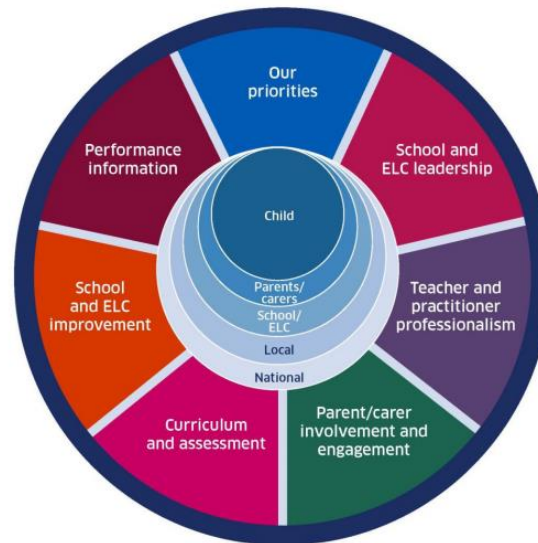# Education and Learning Directorate

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

(2022 - 2023)

School: **Park Primary School**

Date: **June 2022**

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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

OUR SCHOOL VISION: At Park School, pupils, staff, parents/carers and community partners work together to:
- Create a happy, safe and inclusive school
- Provide relevant experiences to allow everyone to achieve and learn to the best of their ability

OUR SCHOOL AIMS: We aim for all children to:

☺ Lead learning and set ambitious targets.

☺ Have the courage to keep trying when things are hard

.☺ Do what we can for our school and community.

☺ Know that we are all important and equal.

SCHOOL VALUES: The school values are summed up in the TEAM PARK RESPECT agenda: TEAM PARK: Together Everyone Achieves More

☺ RESPECT YOURSELF (Believe in yourself, be kind to yourself, make healthy choices, grab opportunities)

☺ RESPECT EACH OTHER (Be caring, friendly and polite to all. Respect individual differences.)

☺ RESPECT LEARNING (Work hard, challenge yourself, keep trying, stay focused.)

1. Vision, Values and Aims

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Review Date:May 2022

Review Activities (as appropriate)

whole school consultation on characteristics of a good learner resulted in a commonly agreed set of characteristics reflective of school aims and values. Learning characteristics have provided a common language used throughout school to talk about learning and has been embedded in day-to-day practice throughout 21-22. It is now included as part of the school reporting format. During May 2022 both parents and pupils were consulted about the Vision, values and aims. 90% of parents surveyed stated that they knew what the vision, values and aims of the school are. From P1-3, over 80% of pupils are unaware of our values vision and aims. This is an area will take forward and address in the new session.

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

2. School Improvement Progress Report
Include evaluative statement/s on the impact of Covid-19 on priorities.

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

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

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate *(Include evidence of impact.)*	Next Steps (Looking Forwards)
School Priority 1: Raise attainment in numeracy and mathematics. **NIF Priority:** Improvement in attainment in numeracy **NIF Driver:** Assessment of Children's progress Teachers' Professionalism **HGIOS? 4 / HGIOELC? Qis** **National Standard Criteria** 2.2 : Curriculum 2.3 : Learning, teaching and assessment	Learners have now developed a shared language and are more able to talk about the strategies that they are using. All staff must continue to embed the DNK numeracy programme. Most teaching staff are becoming increasingly confident in their assessment of children's progress and attainment. Teaching, learning and tracking materials explicitly link to BSGV phases to ensure consistency throughout P1-7. Tracking has become streamlined as DNK trackers were too complex and time consuming. Primary 1 and 2 classes created numeracy rich environments to enable children to explore and apply number concepts through play. Children are actively engaged in setting their own targets and choose activities to build necessary skills and knowledge to achieve these. Enquiry based approaches to learning has enabled teachers to better understand individual abilities and support and challenge children accordingly.	All staff need time to embed DNK approaches and new streamlined tracking materials. Create flipcharts to enhance the teaching of DNK. Numeracy lead/coordinator to moderate DNK, offer support and observations and oversee intervention progress and testing. How we enhance numeracy through digital technology. How we ensure each classroom environment is digitally rich. To further explore features on the iPad, such as; timers,

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| 3.2 : Raising attainment and achievement | DNK is embedded in the Supported Learning Suite and most pupils are working from this programme. Staff are working towards creating a numeracy rich environment to ensure all learners are exposed to activities and resources that will develop their concept of number. | calculators etc. to ensure they are embedded into everyday practice. Numeracy games to support knowledge and skills through QR codes. |

