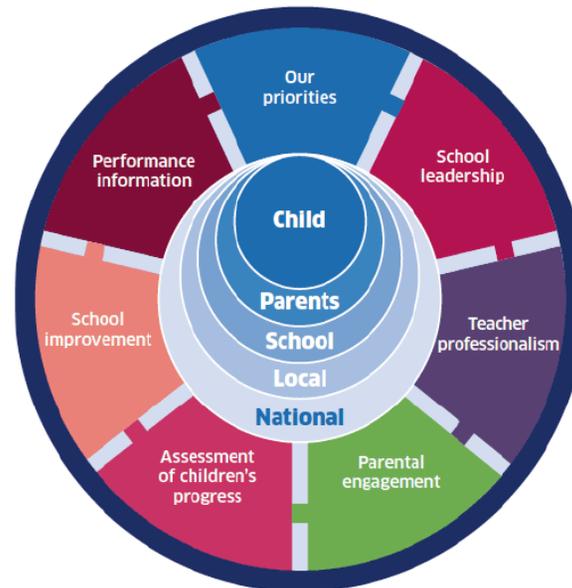# Education and Learning Directorate

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

(2021 - 2022)

School: Rephad Primary School and Nursery

Date: 31.05.21

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 Vision:
At Rephad Primary School and Nursery we aspire to develop every child to "be the best they can be" by providing high quality learning and teaching throughout a broad and relevant curriculum. We believe the development of the whole child to be vital.

Our Values:
We are **respectful** and **inclusive**. We promote **resilience, hard-work** and **creativity**. We have an **aspirational** learning environment.

Our Aims:
- Develop all learners' potential to the full by assisting them to overcome barriers, develop resilience and have high aspirations
- Ensure all children are included and celebrated and staff are proactive in supporting and differentiating for children as required.
- Fully engage learners, parents, staff and other appropriate agencies in the learning process from nursery through transition to secondary school
- To embed key priorities into our daily learning experiences including focussing on National and Local government agenda's such as GIRFEC, UNCRC, National Improvement Framework and D&G Development Skills Priorities
- To promote forums for children, staff and parents to share their views and to move the school forward
- Equip all learners with the skills required to take a full and active place in society
- Develop creative, interactive and meaningful experiences for children in and out of the classroom
- Recruit, retain and develop well-qualified and committed staff.

Review Date: February 2021

Review Activities: Through a variety of surveys and discussions with children, staff and parent/carers we verified our **vision** was relevant, we developed **values** that were personal to ourselves and we created associated effective **aims** to meet our shared goals.

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) 4 key priorities and the 6 NIF drivers.

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: COVID Recovery **NIF Priority** *Improvement in children and young people's health and wellbeing **NIF Driver** *Parental Engagement *Teacher Professionalism **HGIOS? 4 / HGIOELC? Qis** *QI 1.3 Leadership of Change* *QI 2.2 the Curriculum* *QI 3.2 Raising Attainment and Achievement -*	On the return in August there were a great deal of concerns to deal with that stood outside the formal goal of teaching and learning. Children in both nursery and primary school had not been in school since 22nd March 2020. Some of the nursery children were unable to join the building in April 2020 as the closure continued. Transitioning from nursery to P1 and P7 to S1 was also impacted causing anxiety for pupils and parents. The majority of children remained with the teacher they had the previous session, including the new P1 pupils as the nursery teacher moved back into the school building as her role within nursery had ended. This was advantageous as staff knew where the children were academically and personally to assess a child's wellbeing on return and have an understanding of the academic strengths and gaps. Teachers were able to better assess the needs of the pupils in how to support them after a significant amount of time away from school. This also allowed the children to feel more comfortable returning to an adult they knew and mostly with peers they had spent the previous session with. LAs assessed all children who had been receiving interventions prior to the March 2020 school closure using PM benchmarking and SRS spelling assessments. This involved 11% of the children in the school	To continue to follow advice as it is shared and prepare as possible for the new session with anticipated advice to be released through the summer. To continue to be aware of all the hidden impacts of the COVID pandemic as children return to school in August 2021. Continue to develop the use of the online Learning Journals site to enhance communication with parent/carers Re-establish parental opportunities to visit school and take part in both curriculum related and socialising activities. Gather information and guidance and continue discussions with staff,

	and 6 % of these children carried on with interventions while other children were involved in assessment of need by CTs and LAs based on observations and teacher judgement evidence. Conversations took place with DHT, ASLT, CT and LAs to ascertain learning needs and make decisions on allocation of resources and interventions. Some children demonstrated definite improvements and others had stagnated or taken backwards steps. The data was all linked to reading and began to inform part of the support programme for the school. Due to other unforeseeable impacts there was a great deal of work required to fully understand the ASN needs within the school and begin to create a register of supported children, update and develop IEPs that represented the current needs of children and follow up with Supporting Learners to establish with them very specific needs of children that had not been followed up with RFAs to allow for adequate support of needs for the session. This work is ongoing.	to establish a Breakfast club
	The key goal for school staff on return was to ensure children were settled, that parents were given timely and relevant information and all relevant COVID advice was followed to ensure the safety of pupils, staff and wider families.	
	Teachers and nursery staff spent a great deal of time checking in with children, developing routines, and considering how to work with and around the many mitigations that impacted how learning would generally take place as well as the adjustments to children accessing all areas within the school building as well as the outdoor playground areas.	
	All necessary risk assessments were completed and shared and there was consistent monitoring of procedures throughout the year. These were shared with Education HS and updated as advice was adapted. In a 23 March 2021 unscheduled COVID Compliance Audit Marcy McAnn stated during the inspection that "Overall the school has very good systems in place." as well as commenting that we complied 100% with the use of face coverings and having excellent procedures for meeting guidelines such as using signage, providing Risk Assessments and complying to procedures when she arrived as an unknown visitor. This adherence as continued and has benefitted us when we have had to deal with COVID positive tests linked to families or for staff who contracted COVID through close contacts. We have	

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had one incidence of closing a class for 4 days based on Public Health advice.

