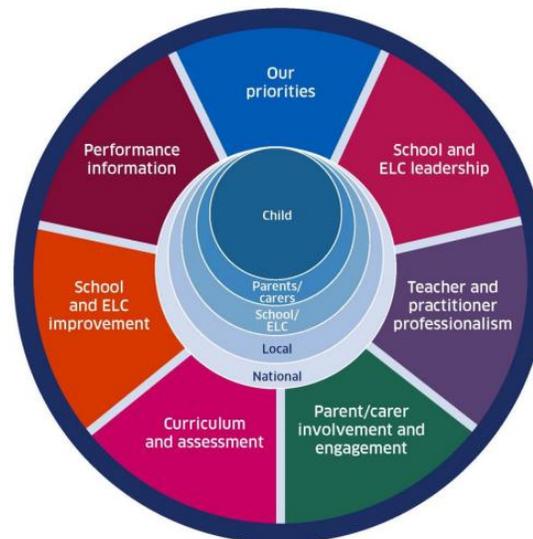


Education and Learning Directorate

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

(2022 - 2023)



School: Belmont Primary School

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

At Belmont Primary School pupils, staff, parents/carers and partners in the community work together to:

- Create a supportive learning environment where everybody is happy, safe and achieving
- Raise attainment through relevant, meaningful learning experiences.
- Ensure every child has the same opportunity to succeed.

Our Values

At Belmont Primary School

we are all FRIENDS:

Fun

Respected

Included

Enthusiastic

Nurtured

1. Vision, Values and Aims

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Determined
Supportive

Our Aims

We are aiming for ALL pupils to be:

- Successful Learners
- Responsible Citizens
- Effective Contributors
- Confident Individuals

Together, we should aim to be the best we can be.

Review Date: October 2022

Review Activities (as appropriate)

Our Pupil Council reviewed Belmont Primary School's Vision, Values and Aims in September 2021, at that time no changes were made. It is now planned that we fully implement our 'Better Relationships' Policy, which includes our Vision, Values and Aims,

1. Vision, Values and Aims

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during Session 2022/23. The Pupil Council will present the updated version to pupils and staff at a whole school presentation at the start of this session and this will be followed by distributing our 'Better Relationships' Policy to parents/carers, followed by distribution to stakeholders. The views of all stakeholders will be welcomed and will inform future updates for the Policy.

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

2. School Improvement Progress Report

Include evaluative statement/s on the impact of Covid-19 on priorities.

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

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

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1</p> <p>Raising Attainment & Achievement</p> <p>(Including Learning, Teaching & Assessment)</p> <p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in attainment particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children <p>NIF Driver</p> <ul style="list-style-type: none"> • Assessment of children's progress • School improvement 	<p>Staff attendance at Stephen Graham's Creating a Balanced Reader and Writer - Discussion Text Types training has prompted evaluation of the effectiveness and delivery of Writing across the school.</p> <p>The up-skilling of staff through an approach to explicitly teach writing whilst encouraging a gradual release to pupil independence has enhanced professional skills and the associated capacity of teaching staff in the delivery of Writing. Pupils have benefitted from new approaches in scaffolding writing increasing confidence and independence.</p> <p>Teaching staff in attendance at training sessions disseminated information and approaches to colleagues during Collegiate/In-Service time.</p> <p>Two members of staff attended an in-person professional learning event/observed lesson with Stephen Graham at Park Primary. Strategies and approaches were described and demonstrated live with two different classes (First and Second Level). Again, members of staff in attendance provided feedback to teaching staff during a follow-up Collegiate Session.</p> <p>(Classroom observations, Professional Dialogue, CfE Predictions</p>	<p>To continue to up-skill staff through facilitating additional Stephen Graham training opportunities (future training sessions planned for Session 2022/23)</p>

