introduced in parts of First Level but is not yet fully embedded. In support of the wider HWB curriculum the school makes use of visits from Community Police Officer; lessons on Road Safety, Internet Safety, Stranger Danger, Drugs and Alcohol as appropriate across all stages. Although later than anticipated (hoped) the Quarriers Service are now engaged with school – a resilience practitioner delivers therapeutic interventions supporting groups and individuals e.g. Lego Therapy, Play Therapy, Anger Management and Overcoming Anxiety. Other partner agencies are working with specific pupils to address a range of identified needs – eg Autism Outreach, School Nurses, Hearing Impairment Team and the Visual Impairment Team.</p>	
	<p>Outdoor Learning/ offsite Outdoor learning opportunities were offered in Term 1 by a staff member with specialist training. Unfortunately, she left. Ongoing delays to building work have significantly impacted on our use of the playground and the availability of appropriate spaces. As we move into Term 4 more opportunities will become available. It is the intention that the learning environment of our playground is improved so that sustainable opportunities for outdoor learning can be achieved. See SIP 2022-23. However – there are outstanding building works to be completed which may yet cause significant disruption to plan. Pupils, particularly P6 and P7s have engaged in a variety of off-site activities this year, including, Curling, Ice Skating, Orienteering, Cross Country and trips and visits to local museums and links with 'Solway Tours'.</p>	

	<p>STEM – P4 – P7 MICRO:BIT, RAF Engineering Programme and 3D Tinker CAD. No residential opportunities have been identified yet.</p> <p>UNCRC As a result of limited capacity, we have been unable to begin the work of achieving 'Rights Respecting School'. This is something which will be carried into the 2022-23 SIP.</p> <p>'Wellbeing Wednesday' This is another aspect of our SIP which remains unactioned because of the impact of delayed building works. We will review this with staff to consider implementing it next year alongside 'Singing assembly and look for opportunities to engage parents and families in support of wellbeing activities e.g gardening, craft, sewing, traditional games.</p> <p>Extra-Curricular / Partner Agency Provision We have been able to provide extracurricular and curricular opportunities supported by partner agencies: Let's Get Sporty – Lunchtime Club, Curricular Session with P1-3 and After School Clubs with P2 – P5. Active Schools – After School Clubs – Basketball and Netball, curricular Table Tennis, Play Leaders and Cross Country. Ice Bowl – Curricular Ice Skating – P1, P2 and P3 and P7, Curling – P5, P6/7 and P7. DG1 – Swimming – P4 Feis Rois – P4 and P5/4 Music Makers – P7 Rotary Club – Speech Makers Competition Queen of the South – Football for P4-P7, with P7 teacher.</p> <p>At the beginning of June we sent a pupil feedback survey to all of our learners in P4-P7. At the time of writing we'd had 80 responses, providing us with the following information.</p>	<p>Investigate opportunities for residential – looking outwards – what do the cluster offer?</p> <p>Get started</p> <p>Plan – SIP, working with staff, parents, and pupils.</p> <p>Continue this provision and look for further opportunities.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- 73% of respondents had participated in an After School Club.
- Comments regarding clubs were overall very positive. Common responses were that clubs were fun and that the coaches were good/great.
- Pupils have requested a broader range of clubs to include non-sporting ones e.g. art, drama, singing.
- 100% of respondents have had both been out on a visit and had a visitor come to them.
- 59% think that visits and visitors are great.
- 40% say that this depends on who and what.
- In response to visits, learners were on the whole positive, but they didn't like walking, either to the visit or when there.
- In response to visitors, learners commented that they were really good and that they liked to meet new people who could teach them new things.

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.)

The work of PEF funded teaching staff this year has been disrupted because of Covid-19. This impacted both through pupil and significant staff absence. There were times, particular in Term 2 and 3 when, due to the lack of availability of supply teachers, we used our PEF funded staff to cover classes. Whilst this was not desirable, the result was that we have avoided having to send children home because of a lack of staff.

