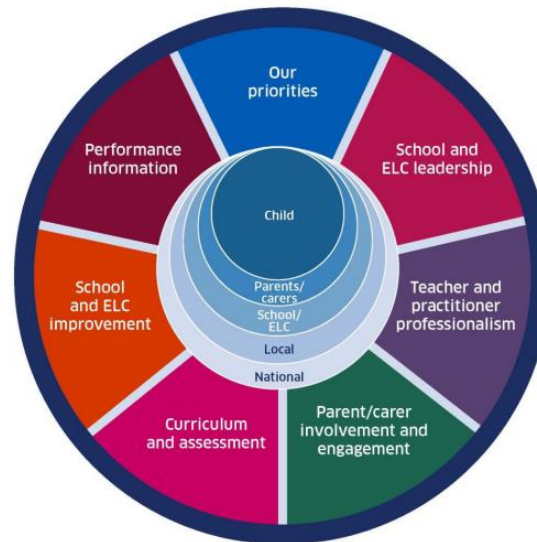**Dumfries & Galloway COUNCIL**

Education and Learning Directorate

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

(2022 - 2023)

School: Sheuchan 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

"Where Learning Is Out Of This World"

As a school we want our children to have high aspirations and believe that they can be anything they want to be. We want to encourage them to dream big and through providing a wide range of learning opportunities equip them with the skills, qualities and attributes needed to help them achieve their dreams.

Values

A healthy school community is very important to us as it is through this that we can nurture the important values and attitudes which allow us all to learn and grow in harmony. Promoting the values below allows the children to be responsible citizens of the future and able to make valuable contributions to society.

· Respect

· Tolerance

· Friendship

· Empathy

1. Vision, Values and Aims

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Aims

Through our school culture and ethos we want to foster within our children important dispositions which will not only help them be successful learners but help them to be responsible, confident and feel able to participate fully in life. We will do this by ensuring that Sheuchan School is a place where:

· Everyone feels safe, happy and valued

· Learning activities develop enquiry, creativity, independence and critical thinking.

· No learner is left behind.

· Individuals achievements are recognised and celebrated·

. We work in partnership with parents.

Review Date: August – October 2022

Review Activities (as appropriate)

Student Council meetings / House assemblies / Parent Council / E Form survey

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 Raising Attainment Through High Quality Learning & Teaching **NIF Priority** Closing the attainment gap between the most and least disadvantaged children **NIF Driver** School Improvement **HGIOS4 / HGIOELC Qis** 1.3 leadership of Change 2.3 Learning, Teaching and Assessment **National Standard Criteria**	• All class teachers have undertaken professional learning re using feedback effectively to improve learning. • Most pupils across the school are receiving effective feedback from their class teachers particularly within the context of literacy. • Pupils within the middle / upper school are more involved in giving feedback to each other based on SC • Learning conversations are used to good effect by most teachers and most pupils are aware of where they are in their learning and what their next steps are. Targets are set jointly and shared with parents. • Nearly all pupils are able to talk about learning dispositions and which ones they have been using to complete a task successfully. They can discuss which learning disposition is needed for them to succeed when encountering difficulty. • All pupils use numeracy ladders to see where they are within their numeracy learning pathway. The implementation of Numeracy boosters allows children to measure their progress across the school year.	• Learning Assistants now need to be provided CPD on how to give effective feedback to support pupil learning. • Ensure that teachers continue to develop pupil's ability to identify independently where they have gone wrong and come up with strategies they could use to ensure success. This will ensure that they become proficient at leading their learning and not rely on an adult to pinpoint where they have gone wrong. Consideration needs to be given as to whether teachers are aware of the skills involved in their learning so that they encourage the use of these skills. • Teachers / pupils need to monitor progress against targets across the school week so that target setting are used more effective.
School Priority 2	• Most classes across the school have begun to implement skills based learning approaches. Middle to upper school	• Through a turnover of both early years and upper school teachers in the next school

| NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver
Teacher Professionalism

HGIOS4 Qis
2.3 Learning, Teaching and Assessment

National Standard Criteria | classes have focused on embedding STEM learning within their practice whilst the infant end of the school has focused on play based learning.
• Nearly all pupils are becoming much more confident when approaching learning.
• Pupil in P7 have all gained a greater understanding of employability through engaging with World of Work.