<ul style="list-style-type: none"> • Performance information <p>HGIOS? 4/HGIOELC? QIs:</p> <p>(2.3, 3.2)</p>	<p><i>Proformae, Headteacher CfE Predictions/Attainment analysis and Scottish National Standardised Assessments).</i></p> <p>Teaching staff engagement in virtual collegiate sessions delivered in Curriculum for Excellence Levels has further enhanced staff confidence in assessing achievement of a level. <i>(Professional Dialogue, CfE Predictions Proformae, Headteacher, CfE Predictions/Attainment analysis and Scottish National Standardised Assessments).</i></p> <p>-Following transition and predictions meetings, Headteacher's analysis of stage performance at June 2021 and predictions at November 2021 in Numeracy and Mathematics and Literacy and English CfE Levels have informed School Management Team and teacher judgement on the allocation of enhanced support for identified pupils through targeted timetabling and appropriate activities/initiatives for individuals and groups of learners. <i>(CfE Predictions Proformae, Professional Dialogue, Headteacher CfE Predictions/Attainment analysis and Scottish National Standardised Assessments).</i></p> <p>-Allocation of staffing and planning for PEF priorities in June 2021 has facilitated ongoing rigorous review of the effectiveness of planned interventions through PEF with a view to streamlining them as considered appropriate. This in turn has enhanced staff awareness of strategies and resources to be utilised in improving literacy and numeracy skills and associated attainment for identified pupils. <i>(SMT meetings with Class Teachers to discuss</i></p>	<p>To continue to agree upon and implement specific interventions to raise attainment within identified groups of pupils i.e. those who benefit from Pupil Equity Funding whilst also focusing on universal support that will be required in the aftermath of the COVID 19 interruption to school attendance, supporting those it has impacted on most whilst also continuing to challenge more able pupils.</p>
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	<p>and identify groups of pupils who should benefit from PEF initiatives and Additional Support for Learning Input, Professional Dialogue, Headteacher CfE Predictions/attainment analysis, Closing the Literacy Gap Progress Commentary, TLQ Progress Reports and Scottish National Standardised Assessments).</p> <p>Further implementation of the delivery of TLQ and Words Together across Early Level and into First Level has resulted in significantly improved vocabulary and language skills development in identified children (TLQ Progress Reports).</p> <p>Class teacher judgement in identifying children to participate in specific Raising Attainment Initiatives has been further informed by Free School Meal Entitlement, CfE Predictions Analysis, SIMD information and our knowledge of engagement through, and the impact of, COVID-19 lock downs on individual pupils etc., to ensure enhanced support is allocated to individual pupils and groups of pupils who should benefit from PEF initiatives and Additional Support for Learning input. (Professional Dialogue, Headteacher CfE Predictions Analysis, Lock down engagement data, Closing the Literacy Gap Commentary, TLQ Progress Reports and SNSA Performance Summary).</p>	<p>To up-skill staff through training in Closing The Numeracy Gap which did not prove possible during Session 2021/22 due to ongoing Covid-19 disruption. To identify pupils who will benefit from this intervention and implement this approach (PEF).</p> <p>To engage parents/carers with pupils and staff as partners in ensuring consistency of approach to further progress pupil achievement and attainment.</p>
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	<p>Intensive delivery of Reading and Writing interventions through further implementation of Closing The Literacy Gap and Fastlane across First Level have proved to dramatically increase pupil attainment and confidence in these key outcomes. (Of the pupils involved, all displayed progress of a minimum of 8 PM Benchmarking levels across the duration, normally 8 weeks, of the Initiative).</p> <p>Delivery of Closing the Literacy Gap/Fastlane Reading intervention in Term 3 and 4 has increased pupil confidence in identified Primary 4 pupils who have now gone on to attain First Level in June 2022, following participation in these initiatives.</p> <p>Staff utilised all available information e.g. Free School Meal Entitlement, CfE Analysis, SIMD information etc., to ensure support was allocated where possible to individuals and groups of pupils who had been most negatively impacted by the extended school absence that has resulted from the Coronavirus Pandemic School Closures.</p> <p>Virtual Cluster Collegiate Session discussions regarding the sharing of local and national resources, as well as agreeing next steps for implementing L2 & L3, have supported staff in planning for French (P.1-7) and Spanish (P.5-7) delivery. Resources added to Staff One Drive Folder, staff access to the Modern Foreign Language Conference and 2+1 resources on Glow ensure that all materials are readily available for all and staff are able to add to the folders.</p>	<p>To continue to ensure that L1 + L2 (French and Spanish) is delivered across the school, with ongoing sharing of resources. To further immerse pupils in French and Spanish in their everyday routines.</p>
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	<p>Time was allocated on In-Service Days to explore resources and planning documents to disseminate information to all teaching staff with respect to Modern Foreign Language delivery. Promoting staff awareness of the Duolingo App and the Education Scotland Modern Language Network Hub has increased staff confidence and skills in delivering French and Spanish and by association has afforded children improved learning experiences across both languages.</p> <p>Generation of multi lingual labelling of classroom resources has further acquainted children with commonly used words within L2 & L3. (Cluster Collegiate/In-Service Days Agendas, One Drive/shared resource folders)</p>	
<p>School Priority 2</p> <p>Partnership working, Wellbeing, Equity & Inclusion</p> <p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children <p>NIF Driver</p>	<p>Building on from our Draft Positive Behaviour and Better Relationships Policy March 2021, staff and pupil suggestions were collated with regard to enhancing positive behaviour practice. There was consensus that our existing approaches should be largely maintained but improved by introducing additional opportunities of enhancing pupil experiences and motivation e.g. reward systems.</p> <p>To promote increasingly open, positive and supportive relationships across the school community all staff and pupils engage as partners in ensuring consistency of approach to promoting positive relationships and behaviour across the school and nursery.</p>	<p>Following agreement present updated policy to Pupil Council and Parent Council. Inform all stakeholders of our key approaches and interventions which aim to ensure every child's wellbeing. All staff and stakeholders to agree and share a responsibility for identifying the care and wellbeing needs of children and their role in this process.</p>