The following data, presents a snapshot of the works the has been able to be completed, along with the comparison outcomes from SNSAs and ACEL.

TLQ – P1 Outcomes for pupils FSM or SIMD 1&2

Pupil	Attainment at start		Attainment at end		Gains	
	Years	Months	Years	Months	Years	Months
A	5	0	6	5	1	5
B	5	6	6	0	0	4
C	5	0	6	3	1	3
D	5	2	6	10	1	8
E	3	10	6	0	2	2
F	4	5	5	6	1	1
Average Gains					1	4

TLQ – P2 and P3 Outcomes for pupils FSM or SIMD 1&2

Pupil	Attainment at start		Attainment at end		Gains	
	Years	Months	Years	Months	Years	Months
A	5	9	6	2	0	3
B	4	3	5	9	1	6
C	3	5	4	4	0	11
D	4	9	6	5	1	6
E	4	0	5	11	1	11
F	4	9	5	11	1	2
G	4	9	4	6	0	3
H	5	9	5	8	0	1
I	6	6	4	2	2	4
J	4	5	5	3	0	8
K	5	3	7	6	2	3
L	4	3	6	0	1	9
M	3	11	5	11	2	0
N	4	0	5	9	1	9
Average Gains					0	11

ACEL	Primary 1		Primary 4		Primary 7	
	Cohort (31)	FSM (7)	Cohort (41)	FSM (7)	Cohort (45)	FSM (14)
Numeracy	74%	67%	60%	56%	76%	64%
Reading	74%	83%	75%	67%	73%	45%
Writing	71%	67%	48%	22%	67%	45%
List' & Talk'	77%	83%	73%	33%	84%	73%

SNSA	Primary 1		Primary 4 – Band 7+		Primary 7- Band 9+	
	Cohort (31)	FSM (7)	Cohort (41)	FSM (7)	Cohort (45)	FSM (14)
Numeracy	TBC	TBC	43%	34%	44%	50%
Reading	TBC	TBC	68%	67%	58%	57%
Writing	TBC	TBC	62%	67%	47%	50%

General Assistant – 25hrs / week Term 3 and 4

In response to data and pupil progress meetings it was agreed that an additional adult to support learners in P1 would benefit attainment. The P1 cohort has a high level of need with assessments underway with partner agencies. Currently 6 pupils FSM/SIMD and 7 pupils with ASLN including 3 with an IEP. The GA has been supporting language skills, literacy (single sounds, high frequency words, focussed writing groups) and social communication skills with these pupils and enabling inclusion in the classroom setting. In P2/1 there is 1 ASN pupil who has had speech, language and literacy support as well as inclusion in 'Wellbeing' group activities.

The End of Year Attainment and Achievement Data has not been completed at time of writing. This information will demonstrate impact of the work of this staff member, as we analyse progress from End of Term 2 (before they started) to End of Term 4.

Learning Assistant – 5.5hrs /wk Term 3 and 4.

PEF has been used to fund one day of LA support targeted at one of our P6 classes. This particular class has 33 pupils, with a high level of need (10 pupils FSM/SIMD 1or 2, 11 pupils with ASLN including 7 with IEP). In response to data and pupil progress meetings, the additional adult was able support needs both targeted and more broadly in order to reduce disruption to learning.

The End of Year Attainment and Achievement Data has not been completed at time of writing. This information will demonstrate impact of the work of this staff member, as we analyse progress from End of Term 2 (before they started) to End of Term 4

LGS

'Let's Get Sporty' have provided a weekly programme of lunchtime, curricular and after school sessions. The lunchtime club has been available to all children at different stages of the year. Curricular sessions have targeted P1 – P3. After School Club has been offered to P2 – P5. Whilst funded by PEF, the opportunity for participation has been offered more broadly across all of learners. The attendance data (see below) demonstrates that this kind of enrichment opportunity has most engagement when it happens during

the school day.