Feedback for Key Question 5 for the nursery demonstrated consistent and appropriate safe-guarding for children, not only for their general needs but in conjunction with the COVID 19 guidance and regulations. Lisa McDonagh cited sufficient and appropriate evidence in all three QI areas of COVID- 19 safeguarding, Infection control and being responsive to the needs of children due to COVID adaptations.

Collegiate sessions in both school and nursery were organised purposefully and regularly to alleviate and understand wider concerns of staff related to processes and procedures. The WTA was agreed with staff prior to the end of the 19/20 session in two versions to allow for the hopefully lifting of COVID restrictions. It was very important to be aware of the knock on impact of following extra cleaning procedures and balance that with what had been expectations in the past for all staff. This was not only considered for the resources children were using but also for the staff and children themselves in the extra time involved in following sanitizing advice when moving in and out of the school, or when necessary, within the building.

To aid in Parental Engagement as no unauthorised adults were able to visit the school for the session, the online Learning Journals site was purchased in the nursery and the school to be able to share with information about activities and learning development. This took some time to take forward due to many ICT issues and we continue to develop a policy and procedure around the technology so families have a clear understanding of the expectations of use.

We took many other opportunities to share with families such as "Settling in Messages" sent home in September and again in February/March based on the return dates of the pupils in nursery and school. Throughout the session we also share targets and gave opportunities for feedback; took advantage of the school app and used the school blog. During the January to March 2021 school closure, consistent sharing of learning information took place on TEAMS during as well as 3 weekly Teacher Meet sessions that families could engage with. These were purposely arranged to not allow for any clashes with siblings in other classes. FACEBOOK was the medium for all nursery

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interactions and was used actively by parents to share photographs and activities their children had taken part in throughout a week.

The ability to engage with parents as we normally would was utterly impacted and we purchased the Learning Journal On-line programme as a way to continue parental links during the COVID restrictions and started in September for Nursery Pupils and October for primary pupils. The strong feature was the continuity between both setting for parents and for the change of session there will be no loss of data as children move onto the primary school.
Paren/Carers have commented on how it is effective in being able to share what is happening in class when they are unable to visit the building and see their child's work. It has also allowed us to begin the creation of digital portfolios for children which is a far more viable way of gathering evidence of success and engagement.

The COVID situation also created a great deal of anxiety on all levels of staff and concerns for their own families being in the role of "keyworkers" by Scottish Government guidelines and working with children who were also part of "keyworker" families.

We feel as a school, we have done very well in coping with and supporting pupils, staff and families during the most difficult time in education known to any of us.

We have been mindful of the impact of adaptations for the children and considered how to support them and take them forward while also not allowing to feel they are missing out. In recent conversations with children to gather their views, using HGIOURS prompts, they did state they had missed out on things like trips and visiting other classes and being were they wanted to be in the playground. Overall though, pupils consistently said were happy and felt the year had been positive and their teachers and other staff had helped them and looked after them.

During all this, we also ensured staff were aware of the responsibilities of their roles in adhering to COVID guidance while supporting their own wellbeing taking advice from the local authority as well as unions. We took advantage of Occupational Health as required to support staff

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in the nursery and school and this has helped in them being able to return to work and feel supported in their return.

A COVID Recovery Teacher (CRT) began working at the school January 2021 on a 0.3 contract. She took on the role of a hub teacher for 2 of the days during the school closures to allow class teachers to be more available for their own class and minimize the amount of days teaching staff would not be able to respond to children within TEAMS. On the return of P1-P3 the CRT covered gave the flexibility to allow staff to assess the needs of children and determine were gains or fall backs may have occurred. The same happened as P4-P7 pupils returned giving class teachers ½ day sessions on a rotation to work with pupils. This time was valuable and allowed staff to better meet the needs of children in class and adjust any interventions they were receiving.

Since the full return of pupils in March the CRT has worked with classes on a continued rotation, following COVID related guidelines, to allow teachers to talk with children about their learning, targets, next steps and also to further reinforce strategies to improve literacy and or numeracy skills. A clear schedule of focus areas was created for all staff to refer to and discussion link time was embedded into a re-arranged collegiate session to meet WTA through to the end of the session.

Digital Learning was further developed for the subsequent home learning session in Term 3 2021. More adequate use of TEAMS to connect with children for discussions was promoted. OneNote was further explored to allow for sharing of completed tasks to give privacy to children. SWAY was used with nursery and school staff to share planned learning experiences on a weekly basis and further TEAMS were created outside the class groupings to support identified groups of children for aspects such as Reading or CNG.

Teachers also benefitted from planning for a curriculum level and not just their class. The benefit was to support families at home as many of them were working as well as dealing with "teaching" their children. The planning accounted for common experiences, with differentiation for needs and allowed a family to engage in a task together and let children at home feel more connected with their peers through various

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means as they explored the outdoors and shared their experiences through class chats. Staff felt more connected to each other as well as they were working in isolation, some of them unable to take on the role of hub support at any time within the rotations.

Surveys conducted late February 2021 demonstrated that overall parent/carers were happy with the support their child received during home learning and felt the school were responsive to needs.

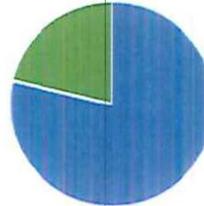Do you feel your child's assigned work was challenging for their needs?