• A clearer understanding of what Learning for Sustainability is has been addressed through IDL's which develop learning for sustainability skills and attitudes – that is outdoor learning, critical thinking etc. The P7 Eco Captain has led initiatives across the school re eco learning for sustainability

• Participation within the Skills For Life PSD programme has had some impact on how well pupils within middle/upper primary manage their emotions. Pupils with emotional barriers are able to talk about "how" they should react / behave but are not yet transferring this knowledge into practice. | session play based pedagogy/ STEM / (upper school play based learning) and how this can be implemented effectively within the classrooms will need to be revisited and support provided from HT/ Early Years Team and the STEM team.
• Further development work will be needed to continue teacher knowledge of Learning for Sustainability skills.

• World of Work and the importance of employability skills and how they link to the school vision values and aims needs to be developed further. This could be done through revisiting our Curriculum Rationale.

• During Curriculum rationale review the importance of Learning for Sustainability needs to be unpicked further and built along with Employability skills in a progressive manner throughout the curriculum design.

• Due to time constraints work needs to be undertaken regarding pupils being able to manage conflict and seek resolution. |
| NIF Priority
Improvement in attainment, particularly in literacy and numeracy
NIF Driver
Assessment of Children's Learning
HGIOS 4
Raising Attainment and | • Through setting time aside within the 35 hour week for teachers in similar stages to meet together and moderate writing has allowed worthwhile professional dialogue to take place. Most teachers are more confident in making realistic decisions regarding 4 stages of achievement although many still do (within the upper stages) feel nervous committing themselves | • With a change in the school team this coming year there is a need to revisit the 4 stages of achievement and moderation. Further professional dialogue is needed regarding the 4 stages and when a level has been achieved.
• Further development work needed regarding holistic assessments and how |

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Achievement **National Standard Criteria**	to achievement of a level. • Development work undertaken re Holistic Assessments within the curricular area of numeracy has allowed more meaningful assessments of pupils knowledge / skills and application.	they can be used across the curriculum.
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.)* **Raising attainment in literacy and / or numeracy through targeted 1-1** PEF intervention- daily input from PEF assistant on targeted PEF pupils **TLQ** TLQ has been used with a small group of infants within the Nursery setting as pupils in P1 did not require the input. Progress has been good for the majority of pupils • 75% making more than 1 year gains • 15% making 9 months gains **Reading:** The introduction of the PM reading scheme within the infant / middle end of the school has been positive. A PEF assistant has also been working with individual children and small groups to provide extra support re key words which is having some impact. • Pupils on track within CFE in P1 – 62% (5 out of 8) • P2 – 4/4 have made 1 years progress within PM reading within 6 months but are not yet on track to achieve 1st level by the end of P4. It is hoped that if the same strategies used (targeted support daily plus 1-1 re keywords etc) that they will be on track by the end of P3. • P3 – P7 Currently 60% of PEF pupils in P3-P7 are on target to achieve the appropriate level at the right stage of school. (Measurement –PM Benchmarks/ School rubrics/CFE Benchmarks) **Writing:** The school has implemented Stephen Graham writing approaches this year and their has been some improvement in attainment. A PEF assistant has also been working with individual children and small groups to provide extra support. • Pupils on track within CFE in P1 – 62% (5 out of 8) • P2 – 4/4 have achieved Early CFE level. With targeted support it is expected that they should achieve Frist level by the end of P4. • P3-P7 Currently 60% of PEF pupils in P3-P7 are on target to achieve the appropriate level at the right stage of school. (Measurement –School Rubrics/CFE Benchmarks) **Closing the Literacy Gap:**	

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2 PEF children received CLG this academic year. Impact was poor due to little support from home even though time was set aside for 1-1 support each day.

NUMERACY

CNG has been used throughout the year to raise attainment in Numeracy. 1-1 support was provided to PEF children as appropriate to help raise attainment.

- P1 – 88% achieved Early level
- Overall 65% of PEF pupils in P2-P7 are on track to achieve a level at the appropriate stage. The biggest cohort to not be on track and will need further targeted support is P2 where all 4 children are not on track.

Improving Learning and Teaching – Self evaluation through use of LI/SC

Pupils are becoming much more proficient at using LI / SC to guide their learning. All PEF pupils are able to evaluate their own learning against SC and identify where they need to improve. .

Supporting Learning – enhancing learners confidence

Learning & Teaching approaches which develop positive learning attitudes when they find work difficult has been beneficial to all children. The Award system has seen all PEF children receive Awards for showing positive learning dispositions.

Supporting Learning – Aspiration

Participation in Hi5 / John Muir awards has not taken place due to COVID restrictions.

Improving attendance

Due to providing taxis to transport pupils to school engagment by 2 PEF families (6 pupils) has improved.