Let's Get Sporty – Attendance of 49 PEF funded pupils		
Curricular Sessions	Lunchtime Club	After School Club
100% of P1-3 pupils 35%	76%	43%

Quarriers

Following a successful 4 week Pilot project with the Quarriers service, we used PEF funding to continue the project. This involves a Resilience Practitioner who works to deliver individual and group sessions, using therapeutic interventions with Targeted pupils in P4 – P6. Sessions included work on Self Regulations, Understanding Feelings, Developing Resilience and Therapeutic Play.

Wellbeing Webs used by Quarriers Service. Total Scores:									
Pupil -	A	B	C	D	E	F	G	H	I
Pre Score	55	80	70	66	58	64	76	52	63
Mid Score	60	79	53	75	70	49	80	65	55
Change	+5	-1	-17	+9	+12	-15	+4	+13	-8

Whilst the Wellbeing Webs demonstrate a mixed picture, it should be clear that part of the course here is about how children feel on a particular day, and that as a result of the intervention work all of the children have made progress in their ability to understand and, more importantly to talk about their feelings. Having the protected time to discuss and learn in this way is now and will continue to impact positively on outcomes for these learners.

Transportation for P4 Swimming

As with other schools our P4 cohort were offered the opportunity to have fully funded Curriculum Swimming Lessons at DG1. Transportation was not included nor funded. School made the decision that participation in this curricular learning would be invaluable to all of our P4s. We therefore used £855 of PEF funding to pay for transportation. Pupils and their families were very happy that they had the opportunity to take part in lessons and it proved to be an invaluable experience for all of our learners, not limited to learning to swim but the development of independence, resilience and the opportunity for the majority to go to DG1 for the first time. Feedback from staff at DG1 about our learners was incredibly positive and this too was shared with our community, making the whole experience very worthwhile.

Purchase of 10 Laptops

Throughout T1 and T2 we have struggled to provide equitable access to Digital Learning and thus to develop Digital Literacy because of a significantly limited and limiting number of working devices in school. Given that some of our other planned spending had to be postponed as a result of ongoing building works we used £2980 of PEF to purchase 10 new laptops which are already supporting learning across each age

	and stage, as well as supporting pupils with National Assessments.
	<p>Mossburn Farm</p> <p>To support the provision of personalised curriculum for two of our most vulnerable children, and working with advice and support of the Inclusion Team, PEF was used to fund afternoon sessions at Mossburn Farm. The opportunity to attend sessions was aimed to support the inclusion of these two learners and to offer personalised opportunities to meet their specific needs. Cost to date (24.05.22) = £360</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
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>Our vision evolves through ongoing reflection and debate across the school and community.</p> <p>Through effective leadership at all levels, our school community works together to turn the shared vision into a sustainable reality.</p> <p>Senior leaders create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change.</p> <p>We have effective strategies in place to monitor and evaluate the impact of changes on outcomes for learners and the work of our school.</p> <p>Staff, learners and partners engage regularly in critical and creative thinking. As a result, children and young people have developed increased capacity to respond and adapt to change.</p> <p>Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work. They work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.</p>	<p>Build on our commitment to ensuring that we achieve the highest possible standards and success for all learners, taking pro-active steps.</p> <p>Work to engage ALL stakeholders in active collaboration so that the school and community have ownership of the vision, values and aims and the drive for school improvement.</p> <p>Ensure proposed changes demonstrate the interconnectedness of the school and community in improving learning and outcomes for children and young people.</p> <p>Work more effectively to protect time for professional dialogue, collegiate learning and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement.</p> <p>Looking outwards to ensure that practitioner enquiry and creative approaches are integral to the thinking and practice of staff, pupils and partners.</p>	4
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 school reflects a commitment to children's rights and positive relationships.</p> <p>Our children and young people are eager and active participants who are fully engaged, resilient, and highly-motivated and interact well during activities.</p> <p>Our teaching is underpinned by our shared school vision and values.</p>	<p>To adopt strategies that will support learners to understand the purpose of their learning and have opportunities to lead the learning.</p> <p>Plan opportunities for learners contribute effectively to the life of the school and wider community in a range of well-planned activities. They know that their views are sought, valued and acted upon.</p> <p>Work to secure resources that will allow staff to ensure that learning is enriched and supported by</p>	3 13