Strongly Agree	8
Agree	23
Somewhat Agree	15
Do Not Agree	1
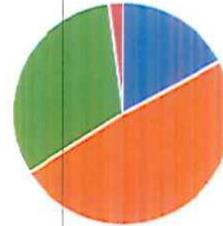
If you contacted the teacher or school, did your get a response through phone or digit means?
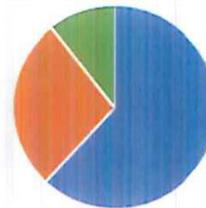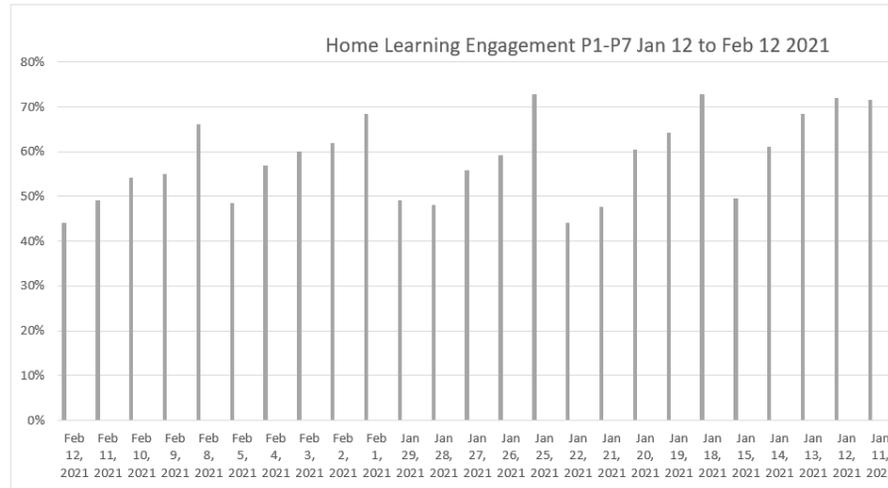
Insights

Yes	37
No	0
Not Applicable	10

Did you feel communication from the school regarding home learning was clear?

Insights

Strongly Agree	29
Agree	13
Somewhat Agree	5
Do not agree	0

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Home Learning Engagement P1-P7 Jan 12 to Feb 12 2021

More than 40% of pupils in the school engaged daily on the Teams platform to access grids, website links or join in class chats.

A link to a further document states the engagement of children during the home learning period. Attendance was tracked weekly and follow up calls made by HT or CT depending on the situation. Alternate provision was provided were necessary to meet the needs of families such as providing paper copies of work or including a pupil in the childcare hub provision. At our peak, when all pupils were learning from home, we were supporting more than 40 pupils on a weekly basis within the hub and balancing that with the associated COVID guidelines associated with staff contact within the school.

HUB –	Nursery	P1	P1/2	P2/3	P3/4	P4	P5	P6	P7	Totals
childcare provision identified by authority										
Jan	3	2	1	3	1	3	2	3	1	19
Feb	3	2	2	4	1	4	2	5	3	26
March	Nursery and P1-P3 returned to school				1	4	3	6	4	18
Vulnerable identified by authority and school										
Jan	6	1	1	0	0	3	1	2	0	14
Feb	8	1	1	0	0	4	1	2	1	18
March	Nursery and P1-P3 returned to school				0	5	1	2	1	9

Recovery will continue to be part of our agenda for the new session as

	there may still be unknown impacts academically and emotionally that could still create barriers to learning. What we do know is our children are very resilient overall and our staff have demonstrated the utmost professionalism, in looking after and guiding our children, under very difficult circumstances.	
School Priority 2: Curriculum Pathways **NIF Priority** *Improvement in attainment, particularly in literacy and numeracy *Closing the attainment gap between the most and least disadvantaged children and young people *Improvement in children and young people's health and wellbeing **NIF Driver** *Teacher Professionalism *School Improvement **HGIOS? 4 / HGIOELC? QIs** *QI 1.3 Leadership of Change* *QI 2.2 the Curriculum* *QI 3.2 Raising Attainment and Achievement -*	Prior to the March 2020 school closure, discussions had taken place regarding the "Refresh of the Curriculum" and the understanding of our role, the resources we use and how best to impact pupil experiences to ensure not only the closure of the attainment gap but that attainment is raised across the school. It was necessary to look not only at curricular areas and how we were taking these forward within and across classes, but how we were blending the wider aspects of GIRFEC/SHANARRI, UNCRC, ECO and the Growth Sector priorities. Our planning documents are beginning to reflect these aspects more effectively to allow for prompts for staff as they consider how learning will be taken forward and how they can make links for children that are relevant and current in their immediate lives. Our vision is to have a curriculum pathway that allows for a great deal of flexibility for teachers and learners but guided by the 4 learning contexts of: Ethos and life of the school as a community; Curriculum areas and subjects; Interdisciplinary learning (IDL) and Opportunities for personal achievement. We have been discussing the benchmarks and their role in planning, the bundling of the CfE Es and Os and making meaningful and contextual learning experiences in an play/active learning environment. Collegiate time was used throughout the session to discuss literacy development using the Highland Literacy document as a guide to support the establishment of spelling and grammar pathways that avoided repetition and were more clearer linked to the text/novel children were exploring within class. This has been positive and children, especially from P3 onwards are beginning to develop a more sound understanding of how spelling and	Continue to develop a meaningful and relevant Rationale that is the core of our daily work within the school. Engage in discussions around planning as a CfE level and not solely an individual class to broaden collegiate support and reinforce the development of skills progress across the levels as well as encouraging pace and challenge in a broader view. Continue to develop skills of nursery staff to plan a wide variety of experiences for children and use floor books to record progress and development as well as utilising digital platforms/technologies. Nursery staff will also aim to develop a further method of tracking and developing learners' progress as one of their main priorities for next session.