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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.*	**Developing a shared vision, values and aims relevant to the school and its community** • The vision is ambitious and aims to ensure that every child achieves. • As a school and as individuals, strategies are used which promote the vision and values of the school throughout the school. • All members of the in-school community model the school values and work towards achieving the vision. **Strategic planning for continuous improvement** • SMT ensures that all members of the school team are able to initiate well informed change through adapting classroom practice. Class teachers actively participate in school development decisions. • Initiatives are monitored to ensure that they are having an impact. If not then the initiative is either dropped or adapted. • SMT guide and manage the pace of change making adaptations to the strategic vision as appropriate. **Implementing improvement and change** • All developments/ improvements are identified as a means to ensure that the vision is achieved. • The majority of teachers have a very good understanding of the strengths and weaknesses of the school and can identify areas for improvement based on sound evidence and data. • All staff are committed to moving the school	**Developing a shared vision, values and aims relevant to the school and its community** • There is a need to look at the Refreshed Curriculum and consider whether our Vision, Values and Aims successfully support the 4 capacities and 4 contexts to the fullest extent. • COVID absence caused the opportunity for leadership at all levels to be fully developed. – There is a need to ensure that the CT's are given the opportunity to lead on learning. • Reinstate the full range of student councils so that all pupils have a say and are able to influence change. **Strategic planning for continuous improvement** • Build time into CAT sessions / INSET days for teachers to share new knowledge and understanding gained from CPD opportunities. • Set time aside each term for all school community to take part in self-evaluation activities. Share with Parent Council. • Develop peer shadowing to allow teachers to learn more effectively	5 7

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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
	forward and most are keen to take ownership and drive forward improvements. • SMT control the pace of change and allow time for new methodology pedagogy to be embedded. •	from others and create more effective 'critical' friend dialogue. **Implementing improvement and change** • Widen the range of data gathered from pupils regarding school strengths/ weaknesses to include aspects of learning and teaching dictated by them. • The gathering of pupils views could be improved through ensuring that L & T is included in the House mtg agenda.	
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	**Learning and Engagement** • Dialogue with pupils across the school has shown that they feel that their teacher knows them and they feel safe and happy at school. Most felt that their learning was pitched at the right level although some did feel that they could be challenged more. • Digital technologies are used more effectively through the use of ipads to enhance learning across the curriculum. • Whilst all children engage with learning dispositions the teacher needs to model and create opportunities for children to critically analyse how well they are using their learning disposition and	• Digital technologies need to be developed further throughout the school to address all areas of digital literacy. • Further pupil choice regarding their learning could be developed to promote challenge. • Learners achievements out of school are not tracked or formally recorded Observation and pupil feedback through visible Learning shows that (outwith literacy): • Pupils need to become more independent assessment capable learners through	4

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	consider the learning strategies that underpin the learning dispositions. • Effective LI/SC are being used consistently across the school. • Pupils are involved in deciding learning within IDL. **Quality of Teaching** • Within the context of literacy and numeracy most pupils have a good understanding of where they are in their learning and what they need to do to improve. • All teachers use numeracy ladders to allow pupils to see where they are in their learning and where they need to go. • In all classes pupils give feedback to their peers using the SC given by the teacher. • Teacher questioning is becoming more skilled and some pupils in all areas of the school are developing effective higher order thinking skills. • In all classes learning is differentiated and suits the needs of individual learners. Some teachers do not have high enough expectations. • Interventions are put in place as and when needed to ensure that all children make progress. **Effective Use of Assessment** • Planning has been reviewed and altered to ensure	being able to identify next steps outwith SC. That is identify which learning strategy did they not use which would have ensured success. • Play based learning needs to consider purpose and challenge. A skills progression needs to be created to ensure that pupils move forward within their play. • Teachers need CPD to ensure that they can plan meaningful play activities which have real purpose and expectations of learning. • The range of learning opportunities needs to be developed to ensure that Learning for sustainability is being addressed throughout the school e.g Play based learning, inquiry based learning / Upper school play / STEM / outdoor learning • To ensure depth within IDL thought needs to be given to the breadth of learning available within a topic heading - bundling needs o be revisited. • To ensure that pupil progress is being assessed across the curriculum the range/ value of assessments being used needs revisited – i.e. rich tasks which demonstrate real application. • Curriculum needs to reviewed in line with Refreshed curriculum to ensure that it addresses the 4 capacities / contexts etc.	