	<p>Assessment is integral to our planning of learning and teaching.</p> <p>We have shared expectations for standards to be achieved, and are developing robust arrangements for moderation across stages and across the curriculum. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.</p> <p>As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across key curriculum areas. This includes learners with protected characteristics.</p>	<p>effective use of digital technologies.</p> <p>To adopt strategies that will feedback effectively to inform and support progress in learning.</p> <p>Develop a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.</p>	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> <i>Wellbeing</i> <i>Fulfilment of statutory duties</i> <i>Inclusion and equality</i> 	<p>Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community and shared values.</p> <p>We consider each child and young person as an individual with his/her own needs, risks and rights</p> <p>All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</p> <p>We comply and actively engage with statutory requirements and codes of practice.</p> <p>We work to ensure inclusion and equality leads to improved outcomes for all learners.</p> <p>We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.</p>	<p>We know but need to develop approaches to demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>We need to develop strategies, which can be embedded, that will ensure children and young people are active participants in discussions and decisions which may affect their lives.</p> <p>We need to further improve strategies for improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.</p> <p>We need to develop strategies, which can be embedded, that will ensure ALL learners are included, engaged and involved in the life of the school.</p>	4
<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> 	<p>A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.</p> <p>Learners make progress from their prior levels of</p>	<p>Some learners make very good progress from their prior levels of attainment in literacy and numeracy, we need to work towards ALL learners making good progress.</p> <p>We have raised attainment in literacy and numeracy</p>	3

<ul style="list-style-type: none"> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> <p>3.2 Securing children's progress (for Early Learning Childcare) See ELC Report</p>	<p>attainment.</p> <p>Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.</p>	<p>for most learners - , we need to work towards this goal for <u>ALL</u> learners.</p> <p>The attainment of individuals and groups has improved but we need to work to achieve consistently over time.</p> <p>We have raised the attainment of our learners and for some of our most disadvantaged children and young people. However an attainment gap remain in place and for some children this is more significant.</p>	
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners.</p> <p>Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.</p>	<p>We must work to ensure children and young people have access to high-quality learning in all curriculum areas and in particular through outdoor learning.</p> <p>All staff take responsibility for developing literacy, numeracy, health and wellbeing. A lack of resources in school has significantly impacted on their ability to teach and develop digital literacy across the curriculum. We must address this resourcing issue if we are to have our learners apply their skills broadly and consistently.</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>Through effective partnership working we have improved our learning provision and secured positive impacts for children, young people and families in our community.</p> <p>Partnerships support our learners have access to an extended range of learning pathways through which they are developing skills for learning, work and life and securing sustainable positive destinations.</p>	<p>Following on from the pandemic and restrictions caused by ongoing building works, we must renew our efforts to ensure that our partnerships increase parental engagement in their children's learning. Their involvement can then have a positive impact on raising attainment and achievement particularly in literacy and numeracy.</p>	