Progress and Attainment in Numeracy with all children

	P1	P2	P3	P4	P5	P6	P7
2020/2021		76%	43%	42%	50%	67%	67%
2021/2022	72%	82%	55%	65%	44%	60%	67%

Progress and Attainment in Numeracy **excluding IEP** children

	P1	P2	P3	P4	P5	P6	P7
2020/2021		88%	56%	65%	58%	88%	96%
2021/2022	79%	95%	72%	90%	65%	80%	96%

Through visible learning, continue to ensure that children can talk about their learning and next steps. We need to further embed their knowledge of our learning characteristics.

School Priority 2:

Build Resilience and confidence through play and wider achievement.

Increase awareness of the world of work.

The introduction to **emotion works** has been well received. It has provided us with a platform to enable children to be able to express emotions and begin to develop strategies to regulate behaviours and responses. Lead teachers successfully developed and introduction a clear timeframe to deliver each cog to the whole school, including Nursery. Staff have reported that pupils are at the early stages of identifying triggers or events that

We must continue to embed and build resilience through emotion works. Across the school, staff all shared that they had made good early ground with it but need to embed it as a shared language across the school. Time is also required to build on

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NIF Priority Improvement in Children and Young People's Health and Wellbeing. **NIF Driver** Assessment of Children's Progress Parental engagement **HGIOS? 4 / HGIOELC? Qis** **National Standard Criteria** 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement 2.7 Partnerships	trigger emotions. Such learning and interactive experiences have contributed to positive emotional development and greater pupil resilience. Within the Learning Centre, emotions are discussed daily using the emotion works program. Pupils have become more confident in naming their emotions and with support can express why they feel a certain way. Emotion works has been useful in helping the older pupils with conflict resolution. Pupils have also learned how to sign different emotions. Learners are now beginning to engage with emotion works resources independently. They are starting to develop strategies to cope with different emotions, such as anger and disappointment. Learning through **play** was extended to P2 and enquiry-based learning to P3 and P4. All learners from P1-2 fully engage in a play-based learning environment. Staff report that all children have become more resilient and independent in their learning. Challenge is now more apparent in their learning. They can freely access the next stage in their learning and resources to challenge them are readily available through a play-based classroom. Our attainment figures reflect this. The learning centre are developing learning through play, sensory play experiences and introducing schematic play to develop learners' understanding of the world around them. They have introduced responsive planning to meet the needs and interests of learners, ensuring the environment is engaging and offers opportunity for all learners to develop independence and confidence. Twilight sessions supported second level staff in developing a progressive framework in career education, exploring the concept of the **world of work** through various themes. Staff report that developing the young workforce is working well and is better established at Early/First level through play. Staff are	and implement resources and to engage parents. This was unable to happen due to covid restrictions. Upper school staff have also shown an interest in aspects of relax kids being used in their setting to support low level behaviours. The emotional impacts of covid have really started to hit many pupils. Working in consultation with CLD/Family Learning and Youth development, we plan to implement further support for the wellbeing of our young people, for them to attain. Staff also shared that we now need to consider training our support staff in the emotion works program and to further engage parents in this program. This will ensure a shared language. P3 and P4 have had input from Deidre Grogan Training (Strathclyde University). They now require time to implement this. The enquiry classroom has started to develop in these stages. Staff require more input and direction in what the actual expectations are. Further consultation and CPD will allow staff to progress with this.

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building on this good practice and have developed skill strands to accompany the progression framework.

The Respect for All Practitioner Toolkit was used to support the development of **an anti-bullying policy**. A lead practitioner used survey monkey to gather the views of parents and carers. Pupil consultation groups were established and actively involved in the forming of the anti-bullying policy, and views of all pupils were represented. The pupil consultation group also played a role in reviewing the existing anti-bullying policy to create a more concise, child and parent friendly, policy for distribution to key stakeholders in the school community. The key messages of Respect for All and elements of the policy were delivered through drama at assemblies.

A cartoon book was created in collaboration with a local artist. Characters were designed by pupils and the story included key themes from the anti-bullying policy. This story is to be distributed to key stakeholders alongside the anti-bullying policy to ensure that the policy and its key themes are clearly visible throughout the school community.