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grammar are a part of reading understanding and not just writing. They are seeing language being used in contexts within the texts they are reading instead of using stand alone workbooks to explore structures within writing development. This also allows them to better understand what they are reading and helps them as they decode text and discuss comprehension skills.

We have also included all our stakeholders in developing our Vision and Values and in establishing our school expectations. The expectations were very important for children to highlight in a positive way the actions they take forward each day and to have all staff speak to children with a common language. But it is also important it is part of our planning and development. The development of a rationale for the school will further reinforce our pathways and give guidance for all staff as they plan experiences for children. Our school motto has been decided as **be the best you can be,** reflecting a statement that was agreed in our vision.
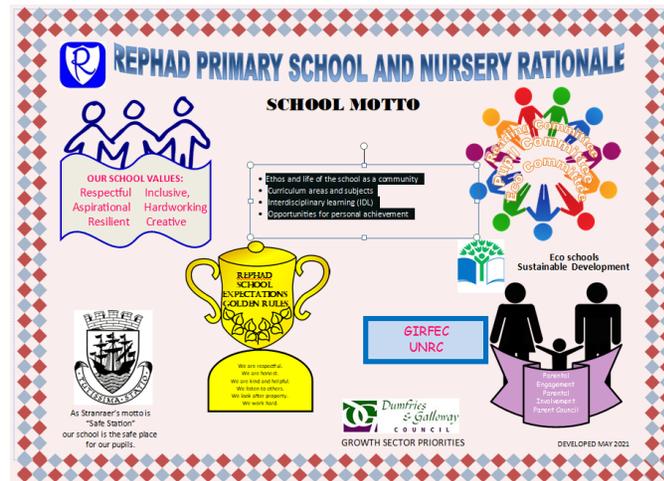
Within the nursery, the manager has spent time upskilling the staff on how to responsively plan for children ensuring their ideas are at the centre, but giving staff a clear focus on how to take the Early level Es and Os forward across all the learning areas within the nursery and ensuring a focus on Literacy, Numeracy and Health and Wellbeing. Nursery Nurses and EYSA staff are all developing confidence in being

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	able to recognise skills and take forward experiences for children. They are involved in weekly planning and bring many ideas and observations to the table. This builds capacity within the staff. Nursery have begun using floor books to record children's development and they will continue to explore how to use these effectively to represent the child-centred learning vital to a nursery environment.
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.)* Groups of pupils were initially identified for PEF intervention with our EYSA and GA staff members to support development post-pandemic and lessen any gaps created during Home Learning in Term 4 2020. We were required very quickly to adjust our focus due to the arrival of a very vulnerable P1 pupil with significant developmental needs. Risk Assessments completed for the pupil required him to be supported 1-1 in school to ensure he was safe, to ensure others could take forward activities with minimal disruption and to develop his own verbal communication skills. This was a very difficult decision to make but was made in conjunction with RFAs to enlist the support of Educational Psychologists, Speech Language Therapists, Occupational Therapists and staff from Park Primary Inclusion base to receive much needed advice to be able to support a pupil who is non-verbal, has fine and gross motor needs and had significant difficulties in engaging with his peers and the structure of the Play-Based P1 classroom. To ensure the safety of the child the staff hired through PEF were assigned to support his needs both indoors and outdoors. All staff involved with the pupil have been proactive in trying to define what engages him, how to support his emotional needs and to develop a sense of routine and appropriate skills of independence over his P1 school year. We engaged School Resources to support us in reassigning our PEF designations from General Assistant to Learning Assistant to more fairly reflect the responsibility one of the PEF staff had for the identified pupil. We were able to focus on groups of pupils within the P1 and P1/2 class as there was a group of children who had been impacted by the long school closure, did not demonstrate the resilience we would generally see with children beginning P1 and gaps in abilities with the pupils in P2 who had missed a significant amount of learning experiences at the end of P1 during the 2020 Term 4 school closures. After discussion in October with P1 and P2 staff the part-time EYSA staff member as well as the re-assigned LA were able to support small groups of children identified as "not on track" and work with them within class

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using supports available within school to develop verbal skills, reinforce the ability to identify letter sounds and develop a basic concept of numbers. The PEF staff were also involved in the Play aspect of the P1 and P2 class environments to support children in progressing their own skills and understanding how their targets are related to the activities they take part in within class. The focus on the P1 and P2 pupils has allowed on track attainment to remain at 85% and higher across all key learning areas. This will be important in continuing to develop the skills of pupils and specifically direct support to those most disadvantaged.

Both PEF staff members worked on rotation in the HUB during the Jan-Feb 2021 lockdown to support small groups of learners in the P1-P3 group. They were also mindful of the needs of families and were proactive in speaking with HT and DHT about families that may need wider support due to a variety of circumstances. During this time, the P1 child with identified needs was able to receive very directed support in a learning environment that best suited his needs with minimal distraction as the numbers of children attending were much lower and the structured aspects of the day that could cause him distress were less obvious. He made obvious gains in his ability to engage in literacy and numeracy tasks as staff could focus on him more individually and he was able to have even more opportunities to develop his gross and small motor skills.

Both staff members, along with school LAs, engaged in CPD development in working form home days during lockdown for both literacy and numeracy resources. They were also engaged in activities to promote further understanding around the HGIOS?4 QIs and their own role within the school. CPD has continued since the full return to school with ASLT and or DHT leading sessions.