<ul style="list-style-type: none"> • Parental engagement • School Improvement • Assessment of children's progress <p>HGIOS?4/HGIOEL QIs:</p> <p>2.7</p>	<p>(Positive Behaviour and Better Relationships Policy' - Draft March 2021, Pupil Council Meetings, Professional Dialogue, Pupil Dialogue and feedback, Staff feedback)</p> <p>The Early Years Scottish Government Funded 'Out To Play Improve' initiative has afforded children and staff the opportunity to evaluate and enhance outdoor play experiences. This initiative has supported staff to combine specific subject matter expertise in developing outdoor learning enabling children to benefit from ELC staff skills acquired from intensive training. ('Out To Play Improve' Scoping Meetings , National Introductory Workshop, 6x1/2 day virtual workshops, Coaching and Mentoring session, Professional Dialogue, Nursery evaluation/planning for learning sessions, Observations, Out To Play - Belmont Nursery Video)</p> <p>Leadership of learning is promoted through identification and training of lead professionals and the involvement of young children in the evaluation of outdoor play experiences with discussion as to how to further enhance their play opportunities. This has brought about improvements in children's experiences through the positive impact of engagement in high quality outdoor learning within the setting.</p> <p>('Out To Play Improve' Coaching and Mentoring session, Professional Dialogue, Nursery evaluation/planning for learning sessions, Observations, Out To Play - Belmont Nursery Video)</p>	<p>Utilise enhanced staff skills and experiences to further develop outdoor learning with a view to involving pupils from Primary and identifying nursery pupils as Outdoor Learning Leaders. Encourage leadership of learning in our younger pupils and ensure that they benefit from the increased opportunities to build self-esteem and confidence that evolves from ownership of their own learning.</p> <p>Involve P.6 and P.7 Playmakers to help run a lunchtime activity club to engage with children from the Children's Centre using equipment that is safe, stimulating and will improve gross motor skills. This was planned for Session 2021/22 but COVID restrictions prevented this from being implemented</p>
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	<p>Children from P.6 and P.7 engaged in training with Active Schools to take on the role of Playmakers. This encouraged pupils to participate in physical activity from a recreational point of view to boost their fitness and wellbeing.</p> <p>National Lottery Community funded 'Boosting Belmont' initiative has resourced a programme of after school Hockey, Netball, Rugby and Football for primary children across the school. This has encouraged and fostered an early interest in sport with the vision that pupils will continue to enjoy the benefits of engaging in physical activity throughout Primary school and on into Secondary school. (National Lottery Funding, Observations, Professional Dialogue, Pupil Attendance at a range of after school sports, Pupil Feedback,)</p>	<p>To continue to provide a variety of after school activities that are accessible to all.</p>
<p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school's approach to providing robust evidence of closing the attainment gap? • How well are you removing barriers to learning and ensuring equity for all? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>The School Management Team, in consultation with staff, has agreed on innovative uses of PEF to take forward specific and proven initiatives to meet the needs of identified individual/groups of learners.</p> <p>We systematically monitor and have evidenced the impact our use of PEF has had on improved outcomes for all identified learners through ongoing Assessments and CfE predictions/performance as well as through ongoing dialogue with PEF staff and Class Teachers. Examples of progress in PEF interventions are detailed as follows:</p> <p><u>TLQ</u></p> <p>Intensive delivery of Talking, Listening and Questioning interventions has been extremely effective in promoting understanding and developing vocabulary of identified pupils.</p>	