Due to Covid restrictions, Music at Park was put on hold this year. Instrumental lessons stopped. However, after school music groups started running again at the start of 2022 which consisted of a brass, violin and guitar group as well as Highland Dancing being added to the mix. Garage band/sound trap in the upper school did not go ahead as planned.

Nursery-P2 have been involved in music sessions with lighthouse musicians. Sessions have focused on development of early music and communication skills as well as health and wellbeing and enjoyment of music. Singing games, exploring musical instruments and games are included in each session

Second level staff have only recently completed the **DYW** framework. They require time to embed, build resources and develop engagement with partners. Further opportunities are required for different levels to share stages of progression and skills.

Further discussions required with staff to share the **anti-bullying** policy as some staff have reported that they have not seen this policy or received a copy. A consistent approach and shared understanding will come once all staff have engaged in this. Further **parental engagement** is required to share the completed policy and celebrate the book that was created as a result. A development session led by Mr Beggs to ensure a consistent approach.

We now need to embed **music** lessons throughout the school and phase music tutors back in school. Pursue **accredited music** exams through MVT Music Awards. To continue with Highland Dancing and offer

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	with a chance for class teachers to upskill and gain new resources.	accreditation to pupils. To promote digital music by sound trap or garage band in the upper school.
	Parental engagement has been particularly challenging post covid. Parents have been unable to engage in the life of the school. We have been consulting parents through our app, social media, class dojo and Microsoft forms. Attendance has been a huge issue and we continue to be concerned about our hard-to-reach parents. The Learning Centre use Evisense to share children's learning with parents.	In the new session, we would like to fully engage parents as we have opened our doors to them. We had our first stay and play session last week and this was well attended. We need to build and sustain this and fully involve parents at all stages and developments in the school. We will continue to work in consultation with CLD/Family learning to set up and deliver literacy and numeracy support groups for parents and carers. We will continue to refer to and liaise with the school attendance officer. We will strive to raise attendance in the new session. 100% of parents surveyed, stated that they would like to see a school handout with more specific information about strategies used in school interventions.

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School Priority 3:

Raising attainment in literacy, particularly writing

NIF Priority

Improvement in attainment

NIF Driver
Assessment of children's progress
Teacher professionalism

HGIOS? 4 / HGIOELC? Qis
2.2 Curriculum
2.3 Learning, teaching, and assessment
3.2 Raising attainment and achievement

National Standard Criteria

All teaching staff participated in the Stephen Graham training, explicitly teaching writing. In the short time that we have implemented this, we have seen a consistent approach to writing. We have made real improvements in the attainment of writing across the school. A recent parent survey highlighted that 80% of children were writing at home for their own enjoyment.

Progress and Attainment in Writing with **all children**

	P1	P2	P3	P4	P5	P6	P7
2020/2021	Nursery	65%	40%	58%	38%	55%	36%
2021/2022	69%	69%	66%	65%	50%	56%	56%

Progress and Attainment in Writing **excluding IEP** children

	P1	P2	P3	P4	P5	P6	P7
2020/2021		76%	53%	90%	50%	72%	52%
2021/2022	79%	80%	88%	90%	65%	76%	80%

Children are now reading and writing for real and relevant purposes. The children have really enjoyed the clear and structured approach to writing. When surveyed for the SIP, pupils shared the different text types that they enjoyed and were able to talk about writing with enthusiasm. Pupils' engagement in writing has completely turned around.

The development of our new writing pathways is has only just started. Staff rightly feel that we must continue to prioritise, refine, embed, and improve this.

We need a further period to ensure all related language should link to the learning characteristic within visible learning. Staff will create visible displays that are accessible and display WAGOLL.

The cluster will continue to focus on the moderation of writing.

We now need to make links with pm benchmarking for reading and writing. Staff have requested further development time is spent looking at the PM resources/big books that offer exemplar texts and promote a balanced approach to literacy – explicitly linking reading, writing, listening, and talking.