PEF funds were also used to purchase the required resources to engage in the Skills for Life Wellbeing programme supported by the authority. All staff (teachers and LAs) engaged in training prior to the session to be able to understand the strategies and vocabulary promoted within the resource. Having the programme again has reinforced a common emotional vocabulary across the school and helped staff as they had conversations with the pupils who found returning to school more of a challenge after both lockdowns but also in being able to validate the feelings of pupils as they traversed their school day and met a variety of challenges. A group of children had been identified in June 2020 as having mindset needs and had minimal resilience in dealing with events in the day that most children would cope with more effectively and move on from. Staff felt the programme allowed them opportunities to speak about a wide variety of scenarios and this helped in supporting children who were sharing news about their families linked with the effects of COVID. It also gave us structures to speak to families and share advice as requested, to support consistency for the child. Minimal funding will go forward to this next session as many of the resources required initially are in place and we will only need to purchase continued site licenses to support resource engagement in classes.

A small amount of PEF was made available to allow us to extend COVID recovery teacher for 3 extra hours a week in term 4 to better balance the support offered to teaching staff to allow them to engage with their pupils in small settings or take on specific assessments or interventions on a bi-weekly basis. This has been advantageous for staff in understanding the needs of children as they returned form a further lockdown.

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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.*	• All stakeholders were involved in updating the school vision, values and aims and beginning to embed them into the life and ethos of the school and the learning experiences of the children • Teaching staff have initially been involved in discussions around a school rationale to gather information on all aspects of planning for pupils • All Staff work well together and embrace change. Everyone is striving for the same end goal – improving experiences and life chances of pupils. • All staff are involved and focus on improvement linked to SIP priorities during in-service days and collegiate development sessions • HT and DHT engage in discussions 2-3 times per week to understand developments and needs of staff and pupils to ensure focus is in the correct place and adjustments are made as needed. • All classes are represented on Committees including Reading, Eco and Pupil council to take forward development in school with the views of the children as the guide. • All teaching staff involved with Test of change in implementing new planning formats to streamline planning and make handover notes at the end of year more meaningful. They were also involved in review discussions about finalising documents for use in the new session. • All staff in school and Nursery were trained in and now use the Learning Journals communication site to allow for parental engagement in children's learning during a session that did not allow for parental visits,	• Continue the process of embedding the new VVA and making them an integral part of the school ethos as well as developing the new school rationale with wider staff and the school community. • Accelerate the pace of adaptations as other stressors are lifted while still being mindful of needs outside of Learning and Teaching • Through collegiate sessions, continue opportunities to learn from others through critical enquiry • Re-engage and further explore community links as COVID restrictions are lifted. • Continue use of self evaluation both school & individual to inform changes required and embed process into a more regular practice • Continue process of developing Learning journals	4 14

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
	the site will also allow for a digital profile for children replacing folders of achievement • Staff meetings and minutes ensure all staff keep up to date, supportive for part-time staff – use of whiteboard in the staffroom for daily/weekly events/issues. Teams meetings during lockdown continued under current restrictions worked well with some technological barriers. • E-mails and Class teacher's/Support Staff/Nursery What's App groups provide support remotely. • All staff Work well collegiately demonstrating the skills of a strong team working well together and have a clear voice in the decisions made for the school.	as a pupil profile tool and engaging pupils in using it to record learning experiences	
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	• All staff adapted to online learning during Jan to March 2021 lockdown sharing ideas, processes and upskilling • All staff are involved in Target setting in conversation with children ensuring they are considering meaningful development targets • All staff encouragevarious levels of independent learners through offering pupil choice opportunities and learning through play experiences • All staff are aware of the effective use of questioning to promote higher order thinking skills e.g. Reading, problem solving, play etc. and take regular opportunities to explore this with children during activiites. • All classes in school and nursery are sharing learning with parents through learning journals	• Continue to plan opportunities to discuss teaching and learning strategies to ensure relevant and consitent approaches across the school • Plan opportunities for skills development moderation discussions • Continue process of monitoring schedule and sharing results with wider staff • Continue to use SNSA as a diagnostic assessment • Further develop tracking data to view pace over sessions	4

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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
	- P1, P4 and P7 staff have been involved in SNSA assessments and discussions to correlate results with teacher judgement - Staff are aware of specific assessments for children within the ASL structure to pin-point numeracy and literacy needs, we were able to identify various supports that would be effective for developing the skills of children. - Termly discussions with HT allow teachers to discuss successes and to then share information with staff as a whole. - SNSA has been used diagnostically in P7(September 20), P4 (October 20) and P1 (February 21) and results of SNSA discussed and reflected upon and used to inform possible next steps in learning. - Three P1 pupils sat the 1st level assessment and one pupil scored level 8 in all areas. All three pupils are on IEPs to recognise their abilities and ensure their needs are met. - All results were discussed and correlated with teacher judgement and the pupils' engagement in the assessment. Some results were due to the children's use of the technology. P7s recorded a consistent gap in spelling across the assessment and this has also been addressed within progression frameworks.		

Stage	Band	Lit	Rdg	Wtg	Num
P1	3-6	96%			89%

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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
	P1 three more able on 1st level	6-9		72%	72%	75%		
	P4	6-9		70%	67%	85%		
	P7	8-11		62%	62%	69%		

- Tracking meetings held termly with CT, DHT and ASLT to discuss progress of individual children.
- Progress and achievement is recorded through Seemis and a further tracking document shared with relevant staff account for pupil needs within SIMD, FME, ASL, EAL and other areas that could be barriers to learning and achievment
- Most staff aware of most effective features of feedback etc through Visible Learning training.
- Pupils at all stages involved in Monitoring discussions have expressed that they get a variety of choice in class with the youngest pupils having growing aspects of a play-based envrionment to senior pupils being involved in SmartStart/Successful 6 activities and opportunities to demonstrate their learning in various ways that suit their learning styles.