During Session 2021/22 14 pupils (nine pupils from Primary One and 5 from Primary Two) have taken part in the TLQ programme.

Primary One - The nine pupils from Primary One were identified by the nursery team as being adrift at the start of Session 2021/22 and were not predicted to attain Early Level Listening and Talking in June 2022. Since taking part in TLQ all but two achieved Early Level in June 2022. TLQ assessments evidence significant progress in all pupils. In Information progress ranges from +3 months to + 4 years 3 months, with all but one pupil making progress of at least 2 years. In Grammar progress ranges from +3 months to +4 years 10 months, again with all but two pupils making progress of at least +1 year 6 months.

Primary Two - Of the 5 pupils from Primary Two who participated in TLQ Group Assessment analysis displays an average pupil performance increase of 1 year 7 months in Information and 1 year in Grammar

Closing the Literacy Gap/Fastlane Initiatives

-Intensive delivery of Reading and Writing interventions through further implementation of the delivery of Closing The Literacy Gap across First Level have proved to dramatically increase pupil attainment and confidence in Reading. All pupils involved displayed progress of a minimum of 5 PM Benchmarking levels, the range of progress being 5 to 15 levels. Most pupils are reported to retain this level of confidence/performance when their one to one input comes to an end, however, we have identified the need to continue to support pupils when they transition back to class based Reading activities in order to better maintain confidence and ensure optimum progress is sustained.

Education Scotland, following their inspection in February 2018, made the following statements with regard to the school's approach to Pupil Equity Funding:

- As a result of PEF, children benefit increasingly from a number of enhanced learning experiences from outside partners and agencies. The school deploys additional staff very effectively across the school to enhance learning and teaching.
- Deployment is consultative and informed by data that is consistently gathered and revisited by the management team.
- The recent PEF allocation has been used well to build on existing practice.
- Ongoing assessments show that individual children are benefiting from the interventions using standardised assessment measures.
- The school is reviewing the approaches and in doing so we asked them to reflect short, medium and long term measures that are in line with those outlined within NIF.
- The School Management Team ensures that the allocation of PEF is transparent and will provide equity for all learners.

- PEF is carefully planned to improve the quality of learning and teaching and enhance attainment and achievement for all identified pupils.

The school continues to adopt the approaches to the use of PEF as positively commented upon by Education Scotland. There has, however, been a measure of shift towards providing enhanced universal support as part of the school's Recovery Process in response to the challenges resulting from the Coronavirus Pandemic.

Areas For Development

- Continued implementation of our PEF initiatives with ongoing reflection on analysis of impact on learners. Explore further opportunities to involve families in determining, actioning and reviewing our PEF priorities particularly following the removal of mitigations previously in place to meet the challenges posed by Covid 19.
- Consider the use of PEF in ensuring that the school's learning environment is seen and used as a resource to support learning, teaching and inclusion for all given the removal of Covid 19 mitigations.
- Continue to consider how best to upskill staff already deployed in school in addition to staff appointed as a result of PEF with an increased emphasis on Closing the Numeracy Gap.