Staff require further input in the use of D&G's CFE and book level correlation chart. This will support them in identifying when

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		learners are on track for achievement of a level.
	Creating a balanced writer is now fully embedded in the learning centre with the older pupils. Pupils have increased confidence when writing and are developing good understanding of basic grammatical features of different text types. Most children in the P4-7 LC class can write a descriptive paragraph with at least four sentences. All the children are finding enjoyment in their writing and a sense of pride and achievement. Early level staff have continued to develop literacy rich environments through play. Pupils continue to be encouraged to engage with texts and have successfully taken on board the descriptive features of creating a balanced writer. There is a much greater consistency of approaches throughout the school. Revised school progressive literacy pathways have supported this. Literacy interventions have continued to have a positive impact on pupil progress and attainment.	
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?**	Play based learning has continued to increase independence, resilience and engagement in P1, P2 and rolling into P3 and P4 children. The children actively organise resources ad tasks, planning learning and setting targets, which they review. Pupils are developing skills for life and work through their play. In addition to increased confidence and leadership, P1 teachers have demonstrated increased capacity by developing a 'Navigating Your Way Through Play' Toolkit that has been adopted regionally. This bespoke model has also resulted in our teaching staff being seconded by the local authority to support the delivery of play-based learning throughout the authority. Assessment data is carefully analysed by staff and known socio-economic factors for each child are carefully identified and matched to specific interventions. Interventions are evaluated regularly and changes are made if desired outcomes are not being met. Interventions are showing an improvement in Literacy and Numeracy. We are now observing that CNG skills are being transferred back to class-based numeracy tasks. This data shows that all children supported through PEF have made progress in both literacy and numeracy. Continued implementation of our PEF initiatives with ongoing reflection on analysis of impact on learners. Explore further opportunities to involve families in determining actioning and reviewing.	

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Examples of impact across the school are as below.

P1/2			Intervention	Attainment at Start of Intervention	Attainment at End of Intervention	Gains
Pupil A	PEF/ ACE	8 wk	CLG	5.4	5.7	+3
Pupil B	PEF	8 wk	CLG	5.7	6.5	+10
Pupil C	ACE	8 wk	CLG	5.5	5.7	+2
Pupil D	PEF	8 wk	CLG	5.7	6.5	+10
Pupil E	PEF	8 wk	CLG	5.8	6.5	+9
Pupil F	PEF	8 wk	CLG	5.9	6.7	+10

6 pupils total. Average gain 7months

P2			Intervention	Attainment at Start of Intervention	Attainment at End of Intervention	Gains
Pupil A	PEF	8 wk	CLG	5.5	5.9	+4
Pupil B	PEF	8 wk	CLG	5.5	5.11	+6
Pupil C	ACE	8 wk	CLG	5.2	5.8	+6
Pupil D	PEF	8 wk	CLG	5.5	5.7	+2
Pupil E	ACE	8 wk	CLG	5.6	6.7	+13
Pupil F	PEF	8 wk	CLG	5.9	6.7	+10
Pupil G	PEF	8 wk	CLG	5.5	6.2	+9
Pupil H	PEF	8 wk	CLG	5.7	6.7	+1
Pupil I	PEF	8 wk	CLG	5.4	5.9	+5
Pupil J	PEF	8 wk	CLG	5.6	5.11	+5
Pupil K	ACE	8 wk	CLG	5.7	6.0	+5
Pupil L	PEf	8 wk	CLG	5.9	6.7	+10

12 pupils total. Average gain 6 months

P7			Intervention	Attainment at Start of Intervention	Attainment at End of Intervention	Gains
Pupil A	PEF	8w	CNG	Phase 4A	Phase 5A	1 phase
Pupil B	PEF	8w	CNG	Phase 4A	Phase 5A	1 phase
Pupil C	ACE	8w	CNG	Phase 4B	Phase 6	2 phase

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Pupil D	PEF	8w	CNG	Phase 4B	Phase 5C	1+phase
Pupil E	ACE	8w	CNG	Phase 5A	Phase 5C	<1 phase
Pupil F	PEF	8w	CNG	Phase 5B	Phase 6	1 phase

6 pupils total. Average gain 1 phase

P4/5	Duration	Intervention	Accuracy at Start of Intervention	Accuracy at End of Intervention	Accuracy gains	Comp at start	Comp at end	Gains
Pupil A	3m	Fastlane	7y 9m	8y3m	+6m	>12y5	>12y5	=
Pupil B	3m	Fastlane	7y8m	7y1m	-7m	8y0m	11y2	+3y2m
Pupil C	3m	Fastlane	7y3m	7y8m	+5m	9y1m	9y1m	=
Pupil D	3m	Fastlane	7y2m	8y3m	+13m	7y3m	8y7m	+1y4
Pupil E	3m	Fastlane	7y11m	7y11m	No changes	6y4m	6y10m	+6m
Pupil F	3m	Fastlane	6y9m	6y11m	+2m	6y4m	6y10m	+6m

Six pupils total. All pupils gained either their reading accuracy or comprehension. Two pupils gained significantly in both areas.