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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
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	• Health and Wellbeing is a key focus at Rephad. • The ethos of Rephad is warm and welcoming due to the 'team spirit' and this is reflected in our vision and values and reinforced with our pupil expectation discussions. • Introduction of Skills for Life whole school Health and Wellbeing programme has ensured a more consistent vocabulary across the school of how we deal with challenges and move on from set-backs. • All stakeholders have been involed in the development of a new Positive Relationships and Anti-Bullying Policy and this is on our School Blog for everyone to access. • SMT have been involved in using TEAMS to engage in pupil assessment with partners such as Speech Language and CAMHS. • Data about the whole school was shared with all staff to ensure there was a clear understanding of the needs within various stages and the understanding of the contexts of SIMD, FME, ASL and other family barriers. • Attendance has been monitored all session (including through home learning). 5% of pupil had attendance less than 80% in September, most likely due to precautions around COVID and parents trying to effectively judge COVID like symptoms with generally unwell children. Currently 1% of children are attending less than 80% of the time. A great deal of work has taken place to work with families to ensure consistent attendance. Nursery all session has been very strong in attendance noted at 95% or higher for	• GIRFEC and UN Rights of the Child – Refresher training maybe beneficial for some staff and reinforcing how to embed SHANARRI within school practices. • Continue to explore data and ensure the context for individual children is understood and responded to as required. • Continue process of developing a robust system to enter ASN system and to be effectively tracked	5

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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
	scheduled days. • Relationships between staff, and between staff and pupils are supportive, positive and inclusive. • Staff strive to maximise all children's potential through additional support interventions, resources being targetted to age and stage of development, adopting a range of teaching strategies and continuing professional development to best support learner's needs. • Assessment of childre pre and post intervention have consistently demonstrated gains, some are minimal of several months but we do have gains of up to three years of reading for one specific child. • Limits to allocation of learning support hours to school means not all children's specific needs can be fully met which can be challenging but regular discussions continue to make decisions about of who will continue or begin supports outside of in-class teacher differentiation. • Assessments during term 2 with an new ASLT lead identified wider numbers of children requiring support based on teacher judgement. Over the final three terms types of intervention broadened to include Literacy Ladddrs, Toe by Toe, CNG, 5 minute Box and Nessy. The numbers receiving support with the LAs and ASLT more fairly reflected the need within the school: Term 2=23%; Term 3=18% and Term 4 = 19%. • Pupil Equity Funding has supported wellbeing programmes and the ability to hire part time an EYSA, an LA and a GA.		

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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
	• IEPs developed for identified ASN children including those who are high functioning children. • New anti-bullying policy developed in conjunction with staff, parents and pupils. • All staff are involved in raising awareness and understanding of all that wellbeing encompasses. • All teaching staff are good at knowing families and developing relationships to support children • All staff are involved in training/awareness rasing to understand barriers to learning • Many Staff live locally or some have grown up in the local area so have a good insight into experiences available to children, knowledge of families etc. • All LAs have been involved in introductory or refresher training linked to resources such as Literacy Ladders, CLG, CNG, PM Benchmarking to ensure consistency in support as well as CPD around Numicon maths resources and the various reading and writing strategies being used by teachers in class to give them a clear understanding of how to support children when engaged with class lessons. • All LAs are involved in weekly meetings involving HT/DHT, ASLT to allow time for discussions about specific children and to share queries and share observations. • Termly discussions take place with CTs, DHT, ASLT and linked LA to gather information and discuss progress and make decisions about the continuation of specific support. • DHT and Nursery manager meet regularly to discuss		

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

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	needs fo identified children and ensure all relevant agencies are involved to meet needs (ex. educational visitor, health visitor) • All staff have been proactive in developing a keen understanding of their pupils' needs and responding as possible within class or through the access to ASL support.		
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 communication, early language, mathematics, health and wellbeing* • *Children's progress over time* • *Overall quality of children's achievement*	• All teaching staff and LAs work collegiately as a whole school and in stage partner groups to promotes a rich and suportive network when planning, assessing and evaluating the experiences children are engaged with. • Investment in Closing the Literacy Gap and Closing the Numeracy Gap training for identified staff and use of resources has led to gains in pupil achievement. Learning assistant hours for CLG were heavy but it helped non-readers to read and helped boost less confident children to become better, more confident readers. • All teaching staff are aware of the Developing Number Knowledge assessments that can be used to screen where gaps in numeracy are to focus intervention • SNSA took place for P7 learners in September, P4 learners in October and P1 learners in February, except for 4 specific pupils across all 3 stages and the information was used to define gaps in learning or to verify capabilities within literacy or numeracy • Tracking and monitoring meetings took place termly, including during the home learning period, to discuss achievements and next steps, minutes recorded the	• Re-engage with cluster colleagues to work collegiately acorss setting and give opportunities to share and evaluate experiences • Schedule moderation opportunities within WTA to discuss pace and progress of learning experiences • Arrange more training opportunities to build confidence in using the DNK assessments successfully to plan for learning. • Access training for Second Level staff members around CNG and CLG programmes • Develop a more robust process for sharing and discussing data related to Progress and Achievement and key target areas such as SIMD, ASN and	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
• *Ensuring equity for all children*	discussion for reference • COVID-19 Recovery teacher was hired to give class teachers further time to support the learning needs of children, assess pupils or to have learning discussions with pupils • The on-line Nessy Programme was used during home learning for those on learning support to raise attainment in Literacy and continues to be used as part of the intervention programme within school. • Data analysis alongside CT evidence is used to inform next steps for child • Reinforcing pride in job well done throughout school (Ccm pressures can lead to skimming across some areas plus a reluctance in general to write at length or in detail) • Termly discussions with HT and class teacher verify Progress and Achievement Levels based on benchmark guides as well as discussing progress as a class in literacy, numeracy and wider areas of the curriculum as well as class ethos. Next steps are minuted and discussed in future meeting • Staff have tracked the progress of pupils through Progress and Achievement and responded to needs within the data that was gathered. • In analysing cluster data, the school was out-performing overall in the cluster data but drops are noted in L&T. discussions have taken place with staff to ensure they are conserving the benchmarks for assessment and not weighting judgement on a child's behavioural choices. • Attainment for the session:	FME • Continue process of embedding values and expectations with pupils, staff and families to ensure a hightened sense of pride in our achievements.	