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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
	that there is clear evidence of what is to be taught and how it is to be assessed. • Planning for all areas of the curriculum is based on prior assessments or through pre topic assessments - observations, dialogue, evidence on completion of tasks – and alterations made when required. • Numeracy progressions for pupils support pupils in being able to talk about their learning and next steps. • Teachers assess most areas of the curriculum through either IDL assessment or discrete subject assessments. • Moderation within writing is beginning to become more effective with the use of learning pathways and benchmarks. • Class teachers are more aware of the benchmarks and what that looks like in their classroom. **Planning, tracking and monitoring** • Teachers meet with the SMT on a regular basis to discuss pupil progress. • Virtual tracking meetings with staff were successfully held in February for the ACEL uplift. • Data targets are set in June for the next academic year to ensure that there is no slippage. • Tracking has been created for all curricular areas	• Numeracy moderation needs to be intruded through monitoring assessment tasks. • To ensure meaningful IDL that builds on skills and knowledge across the school joint planning needs to be reintroduced. This will also allow meaningful moderation of children's attainment.– planning together. • Summative assessment information needs to be shared with children. E.g SNSA / INCAs .	

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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
	and is monitored by SMT • Teachers track attainment at 4 key points of the year against the 4 stages of Achievement of a Level. • Parents and pupils are involved in the setting of learning targets at the beginning of the school year and are updated throughout the school year through target sheet updates		
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	**Wellbeing** • Good use of GIRFEC allows us to ensure that the needs of children are being addressed. • The school has a very inclusive ethos and culture where most feel they are valued and have a voice which will be listened to. • Most teachers have very positive relationships with the children not only in their class but across the school. • All staff have an understanding of ACES and the impact that these can have on pupils learning and wellbeing. • Engagement with the Wellbeing Project Skills for Life has ensured that the emotional wellbeing of all children is being addressed. Further emotional wellbeing activities are delivered by the CT's in response to issues as they arise. **Fulfillment of statutory duties** • The school works closely with partner agencies to ensure that individual children's needs are being	**Wellbeing** • Healthy living - looking beyond physical health to develop food and nutrition • Explore the benefits of outdoor learning on mental health • Further development work is needed on approaches which can be used within the classroom / school to help pupils manage their emotions especially when dealing with peers. e.g restorative practice **Fulfillment of statutory duties**	5

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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
	met through effective child plans. Pupils are involved in the setting of plans and feel that they have a voice. • Pastoral information is shared by HT with CT to allow any barriers to learning be addressed and reduced/removed. • All staff undertake appropriate child protection training **Inclusion and equality** • The school strives to make parents/families feel valued and create opportunities for parent/family participation both socially and academically. • Parents evenings are well received and a high percentage of parents attend. CT's contact parents personally who have not attended. • A diverse approach to communication with parents was implemented during the Lockdown period and continued this school year. School app, class facebooks pages, teacher-parental email communication and phonecalls etc. • The school promotes a climate where all pupils and stakeholders feel welcomed, safe and respected. • School staff promote tolerance and equity for all and most children demonstrate this quality both in and out of school.. • As a school we are consciously developing strategies to close the gap and ensure that all pupils can access the whole curriculum.	Child protection training for all members of the Sheuchan School team **Inclusion and equality** Develop and implement strategies which allow us to engage the hard to reach parents and empower them to participate.	

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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
	• The school has created an environment and culture where all pupils feel that they have a voice and that they will be 'listened to' if they have any concerns.		
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners* **3.2 Securing children's progress (for Early Learning Childcare)** • *Progress in*	Good progress is being made across literacy and numeracy. **Numeracy – Achievement of a level** P1 – 87% P4 – 79% P7 – 77% **Reading** P1 – 75% P4- 83% P7- 88% **Writing** P1-88% P4- 83% P7- 88% **T & L** P1 – 96% P4- 100% P7- 85% • Attainment has improved consistently over the	• Attainment for PEF/ LAC children is an area which needs to be tackled through a greater understanding as to the reasons they are not achieving. Look at the cause and address. • Prediction of achievement of a level outwith literacy and numeracy is not in place.. A tracking system needs to be established that will allow pupil progress to be formally noted and monitored. • Not all teachers use previous set targets and at times slowdown pupil pace as they feel that they are not secure or they don't have the physical evidence.	5