This data is mirrored at all stages throughout the school and is supported by regular in class assessments, PM benchmarking results, Sandwell Numeracy assessments, SNASs for P1, P4, P7, attainment data, especially in regards to Stephen Graham writing and teachers' professional judgement. This evidences that the interventions have had a significant positive impact throughout the school.

Emotionworks - Staff have observed that pupils are more able to verbalise their emotions and feelings. We will continue to use resources and further develop resources from Emotionworks to further support pupils. 70% of pupils indicated that they enjoyed Emotionworks and felt more able to talk about how they were feeling.

Horse Riding – The Learning Centre children continue to participate in horse riding. this has continued to lead to increased confidence, communication, and participation in the wider community. The physical benefits of this include balance, coordination, motor skills, body awareness, strength, flexibility, teamwork, spatial awareness, and self-esteem. Psychological benefits include increased independence, motivation, and self-control as well as the responsibility and satisfaction that comes with caring for another living being.

Quarriers have been supporting 10 children who have been identified as continuing to struggle with the impact of Covid. On a weekly basis, in school sessions have supported individual children to engage in a wider variety of activities to increase confidence, encourage positive social interactions, recognise emotions, and build resilience.
The Quarriers worker provided weekly reports of how things were progressing. Some comments were;

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	'They have developed great listening skills and are able to follow/ give instructions,' 'I have seen ___ confidence grow, he supports his peers and listens well' '_____and I spoke about being worried. He said that is an emotion. He created his own worry monster,' 'At first ___ struggled to say anything positive about himself. We looked at his resilience workbook and drew around his hand. With support and encouragement, ____ then wrote a positive thing for each finger. I am brave. I am a good friend.'

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2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS ?4 six-point scale
1.3 Leadership of Change • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.*	There is an ethos of mutual respect based on positive relationships in the school. Most staff plan and manage the pace of change very well. Across the school there is a strong sense of collaborative leadership with well-planned opportunities for all staff to be actively involved in developing and implementing practice that reflects the shared vision of the school. Staff are encouraged to engage in curriculum development and take on leadership roles. Staff have demonstrated an enthusiasm to improve practice and to develop more effective approaches to learning and teaching. PEF has enabled the school to increase access to training for all staff which in turn has driven change.	As we now have greater capacity within the management team, SMT need to be more involved in Curriculum Monitoring. SMT to develop planned observations of Learning and Teaching and feedback. Impact Coaches need to be re-established to help drive Visible Learning forward. Learning conversations with pupils will help us establish what the children know about what they are learning. SMT must protect time for professional dialogue and upskilling to ensure continuous improvement.	4

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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
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	Our learning environment is both supportive and nurturing, recognising learners' achievement both in and out of school. Learners do take on various leadership roles within the school and we will continue to do this. Learning through play approaches has led to increased pupil engagement and challenge in learning. Staff have engaged in the whole school visible learning program. The feedback session was delivered virtually. This was not followed through or embedded. VL can support attainment, but we need to be embedding it more. Staff have shared enhanced opportunities to look outwards in their professional learning and bespoke CPD. Pupils are more involved in the assessment process and, through visible learning strategies, are becoming increasingly confident to talk about their	We need to further consider the views of our stakeholders- parents and learners. We have made a start at this through Microsoft forms and pupil focus groups, but we require further engagement and need to explore further platforms for doing this. Learners' need to know that their views are sought, valued and acted upon. High quality feedback needs further development so that children are clearer on their strengths, next steps in their learning and a clearer	3

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2.2 Summary of Key Strengths and Areas for Improvement

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

Quality Indicator	How well are you doing? What's working well for your learners? *(Include evidence of impact.)*	Areas for Improvement	Evaluation of this QI using the HGIOS ?4 six-point scale
	learning, are involved in shaping their own learning and are aware of next steps and individual targets. The SMT meet termly with teachers to discuss children's progress. Senior leaders fully engage with class teachers and support staff in termly discussions and proposed interventions to support children's learning and progress. Our processes for assessment and reporting are effective. Tracking and monitoring systems are well understood and used effectively. Our teachers have well-developed skills of data analysis which are focused on improvement.	understanding of the progress they are making. Staff now need to look at how robust our arrangements for moderation across stages and across the curriculum. We need to further develop how Learning is supported by effective use of digital technologies.	