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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
	(see tables and notes below)		

	P1	P4	P7
L&T	78%	86%	94%
Cluster	N/A	83%	81%
Reading	78%	75%	88%
Cluster	N/A	70%	75%
Writing	75%	72%	70%
Cluster	N/A	64%	66%
Numeracy	78%	78%	82%
Cluster	N/A	67%	71%

- In looking at the achievements of boys compared to girls there is no set pattern across key learning areas or stages. Gender is not a set barrier specifically to learning.
- SIMD bands 1-6 represent 38% of our children. There are no definitive trends showing that our lower band SIMD children are not performing as well as our upper band children. This reinforces to us to look at the needs of the child outside a statistical band but also helps us focus our targeting of support as required. Overall, P6 pupils have the lowest achievement in both categories with P3 also demonstrating need. Several stages also have children in the loser bands out-performing the higher banded pupils.

Stage	% SIMD band 1-6 on track	% SIMD band 7-15 on track
P1	100%	80%
P2	53%	100%
P3	44%	69%

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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
	<table><tr><td>P4</td><td>76%</td><td>50%</td></tr><tr><td>P5</td><td>75%</td><td>70%</td></tr><tr><td>P6</td><td>50%</td><td>59%</td></tr><tr><td>P7</td><td>80%</td><td>61%</td></tr></table> NURSERY LINK • HT meets with Nursery manger weekly to discuss needs of environment and link to monitoring process within school to ensure consitency of expereinces for children as they transfer to primary and continuity for parent/carers. • We an anticipate an announced visit in the 21/22 school session in line with the pattern of Care Inspectorate inspections. After the February 2021 Self Evaluation submission the nursery inspector was happy with the forward steps taken by staff to meet the next steps criteria from the February 2020 inspection. This demonstrates staff accountability for taking on needed training and implementing procedures and processes in a positive and systematic way.		
2.2 Curriculum: Theme 3 Learning Pathways	• All teaching staff plan following CFE and are aware of the benefits of using Benchmarks to define skills development and create success criteria for children • All teaching staff are aware of the authority based supports such as the D&G Numeracy Launchpads, Stranraer Academy Cluster Maths, Literacy Ladders and consider how to best use these in class to	• Continue to consider the most effective supports for planning to ensure breadth, pace, challenge and pupil voice is key to planning learning expereinces. • Continue to promote the use of outdoors for learning experiences in all curricular areas • Reintroduce processes to provide opportunities	

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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
	support learners • All teaching staff are involved in the Implementation of new plannings formats and share views to ensure we are meeting various requirements such as including bundling of Es and Os within our high level planning through a series of collegiate meetings • There is a whole school approach to improving opportunities for outdoor learning and loose parts • There is a shared understanding of what progression looks like in the specific area of Literacy using supports such as Highland Literacy and in the opportunity to develop and implement a revised Phonics and Grammar Programmes that has more meaning for children in relation to reading and writing expereinces. • Roll over tracking has been introduced to begin the process of developing a wider understanding of IDL topic coverage across the school and begin the ethos of focussing on skills of science/social studies and not soley context areas • Most staff are taking opportunities to introduce "smart" contexts for learning which use wider range of E&Os, rather than discrete subjects and plans for meaning and relevant learning expereinces that have focussed assessment outcomes. • Staff are developing further awareness around Skills for learning, life and work and the need to have regualr conversations with pupils about their skills and their future • Almost all teaching staff (many staff have alternative work patterns) have consistently been invoved in	to develop children's skills and experiences through wider acheivement not able to be completed due to COVID 19 restrictions • Encourage more formal and informal links with local College to further promote DYW agenda • Promote the Growth Sector opportunities to reinforce our value of aspirational expereinces and transfer knowledge of skills-based learning • Re-introduce Extra curricular groups and work-related visitors to inspire children's interests and shape their career goals (e.g. Photography group, Engineering career visits) • Continue the process of designing a rationale that meets the needs of Rephad Primary School and Nursery • Explore skills based education frameworks to support planning across a level.	

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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
	discussions around Curriculum Pathways/rationale and design and discussions have been very worthwhile in allowing time for staff to share their expereinces with each other and discuss the adaptations required in various learning levels across the school. • Nursery staff have become more aware of and responsible for the experiences within the curriculum and are using developmental continuums from colleagues in other schools to help make decisions about next steps for children within the nursery setting.		
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	We have been proactive in conducting a series of Surveys throughout the session to gather information about communication across the school, home learning experiences, and to develop a more meaningful and relevant Vision, Values and Aims statement for the school. For the most part, we have had a good number of returns in our engagement with families in the online FORMS environment and with specific paper returns and feel we have a fair and representative view of how the school is meeting needs for our families. We have actioned any queries or concerns that have arisen out of feedback sessions to ensure our communication and processes are as effective as possible. When negative comments have been shared we balance those with other comments, the context of the situation and decide on the best way forward to support the parent who has highlighted the information or to	• Continue process of embedding vision, values and motto into our communication and work with families for consitency within and out with the school environment.. • Develop engagement calendar to balance social, fundraising and reporting events for parent/carers. • Reintroduce Drop-in sessions for parent/carers to meet needs of children. • Re-establish face-to-face partnerships within the community. • Continue to foster partnership working with college & local businesses for career education/ skills development. • Continue to develop the use of the online Learning Journals site to enhance communication with parent/carers	

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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
	respond to the parent body as a whole to ensure transparency in all we do. Our Parent Council are proactive through Facebook, e-mail and supporting the school and continue to meet regualry even through COVID restrictions. All of our meetings have included staff and parent members and have allowed us to share guidance on the decisions the school is making and give direction for future practices. Several members of staff have developed further relationships with and wider agencies as source of advice etc to maximise benefits for school in sports, leisure, pupil support as well as ECO links to improve the overall look of our school grounds and engage children in activities that are beneficial for their future in considering how to support the environment. As described previously, Learning Journals has been very effective in being able to share learning at a time when parent/carers could not access the school and we were restricted in being able to send home jotters etc for learning discussions. Only 2% of our school families have not chosen to engage with the platform but it has received very positive comments from families in being able to talk to their children about their life at school. A sample month is noted below.		