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change. 	<ul style="list-style-type: none"> Across the school, nursery and Children's Centre there is a strong sense of collaborative leadership with well-planned opportunities for all staff to be actively involved in developing and implementing practice that reflects the shared vision of the school. Staff are actively encouraged to engage in curriculum development and to take on leadership roles. Staff have demonstrated an enthusiasm to improve practice and to develop more effective approaches to learning and teaching. This has been evident during the recent challenges brought about by the two COVID 19 school closures when staff have displayed a strong sense of leadership and initiative in developing means by which to engage with their pupils through remote learning. During Session 2021/22 this ability of staff to display innovative practice has been demonstrated through their endeavours in countering and addressing ongoing restrictions placed as a result of the pandemic. The school fosters and articulates a culture of distributed leadership where staff feel able 	<ul style="list-style-type: none"> SMT to lead whole school evaluation of the effectiveness of engagement of parents/carers utilising Education Scotland's Engaging Parents Toolkit and consequently initiate further development and improvement in this sphere post Covid 19 mitigations. To review communication approaches across our setting and update information disseminated to staff to ensure they have a clear understanding of children affected by their socio-economic context as identified through area deprivation (SIMD) and free school meals entitlement. To review the process of monitoring the progress of targeted groups of learners to further build on the effectiveness of our significant numbers of interventions. 	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
	<p>and confident to take lead roles within and beyond the classroom setting. During Session 2021/22 staff continued to work in partnership with colleagues to engage in evaluating our approaches to the delivery of writing and in determining and leading their own professional development in this curricular area.</p> <ul style="list-style-type: none"> • Continuous improvement in pupil attainment, achievement and participation is the focus of the school's strategic development through the School Improvement Plan. School development priorities are identified and developed from on-going self-evaluation and reflection based on local & national priorities and standards. eg HGIOS 4 Q.I.s , NIF Priorities & drivers and Authority policy & priorities. There is a clear cycle of improvement planning. The School Management Team and staff meet regularly to discuss issues arising and to plan next steps and engage in an ongoing review of progress in terms of School Improvement Planning • Children, parents, staff and the local community feel valued, included and that their opinions and views are taken into consideration. This became more challenging as a direct result of the Covid 19 Pandemic and associated mitigations as communication had to be facilitated on a virtual basis. However, school 		

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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
	<p>staff and the SMT have nonetheless endeavoured to maintain strong links with all stakeholders.</p> <ul style="list-style-type: none"> • School staff, Parent Council and the school community's developing knowledge of the social, economic and cultural context of the school is central to improvement planning, the pursuit of equity and closing the attainment gap and has been, alongside our Recovery Process, the key focus of the School Management Team's decisions with regard to the utilisation of Pupil Equity Funding within Session 2021/22. • The School Management Team, in consultation with staff, has continued to take forward identified initiatives to meet the needs of learners and to rigorously review the effectiveness of planned interventions with a view to streamlining them as considered appropriate/necessary. These decisions have been particularly responsive to the challenges posed by the Covid 19 Pandemic. • Through consultation with staff the School Management Team monitors closely the universal support for groups of learners within literacy and numeracy. • The School Management Team track and monitor children's progress on an individual, group, class and cohort basis and implement 		

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>agreed and proven initiatives across the school to improve children's experiences and outcomes. Staff are supported to initiate change and are developing a range of systems to ensure that change is effective.</p>		
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<ul style="list-style-type: none"> • School Management Team and peer observations indicate that almost all pupils are actively engaged in their own learning, are motivated and show increasing skills as learners. Through their opinions being sought, on an ongoing basis, pupils increasingly contribute to the life of the school and its community. • Pupils are more involved in the assessment process and, with the aid of updated assessment rubrics, are becoming increasingly confident to talk about their learning, are involved in shaping their own learning and are aware of next steps and individual targets. Pupils along with teachers have continued to work together towards determining next steps in learning and associated target setting. Class teachers have endeavoured to continue to involve parents/carers in this process 	<p>To re-commence face to face learning conversations involving Pupils, Parents and Staff when agreeing and planning for pupils' next steps in learning</p>	<p>4</p>