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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
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	Across the school we are positively committed to the promotion of children's rights and positive relationships. Staff work very hard to implement strategies to close the poverty related attainment gap. Staff take a broad, holistic view of the kinds of barriers which children and their families experience, and which affect the children's capacity to learn All parents of children with Child's Plans are consulted and their opinions are recorded. All relevant parents are provided with opportunities to positively engage with individual education plans as well as children's plans. GIRFEC principles were revisited with pupils as a focus at assemblies. Staff are confident in approaching GIRFEC, and the wellbeing indicators. Staff engage in regular professional learning to ensure they are up to date with local and national guidelines and legislation. All pupils have a good awareness of the importance of healthy lifestyles and physical activity through their learning in PE and HWB.	Staff will engage in cluster child protection training in August, as well as in school refreshers for using seemis wellbeing and pastoral notes. GIRFEC and UN Rights of the Child – Refresher training maybe beneficial for some staff and reinforcing how to embed SHANARRI within school practices. Opportunities for inclusion will continue now that restrictions have been removed. LC will also continue with opportunities for horse riding and swimming and community bus where possible. Continue to ensure outdoor spaces are used effectively to promote positive relationships and wellbeing. Encourage Staff take account of research linking	4

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2.2 Summary of Key Strengths and Areas for Improvement
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Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS ?4 six-point scale
	Teachers have worked collegiately with partners to develop health and wellbeing engagement.	benefits of outdoor learning and green space with wellbeing.	
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners*	CFE Data for this year shows improvements across all aspects of literacy and numeracy with the exclusion in P1. The introduction of Stephen Graham writing has shown progress in nearly all stages across the school. P1 have started to introduce this approach and we hope to see further gains next session as it begins to embed. Trends across the school suggested that targeted interventions are impacting positively.	Staff require further input in the use of D&G's CFE and book level correlation chart. This will support them in identifying when learners are on track for achievement of a level. Through visible learning training, Children and young people will be fully engaged in their learning and participate in decision-making about their learning pathways. Protected Time for the senior management team to meet and	3/4

	Yr	P1	Exc asn	P4	Exc asn	P7	Exc asn
R	18	79%		69%		42%	
	19	76%	90%	82%	94%	71%	79%
	20	CVD	CVD	CVD	CVD	CVD	CVD
	21	72%	87%	61%	74%	54%	85%
	22	72%	82%	77%	100%	67%	96%

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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
3.2 Securing children's progress (for Early Learning Childcare) • *Progress in communication, early language, mathematics, health and wellbeing* • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all children*	(see table below) Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment. Teacher judgements and confidence in using the four stages of progress is improving. Teachers are now using evidence from tracking meetings, professional dialogue and assessments to measure progress.	look at attainment over time, following stages as well as cohorts and individuals to monitor progress, patterns, trends etc. and identify action points from this. Continue to develop the staff knowledge and understanding of Sum Dog's capability to support the reinforcement and attainment of mental maths more effectively. Increase Family Learning opportunities to include how technologies enhance learning The learning centre continue to use B squared to track and monitor attainment. Individual pupils follow milestones which are frequently reviewed. We now need to consider how we track and recognise individual achievements. We will continue to	

W	18	79%		52%		37%	
	19	76%	90%	62%	70%	58%	64%
	20	CVD	CVD	CVD	CVD	CVD	CVD
	21	72%	78%	60%	67%	54%	80%
	22	69%	79%	65%	90%	56%	80%
T&L	18	94%		62%		47%	
	19	76%	90%	85%	94%	61%	64%
	20	CVD	CVD	CVD	CVD	CVD	CVD
	21	80%	87%	70%	85%	57%	85%
	22	87%	100%	74%	100%	83%	100%
N	18	79%		62%		53%	
	19	82%	90%	71%	77%	55%	61%
	20	CVD	CVD	CVD	CVD	CVD	CVD
	21	76%	83%	52%	63%	40%	60%
	22	72%	79%	65%	90%	67%	96%

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	Further cluster input from Wendy Rigg (education Scotland) will support this. Attendance levels are a concern with 60% of children with attendance of 90% and below. This will undoubtedly have an impact on attainment.	develop routes to accreditation where appropriate, and celebrate success and achievement. We must now target attendance in a positive way and work with the support from the attendance officer.	