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 1 Securing consistency in high quality learning and teaching through robust evaluation and policy development. NIF Priority Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy. NIF Driver School Leadership Teacher & Practitioner Professionalism Parent/Carer involvement and engagement Curriculum and Assessment Performance Information HGIOS?4 / HGIOELC QIs 1.2, 1.4, 1.5, 2.2, 2.3, 2.4, 2.7, 3.1, 3.2, 3.3,	A robust Quality Assurance Framework is in place to support the school's drive to achieve equity, to close gaps in learning and to raise overall attainment and achievement So that... Children have continued access to high quality learning and teaching throughout school, they have a good understanding of what they are learning, why they are learning it and what the next steps are.	A calendar of Quality Assurance activities will be established and embedded into the development and collegiate working of the school. This will include; <ul style="list-style-type: none"> • Lesson observation – formal and peer. • Cycle of Moderation • Pupil Progress Meetings • Tracking and analysis of Data • Evidence of Learning – Jotter Moderation • Feedback from all stakeholders. 	Establishing Calendar of QA: SLT – MR, LL & RN, RL Term 4 2021-22 / August 2022 Embedding QA framework: HT – MR SLT – LL & RN, RL Wider staff team. Management Time – 40 hrs (approx.) each term. Collegiate Time – 5 hours each term.
	In addition...	Develop a Marking and Feedback policy to support teachers and learners in understanding expectations across school.	SLT – MR, LL & RN, RL Wider Teaching Team End Term 2 Management Time -8 Collegiate Time - 4
	Parents and carers have an overview of the learning to take place term to term, they have regular opportunities to share learning and communicate with teachers regarding attainment and achievement.	Begin to develop a Policy for Learning and Teaching, which includes expectations in regards to: <ul style="list-style-type: none"> • Play Pedagogy • Nurture • Digital Literacy • Outdoor Learning • Visits and Visitors • STEM • Sustainability • Communication with Parents, including reporting arrangements. 	SLT – MR, LL & RN, RL Wider Teaching Team End Term 4 PEF Funding to support delivery of Play Pedagogy, Nurture, Digital Literacy, Outdoor Learning, Visits and Visitors. Management Time – 5 hours (May) Collegiate Time – 9 hours (April/May T4)

<p>School Priority 2 Children have the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors</p> <p>NIF Priority Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver School Leadership Parent/Carer involvement and engagement Curriculum and Assessment School Improvement Performance Information</p> <p>HG10S?4 / HG10ELC Q1s 1.1, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3</p>	<p>All stakeholders contribute to achieving a positive and active school community which works together.</p> <p>So that...</p> <p>The wellbeing of our learners is central to the work of our school helping them to become:</p> <p>Successful Learners Effective Contributors Responsible Citizens Confident Individuals</p>	<p>A calendar of engagement activities will be established and embedded into the development and collegiate working of the school. This will include:</p> <ul style="list-style-type: none"> • Sharing the Learning • Reporting to Parents • Open Days • Feedback Surveys – All stakeholders • Working groups - All stakeholders • School Improvement Planning – All Stakeholders 	<p>Establishing Calendar: SLT – MR, LL & RN, RL September 2022</p> <p>Other activities spread across the year, in line with SWTAG.</p> <p>Wider staff team Learners Parents and families Wider Community</p> <p>Management Time – 3 hours calendar Collegiate time – working group</p>
		<p>School will bring the process of securing 'Rights Respecting School' Status.</p>	<p>DHT leading working group. Start Aug 22 Completed as appropriate.</p> <p>Funding for resources, activities, engagement and CLPL</p> <p>Management time – TBC Collegiate working - TBC</p>
		<p>Wellbeing Provision:</p> <ul style="list-style-type: none"> • Wellbeing Wednesday • Nurture Space • Playground provision • Extra-curricular activities • Curricular Experiences • Raise profile of SHANARRI • Assessment and tracking of 'Wellbeing' • Transition 	<p>SLT led working groups</p> <p>Time across the year Activities across the year</p> <p>PEF spending to resource: Nurture, Wellbeing Wednesday, Playground, Curricular experiences</p> <p>Management time – TBC Collegiate working - TBC</p>
		<p>Opportunities for learners to contribute to the work of school:</p> <ul style="list-style-type: none"> • School Council • Buddies • Play Leaders • Pupil Surveys • Wider achievements • Working with the community <p>Opportunities for parents and carers to contribute to the work of school:</p> <ul style="list-style-type: none"> • Volunteers for trips • Listening to readers • Supporting extra-curricular Clubs • Playground development eg gardening • World of Work (DYW) • Parent Council e.g. fundraising/activities 	