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
	<p>through virtual means such as Teams Meetings and phone conversations.</p> <ul style="list-style-type: none"> • Almost all children are purposefully engaged in their learning and almost all teachers plan effectively in order to support children to access appropriately challenging learning activities • The school has focused successfully on raising the profile and impact of learning conversations, with the aim that children know how to improve their learning, across literacy, numeracy and health and wellbeing. • Staff engage in moderation activity with colleagues across the school. Covid 19 restrictions have continued to create challenges with regard to cluster collegiality but staff have benefitted from Virtual Cluster Collegiate Session discussions regarding the sharing of local and national resources, as well as agreeing next steps for implementing L2 & L3. • Staff gather a wealth of data to monitor pupil progress at key milestones across stages • Senior leaders meet termly with teachers to discuss children's progress. Senior leaders fully engage with class teachers and support staff in termly discussions 	<p>To continue to ensure that L1 + L2 (French and Spanish) are delivered across the school, with ongoing sharing of resources. To further immerse pupils in French and Spanish through their everyday routines.</p>	

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
	around proposed interventions to support children's learning and progress		
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<ul style="list-style-type: none"> • Inclusion and equality are embedded within our vision, values & aims and are evident in all aspects of the work of the school and nursery. • Almost all children are confident, able to voice their opinions and views and make the most of the opportunities to achieve success which are provided through school and nursery. • During times when communication has been more challenging, the school has strived to maintain effective links with partner agencies e.g Social Services, CAMHS, SALT, Occupational Therapy etc. which ensure that the needs of individual pupils are reviewed on an ongoing basis and time is set aside for consultation with all key partners to determine appropriate next steps. 	<p>To continue to utilise and further develop the current breadth of approaches being undertaken to plan and organise effective support programmes to enhance the learning experiences of identified individuals and groups of learners.</p> <p>To focus on increased interaction between pupils and stages now that the relaxation of Covid restrictions allow for this. This will facilitate further opportunities for inclusion particularly for our Children's Centre pupils.</p> <p>To engage parents/carers with pupils and staff as partners in ensuring consistency of approach to promoting positive relationships and behaviour across home and school</p>	4

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
	<ul style="list-style-type: none"> • Whilst links with parents/carers have largely had to take on a remote approach during this session, the nurturing ethos in the school provides a context in which all children are encouraged and supported within their school community. • The School Management Team, in consultation with staff, has agreed on innovative uses of PEF to take forward specific priorities to meet the needs of identified learners and has ensured universal support for all learners affected by interrupted schooling during the COVID19 Pandemic. • Tracking of individual progress ensures prompt and appropriate enhanced support is made available for identified pupils through targeted timetabling, agreed approaches, activities and resources for individuals and groups of learners. There is very strong teamwork between the headteacher, the principal learning support teacher, learning support assistants and class teachers. • Staff take a broad, holistic and informed view of the kinds of barriers which children and their families experience, and which affect the children's capacity to learn, 	<p>In line with feedback, implement the updated Better Relationships Policy that will inform all stakeholders of our key approaches and interventions to ensure every child's wellbeing is promoted.</p> <p>To familiarise staff with Education Scotland's Wellbeing Self-Evaluation Toolkit to be published early Session 2022/23.</p>	

2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>develop and achieve. Staff have taken part in professional development to improve their understanding of the effects of disadvantage, encouraged by the national priority of closing the gap in attainment between the most-and least-deprived children.</p>		
3.2 Raising attainment and achievement <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> 	<ul style="list-style-type: none"> • There is a positive, nurturing ethos in our school. CfE attainment levels for Primary 1,4 and 7 evidence that, despite interruption to face to face learning last session, almost all children are making very good progress in their learning attaining appropriate levels in literacy and numeracy. <i>(CfE Attainment data June 2022,Year Group Progress Files, PLPs and Pupil Profiles. Our School App highlights the active role our children undertake in school and in the wider community. CfE Predictions and Performance Data Analysis 2021/22).</i> • Consistently good progress in pupil learning is supported by thorough tracking of attainment at all stages in literacy and 	<p>To continue to agree and implement specific and proven interventions to raise attainment within identified groups of pupils i.e those who benefit from Pupil Equity Funding but also to focus on the universal support that will be required in the aftermath of the COVID 19 interruption to school attendance, supporting those it has impacted upon the most whilst also continuing to challenge more able pupils.</p> <p>To up-skill staff through training for Closing The Numeracy Gap which did not</p>	5