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Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
2.2 Curriculum: Theme 3 Learning Pathways	For the most part, learning pathways set out clear lines of progression, building on skills. Pathways are designed with a clear rationale of ensuring breadth, depth and coherence. Learning pathways support children and young people to build on their prior learning. Outdoor learning opportunities need to become embedded into the school curriculum and not seen as an extra. Learning for sustainability needs to be embedded into the school curriculum.	Continue to build on the initiatives threaded through the school last session e.g. Lego we do, Eco club, - ensure with the additional resources purchased digital literacy is progressive and developed throughout all school settings.	
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	Pupil leadership groups are in place for Team Captains, JRSO and ECO. These groups work effectively to review aspects of the school work as well as in identifying areas for improvement. We have now started to plan our showcase assemblies and learn together sessions in class. As covid guidelines have changed we are now in a position to re-build with our partner organisations and develop effective relationships.	The Parent Council is not well established. There is inconsistent meetings and poor attendance. We need to further promote our parent council and use them to have more of a positive impact upon engaging parents with developing their knowledge and understanding of the life of the school. During a recent parent survey 70% of our parents shared that they have never been	

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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
	As a school we work well with other schools in the cluster, providing support and gaining new knowledge which we implement in the school. The school uses Dojo, our app, Microsoft forms to gather views and now twitter to share and communicate with parents. Investigate different ways to connect with parents and carers who find it difficult to access present opportunities.	involved in the Parent Council with 50% of parents saying they would be keen to be involved. This is something we must pursue.	

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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	**Outcomes for Learners / School Community**	**How are you using pupil equity funding to improve outcomes for learners?**	
		Key Tasks	**Planned Management of Improvement Area** (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
School Priority 1 **Raise attainment in Numeracy and mathematics** **NIF Priority Improvement in attainment** **NIF Driver Assessment of Children's progress Teachers' professionalism** **HGIOS?4 / HGIOELC Qis 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement** **National Standard Criteria**	• Improved attainment in Numeracy and Maths • Enhanced opportunities for children to further develop and apply their skills in numeracy and mathematics across the curriculum. • All pupils will be aware of where they are in their learning, what they need to do to achieve and use learning dispositions to support this. • Enhance numeracy through digital technology. Ensure that classrooms are digitally rich.	Time is needed to embed DNK approaches and new tracking materials. A Numeracy lead will create flipcharts to enhance the teaching of DNK. Numeracy lead will moderate and support staff through observations and in class guidance. Numeracy lead will also oversee intervention progress and testing. Digital Technologies lead will support staff in ensuring that we are embedding technologies into everyday practice. CT's attend Visible Learning training Day in January to better understand how to create better classroom assessments using the solo taxonomy. Monitor teachers' use of LI/SC and feedback in the	Numeracy lead: Pauline Baillie 1 day per month covered by DHTs. Visible Learning Training – Jill Doyle: January 2023 (solo taxonomy) SMT to monitor teachers and pupils using VL strategies in all classes. SMT to continue to meet with staff to discuss progress and achievement. SMT will hold pupil focus groups to monitor pupil's ability to talk about their learning. Continue with CNG interventions LAs to support interventions

		classroom and provide guidance. Monitor pupil's ability to talk about their learning - walkthroughs, learning conversations, sample groups Review and evaluate progress of Visible Learning to date. Regular moderation of plans/tracking/assessments and jotters will ensure that there is appropriate depth/challenge and pace of learning for all children.	
School Priority 2 **Partnership working, Wellbeing, Equity & Inclusion** **NIF Priority** Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children **NIF Driver** Parental engagement School Improvement Assessment of children's progress **HGIOS?4 / HGIOELC Qis 2.7** **National Standard Criteria**	• To further promote open and supportive relationships across our community, where children feel that they're listened to, and where they feel comfortable when discussing issues that arise through their day-to-day social interaction as well as sensitive aspects of their lives. _____ The introduction of emotion works Has supported children in being able to express their emotions and develop more resilience. • Pupils now require time to embed this shared language of learning and move to the next stage of this development - the understanding triggers,	To share and embed the Respect for all / anti bullying policy. Shared and discuss with staff, parents and pupils in order to develop a consistent approach. To engage parents/carers alongside pupils and staff as partners in ensuring consistency of approach to promoting positive relationships and behaviour across home and school. _____ Staff require time to explore the resources, create new resources, implement and embed what they have already developed. We now need to share with parents our shared language and strategies. Link with our partners in CLD/family learning/youth development trust, to support those pupils and families most	Mr Beggs (key lead) to deliver a development session to staff in **August**. Further school assemblies to share and distribute the book that was created and to involve parents in this process. _____ Training for school support staff in emotion works. Mr Morrison (key lead) to deliver this. (**Term one**) Parental workshops – Offering a choice of day or evening sessions on emotion works