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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
communication, early language, mathematics, health and wellbeing • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all children*	years. • School uses a wide range of data to support assessments – SNSA's, in house tracked learning pathways, INCAS where applicable, jotter work, teacher discussion and pupil discussion. • Children who are at risk of gaps of learning due to attendance, time keeping, parental support or personal circumstances are identified and interventions put in place – PEF support, ASN support, child's plans. School uses Wave 3, TLQ, Closing the Numeracy Gap, Developing Number knowledge as interventions. • Observations of learning shows that nearly all children are transferring their literacy and numeracy skills to other curricular areas. E.g reciprocal reading skills are being used in science to help children predict, question and summarise. • Most teachers have high expectations. Predictions are made for achievement of a level and are colour coded (4 stages of learning) tracked throughout the year. Robust monitoring and tracking procedures for the whole school are in place – SMT monitor jotters, work with children and engage in discussion with teachers to ensure reliability. Specific focus is given to monitoring the progress of vulnerable		

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	individuals to ensure that their needs are met. • Moderation between teachers supports professional judgements. Teachers are encouraged to use the benchmarks to support their judgements. • Regular tracking meetings are held. SMT unpick data prior to meetings to ensure that productive dialogue occurs. ASN teacher meets regularly with class teachers to discuss individual child's targets and progress. SMT discuss ASN targets with teacher and check that they are in line with class learning. • Yearly learner pathways are linked to CFE benchmarks – moderation work shows that our pathways have higher expectations than the CFE benchmarks require but teachers are encouraged to aim to achieve the pathways yearly to ensure challenge and depth for the more able. • All children are encouraged to develop leadership skills and qualities – classroom responsibilities, All P7 pupils have to apply for a House Captain role which encourages them to fulfil responsibilities over time. Life/work skills are developed through pupils having to apply for the positions through completing application forms, identifying strengths and weaknesses, undertake interview and do a present to Houses		

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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**	**Rational and design** • 3 year overview created to ensure breadth and coverage of curriculum is out of date • Curriculum takes into account local and national policy and adaptions are made as necessary. • Curriculum provided supports the school rationale through effective learning and teaching strategies **Development of the curriculum** • Curriculum encourages learning for sustainability through a range of initiatives **Learning pathways** • The learning pathways are built around the principles of CFE curriculum design • Programmes of study show clear learning pathways for most areas of the curriculum. • Learning conversations take into account the need to develop the 4 capacities and strategies to develop these capacities are built into curriculum design **Skills for life learning and work** • Financial education is taught as a stand-alone subject to help children prepare for life	Curriculum Rationale needs to be reviewed in line with Curriculum Refresh. Bundling of E's & O's needs to be revisited to ensure that IDL are rich and meaningful. **Rational and design** • Curriculum rationale needs to be reviewed following publication of refreshed curriculum • To ensure equity create opportunities for all children to participate in wider achievement opportunities. • Use PEF funding to broaden the curriculum and bring in outside partners who can widen children's perspectives and heighten aspiration. • Ensure that the curriculum provided has equal balance of expressive arts. **Development of the curriculum** • Outdoor learning opportunities need to become embedded into the school curriculum • Curriculum needs to be further developed to include creativity, digital and employability skills • Learning for sustainability needs to be embedded into the school curriculum, learning and teaching approaches **Learning pathways** • Learning pathways need to be better used to help children understand themselves as learners and the role they play in achieving success. Child friendly versions **Skills for life learning and work** • Undertake an 'employability skills audit to identify gaps	

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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
		and to create a progressive skills pathway for use across the school	
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	The development and promotion of partnerships • As a school we work well in partnership with parents and outside agencies to ensure that the school is the best it can be. • The open door policy promoted by the school has ensured that we have very positive relationships with most parents. • There was a positive rise in email communication between parents and the HT during the Lockdown. • Through the lack of face to face parents evenings the opportunity to participate in school self-evaluation and shaping improvements has been limited. • A larger response was noted when delivering questionnaires to parents via the Microsoft Forms format. • Parental workshops have been delivered to good effect across the school and parents who attended report that they felt more able to support their child. • School Blog / App is used to keep parents informed of approaches they can use to support their child's	The development and promotion of partnerships. • There is a need to engage more with Parent Council to ensure that a wider range of parents are participating within the life of the school and their child's learning. • Form closer links with partner agencies to provide a wider range of high quality learning experiences. • Involve all partners in the evaluation of school performance • Investigate different ways to connect with parents and carers who find it difficult to access present opportunities.	