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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
	Nursery activity 		

Nursery activity

	02/05	09/05	16/05	23/05	All
Observations Published	63	59	23	54	1607
Stories Published	191	36	111	277	4047
Next Steps Achieved	0	0	0	0	17

Parent activity

	02/05	09/05	16/05	23/05	All
Parent Logins	152	69	72	188	3497
Parent Contributions	2	3	0	0	33
Parent Likes	85	56	53	121	1869
Parent Comments	23	10	9	25	407

We value the support our parent/carer community gives

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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
	us and also understand the need to empathise and adapt as relevant to best meet the needs of families. We also value the opportunities offered by wider agencies/partners such as NHS services, Community Police, Incredible Edibles, Royal Navy, Feis Rois and others as these experiences stay with children and further support their own mindset for promoting positive engagement in learning.		

3. SCHOOL IMPROVEMENT PLAN 2021 – 2022 *(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 To raise attainment in writing for pupils in P3-P7 by at least 8% by May 2022.	To improve writing attainment for pupils across the school. To give teachers effective pathway of progress and skills to assess children	All teaching and support staff involved in training to introduce the Stephen Graham principles for introducing and engaging children in writing activities.	Lead: Karen Logue HT Allocate key target times within the WTA for development and opportunities to Peer Visit and work as

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NIF Priority -Improvement in attainment, particularly in literacy and numeracy -Closing the attainment gap between the most and least disadvantaged children and young people **NIF Driver** -Performance Information -School Improvement -Assessment of Children's Progress **HGIOS?4 / HGIOELC Qis** *QI 1.3 Leadership of Change* *QI 2.2 the Curriculum* *QI 3.2 Raising Attainment and Achievement -*	against. To hear common vocabulary and expectations across stages. To develop common language terminology around genres and texts. To ensure pace of learning experiences.	Developing clear pathways and links of progression of skills within the genres in the Stranraer Cluster writing framework and the key skill areas within the Stephen Graham frameworks Gather a breadth of writing evidence pre and post introduction of the frameworks To celebrate writing achievements across the school and with the wider school community To have relevant moderation discussions linked to genres, skills, progression pathways. Develop effective interventions to support pupils similar to CNG/CLG processes. Integrate writing genres into play based pedagogy principles.	a Learning Community sharing successes and next steps Set opportunities for Learning Assistants to be upskilled in the processes Develop and monitor intervention timetable to support identified learners Approximate funding of £1200 for webinar training for staff through DSM Use of PEF to continue EYSA contract to support P1-P2 pupils. Use of PEF funds to hire an LA to support wider stages P3-P7. Work as a cluster for those taking up the opportunity. Use of Cluster Additionality to hire a fulltime LA as additionality to core staffing from supporting learners.

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School Priority 2 Developing Play Pedagogy/Active Learning across the school **NIF Priority** -Improvement in attainment, particularly in literacy and numeracy -Closing the attainment gap between the most and least disadvantaged children and young people **NIF Driver** -Performance Information -School Improvement -Assessment of Children's Progress **HGIOS?4 / HGIOELC Qis** *QI 3.2 Raising Attainment and Achievement -*	To have wider meaningful opportunities for learning and a representation of pupil choice in activities being taken forward To ensure children are being supported to develop transferable skills across learning areas.	Gather pupil views on SMART START and other engagement activities. Develop empowerment agenda based on Education Scotland advice Gather views of staff pre and post development regarding confidence in taking forward more active learning opportunities within class Monitor within school calendar Opportunities to share successes collegiately.	Leads: Karen Logue HT and Moira Baird DHT Use of PEF to continue EYSA contract to support P1-P2 pupils. Use of PEF funds to hire an LA to support wider stages P3-P7. Use of Cluster Additionality to hire a fulltime LA as an additionality to core staffing from supporting learners. Infant staff engaging in series of Play Pedagogy CPD with links to Park Primary Senior staff engaging in Professional Enquiry to develop active learning principles within class
Please refer to nursery SIP for further details			
Nursery Priority 1 Developing a monitoring/tracking device to account for the developmental progression of children and allow all staff to be aware of pupils' needs	To develop staff awareness and confidence in progressing learners development To enable effective planning	Discussions around benchmark skills for pupils Focus on bridging documents Achievement of a level documents to ensure consistent and breadth Support of HT, DHT as required	**EP and EM to manage** **Regular staff meetings scheduled to allow discussion time** Allotting time for discussions about pupil development as staff will require to be aware of the needs of 65 children.

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Nursery Priority 2 Continuing to develop digital skills with staff and children to enable recording of evidence and reporting of information.	Children to have more confidence and knowledge in using different methods of digital technologies (smartboard, i-pads, light board – sensory) Staff to develop knowledge of recording progress and tracking information effectively	Develop training sessions Opportunities for moderation and sharing successes and next steps Time to observe use within setting	EP and EM to manage Pre and post survey of confidence Engagement with children tracked

BE THE BEST YOU CAN BE