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	body sensations, behaviours and regulations strategies and begin to make the link with real world situations in order to successfully deal with challenging situations more effectively.	effected by covid. Routes of empathy to be implemented to support pupils in being more inclusive or accepting of others who are different from themselves.	LA trained in the delivery of Routes of empathy (Kathryn McGowan) x 3 days training

LA trained in the delivery of Routes of empathy (Kathryn McGowan) x 3 days training

Youth development to deliver 'Living life to the full' and Mindful warrior to all P6s and P7s

The course will be delivered over 8 sessions with a youth information worker. The course teaches young people key life skills that aim to improve young people's wellbeing and resilience.

_____

Opportunities to build resources and develop engagement with partners.

Further opportunities are required for different levels to 'show and tell 'the stages of progression and skills.

_____

Staff have developed a progression framework for DYW. Progress in this framework now needs to be monitored and tracked.

Early and First level to continue to DYW through play-based learning and enquiry-based play.

Second level pupils - create a job centre in school. Creating job adverts, conducting interviews, reviews etc

Playground maintenance, gardens, litter, coaches. This will provide real life experiences of the processes involved in the world of work.

Incorporate the use of MyWorldofWork.co.uk skills builder and D&G Employability Toolkit for second level learners to record their employability skills.

Develop links with local employers, college and industries, in order to create wider experiences for our pupils.

Further CPD on enquiry-based learning will support staff to progress and provide clearer expectations.
SMT to oversee the development of this

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	After school music groups have recently been established. Continue to run these clubs cost free to pupils. All pupils will continue to experience brass, violin, guitar and dance options. The school will continue to embed music for all and strive to achieve the digital school award. _____ When parents are part of their child's learning journey, outcomes significantly improve for learners. Provide a wide variety of opportunities to invite parents to participate in the life of the school.	Music for all will be embedded across the whole school. To promote digital music using sound trap or garage band in the upper school To continue with Highland Dancing and offer accreditation to pupils. To offer accredited music exams through MVT Music Award. _____ Continue to work with CLD/Family learning to support parents with numeracy and literacy difficulties. Establish a monthly drop in for parents to join SMT for a cup of Tea and a chat about any parental worries, curriculum questions or concerns. Promote membership of the parent council to new P1 parents and other year groups that may have been missed due to covid. Assessment evening in LC to demonstrate benefits of BSquared to new and existing parents.	Music Lead: Y. Williamson Re-introduce Music instruction: 2 x days weekly Angela Miller _____ CLD Family Learning SMT

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School Priority 3 Raising attainment in literacy **NIF Priority** Improvement in attainment **NIF Driver** **Assessment of children's progress** **Teacher professionalism**	Staff will be confident in using our new writing pathways, in order to refine, embed and improve practice. This will result in improved attainment in writing. Children will use accessible displays which will provide consistent and familiar criterion and examples of WAGOLL. Staff will begin to make use of PM resources/cpd to promote a balanced approach to literacy. Staff will be confident in identifying when learners are on track for achievement of a level.	Embed pathways Share good practice Feedback at development sessions Cross stage moderation Continuation of literacy interventions. Staff to celebrate and display writing exemplars using SG Writing criterion. Purchase PM big books and ensure all staff receive further development session on this. Staff to use D&G's CFE and book level correlation chart to support achievement of a level data. .	L.McKie to co-ordinate and record literacy interventions across the whole school. DHts to cover one day per month. Staff to attend moderation cluster on writing in September. 3 x CPD sessions with Stephen Graham Tuesday 6th Sept Tuesday 4th Oct 4 Tuesday 1st Nov 4 Tuesday 29th Nov 4 CPD training through scholastic on pm benchmarking/big books. Training To be delivered by Kalitza Thomson Lead/Support: Y Williamson , R. Gibson Input on book level correlation by Elaine Callander

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