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>numeracy, with analysis of the school's data supporting allocation of support staff and progress across the school. (Year Group Progress Files, PLPs and Pupil Profiles, CfE predictions/performance analysis 2021/22, PEF overviews and SNSAs).</p> <ul style="list-style-type: none"> • Almost all teaching staff are confident in making judgements, with respect to attainment of a level, which in turn is supported by a range of assessments and school rubrics. The school is making appropriate use of the national CfE benchmarks and staff are using these to inform professional judgement. • Through regular review of our assessment approaches staff are confident in making judgements with regard to individual pupil progress and determining next steps and pupils are becoming increasingly confident in engaging in learning conversations. • Despite Covid 19 restrictions continuing to make collegiality challenging, staff have continued to identify opportunities to look outwards in their professional learning and capitalise on highly effective approaches to 	<p>prove possible during Session 2021/22 due to ongoing Covid-19 restrictions. To identify pupils who will benefit from this intervention and implement this approach (PEF).</p> <p>To utilise Education Scotland's Engaging Parents Toolkit in evaluating and reviewing our effectiveness in involving parents/carers in supporting their child's learning.</p> <p>To use PEF related assessments to measure impact of identified initiatives and to inform future planning with respect to PEF Priorities for Session 2022/23.</p>	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>delivering remote learning which have continued to prove successful in other contexts now we have returned to face to face learning.</p> <ul style="list-style-type: none"> • Almost all children are fully engaged in their learning, are developing in confidence and are happy to contribute to the life of the school and their wider community. They are developing skills and attributes which reflect the four capacities • The school recognises, celebrates and shares children's successes and achievements. Whilst there have been additional challenges faced as a result of COVID 19 restrictions we have still endeavoured to offer our pupils a range of opportunities for wider experiences. (School app, Pupil of the Week Awards, Writing Awards, Virtual Celebration of Success, School Newsletter, Pupil engagement in a range of activities as either leaders or participants, Pupil Council) 		

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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
	<ul style="list-style-type: none"> • All staff are working hard to develop more focused pathways to promote equity of success and achievement for all pupils. Children feel included. Attendance is historically around the national average, however, due to Covid 19 attendance dropped across both Sessions 2020/21 and 2021/22. We are actively working with families and external agencies to return attendance rates to our 95% + target. Exclusions are rare. • We have many groups and committees and these provide excellent opportunities for children to take on leadership roles in school. Digital leaders provide support to both staff and pupils and communicate with parents and carers through their GLOW blog and Twitter. • Staff are committed to further developing equity across the school. They are aware of the socio-economic context of the school and take steps to ensure barriers to learning are removed. PEF funding has been 		

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>3.2 Securing children's progress (for <u>Early Learning Childcare</u>)</p>	<p>largely focussed on additional staffing and training of staff to support the development of literacy and numeracy skills. (PEF Driver Diagrams, Analysis of PEF Initiatives - baseline, ongoing assessments).</p>	<p>The Nursery Team will continue to evaluate the content of Online Learning</p>	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>Nursery PLPs, Big Book and Journal observations evidence children's development of fine motor skills and progress in mark making/early writing. Most children are making good progress in early communication and language, with some making very good progress.</p> <p>The Nursery focuses on building relationships with parents/carers and children from the outset. This, and providing a positive outlook and climate, creates the optimum environment for children to achieve. Through the relaxation of COVID19 restrictions it has been possible to increase interaction with parents/carers through Drop-In sessions, Peep sessions and face to face consultation evenings as well as adopting a more hybrid approach in continuing to communicate through journals, letters, Facebook and email.</p> <p>Using real life and imaginary contexts, providing loose parts and a variety of resources we support children to develop their language and mathematical skills. Nursery pupils count with confidence during play and some show good number recognition skills. Learners are developing their use of mathematical language and numeracy skills. A few children are beginning to talk about larger numbers in relation to real-life situations .(PLP</p>	<p>Journals and PLPs. They have already identified a need to consult with children and parents/carers to agree a balance in a dual approach of hard copy evidence and online communication. The main focus will be on a holistic reflection of each child's learning and progress.</p>	