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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
	learning • The introduction of class Facebook pages has proved to be a valuable tool in reaching parents. **Collaborative learning and improvement** • As a school we work well with other schools in the cluster, providing support and gaining new knowledge which we implement in the school. • Information has been gathered through 'blether stations' at parent's evenings which has helped us to establish a greater understanding of the views of parents. Parents now feel that their voice is being heard. **Impact on learners** • Opportunities have been created to work with parents and carers to enhance pupils learning through parental workshops and handouts.		

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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.			
		How are you using pupil equity funding to improve outcomes for learners?	
Improvement Area	**Outcomes for Learners / School Community**	**Key Tasks**	**Planned Management of Improvement Area** (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
School Priority 1 Raising Attainment Through High Quality Learning & Teaching **NIF Priority** Closing the attainment gap between the most and least disadvantaged children and young people. **NIF Driver** Curriculum and Assessment **HGIOS?4 / HGIOELC Qis 2.3** **National Standard Criteria**	• All pupils will benefit from high quality learning and teaching through the use of effective and meaningful feedback in all areas of the curriculum. (PEF) • 80% of pupils in all classes will be assessment capable learners and be able to independently identify what learning strategies led to success / failure within Numeracy. (PEF)	CPD sessions looking at what makes feedback effective and what approaches can be used within the class. Based on Visible Learning & Assessment Capable learners CT will undertake mini research projects regarding how good is their feedback. (Numeracy) Baseline Assessment – September Conclusion – November Based on Visible learning input Monitoring of feedback through Peer shadowing Pupil / teacher discussion SMT monitoring	**½ day INSET – August** **2 CAT sessions (Aug – October)** DHT CT 1 CAT Session to go over research format CT SMT 1 teacher bought in for 2 days to allow peer shadowing – November
	• Pupils learning will be enriched through teachers implementing skills based learning opportunities. • 80% of pupils in all classes will be able to discuss what skills/ dispositions they have been using. (PEF)	HT / DHT deliver CPD sessions on skills based learning opportunities – purpose & impact CT to evaluate skills based learning in current practice. CT's to implement new knowledge in one curricular area. Monitoring of effectiveness. Peer shadowing	1 CAT sessions October – December ½ day January INSET HT CT CT SMT 1 teacher bought in for 2 days to allow

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		Pupil / teacher discussion SMT monitoring	peer shadowing – February
School Priority 2 Reviewing the school curriculum in line with the Refreshed curriculum. **NIF Priority** Improvement in skills and sustained positive school leaver destinations for all young people. **NIF Driver** School & ELC improvement. **HGIOS?4 / HGIOELC Qis 2.2** **National Standard Criteria**	• All children will experience a rich curriculum which develops the 4 capacities and addresses the 4 contexts through making use of the environment around us. • The refreshed curriculum rationale will identify the range of opportunities which will allow every child to develop the knowledge, skills and attributes they need to adapt, think critically, and, flourish in today's world. • The refreshed curriculum will promote equality and diversity. • The refreshed curriculum will be evident within planning and classroom practice.	Research curriculum design Professional dialogue with School Team Seek Parent Community views Seek Pupil Community views Feedback & dialogue with Parent Council Feedback and dialogue with Student Council / Houses Revise planning to demonstrate new refreshed curriculum	**HT** **½ day INSET – August EO / HT** **1 CAT session September** **Parent Survey – October (parents Night)** **Pupil survey – October HT** **November HT** **November DHT** **December DHT / CT**
School Priority 3 **NIF Priority** Placing the Human rights and needs of every child and young person at the centre of education **NIF Driver** Teacher and practitioner professionalism. **HGIOS?4 / HGIOELC Qis 3.1** **National Standard Criteria**	• Achieve Bronze Award in Rights Respecting Schools • The whole school community will have a shared understanding of well being and the children's rights. • 80% of children will feel able to challenge discrimination and intolerance as they come across it. • Pupils in the middle/upper classes will be more able to manage their emotions and form positive relationships with their peers.(PEF)	Register for Rights Respecting Schools Share with staff Identify CT to lead As part of pupil voice establish children's rights ambassadors as part of phase in applying for a children's rights bronze award. Plan for regular meetings and input to meet criteria for Bronze Awards Monthly assemblies to promote article of the month. CPD on restorative practice	**August – HT** **INSET – August - HT** **August – HT** **Identified CT** **2 hours a fortnight to develop children's rights/ activities/ learning training (PEF) (whole school year)** **HT**

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		DHT to lead working party to review current behaviour policy and adapt to create a Relationship policy Plan for regular House / Student council meetings to review and adapt behaviour policy Assemblies to promote relationship policies	**Identify CT** **2 hours a fortnight to meet with pupils (January to March 2023)**

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