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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
	<p>assessments, Journal observations, Nursery Team observations, Nursery Big Book and the improving use of Hots questioning)</p> <p>Pupils have enjoyed participating in activities/opportunities which encourage creativity, problem solving and enhanced wellbeing through the Nursery Team engagement in the Scottish Government funded 'Out To Play' Project. Staff have undertaken a review of current outdoor play resources and activities and have built upon these to further enrich pupil experiences in this area.</p> <p>Through using HOTS questions, Pre-TLQ and TLQ staff support children to extend their vocabulary and thinking. Children in the nursery are developing their problem solving skills as they play and investigate. Children are playing and working confidently and independently across the learning environment. Learners are developing good self-</p>	<p>Having been successful in our bid to secure a Tesco Community Grant of £1500 we plan to utilise funds to purchase resources to further enhance our outdoor learning resources.</p> <p>Staff have identified HOTS questioning as being an area for continuing development to further enhance and extend the children's vocabulary and thinking skills.</p>	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>help skills. They are involved in risk assessing different areas of the nursery. Staff use prior learning well and plan with children when moving onto a new interest. Children are involved in the development of these new interests through their actions, emotions and words. (PLP assessments, Journal Observations, Nursery Team observations)</p> <p>Staff display an awareness that listening to children, observing them and giving them a voice promotes self-esteem and self-worth in our young learners. Children are observed as leading their learning, playing confidently and independently, whilst engaging in their own interests. Children lead when exploring new interests and are increasingly taking ownership for planning for their own learning.</p> <p>Online Journals have been implemented since March 2021. These provide an enhanced opportunity to link with home. Parents/carers are encouraged through Facebook, Journals, Letters, emails and face to face engagement at pick up/drop off times to be proactive in adding wider experiences and achievements to their child's learning journal.</p>	<p>A combined Nursery Team and Parent/Carer review of PLPs will provide enhanced opportunities for more accessible recording and visible celebration of learning.</p> <p>A Wider Achievement section will be introduced into the PLPs to further link with home and encourage parental involvement.</p>	

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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
	<p>Enhanced opportunities have been offered for PLPs in nursery to be shared with parents/carers encouraging them to be more proactive in adding information on their child's experiences/achievements thus providing a more holistic account of their learning journey. A Wider Achievement Board is situated in the foyer with (parents/carers) encouraged to utilise this to highlight their children's wider achievements. As this could not be accessed by parents/carers during COVID restrictions a Nursery Facebook Page has been introduced which has proved a very positive forum for sharing Wider Achievements between home and nursery.</p> <p>Nursery initiatives to encourage improved Parent/Carer interaction support development of early literacy skills through improving and enhancing support for nursery children who face barriers in their learning due to the impact of poverty and in doing so have improved educational outcomes in relation to attainment and achievement. The successful building of early links with parents/carers promotes positive relationships through which parents feel supported and valued. Due to COVID restrictions staff identified alternative means by which to create and maintain lines of communication. A transition</p>		

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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
	<p>facebook page has been formed along with staff making contact via telephone calls. Letters and pamphlets have been issued along with videos for children and parents/carers to view to further familiarize them with the nursery setting and members of the Nursery Team. However we are now in a position to adopt a more hybrid approach to further develop links with parents/carers and it has been possible to increase interaction with parents/carers through Drop-In sessions, Peep sessions and face to face consultation evenings</p> <p>The ongoing input of our Senior Nursery Practitioner has supported the development of our engagement with Education Scotland's initiative to work with parents/carers to raise attainment and close the gap in Early Years offering improved and enhanced support for nursery children who face barriers to their learning due to the impact of poverty with the aim of improved educational outcomes in relation to attainment and achievement</p> <p>TLQ and pre-TLQ interventions have been effective in promoting understanding and development of early talking, listening and questioning skills. All of the pupil participants identified progressed their learning and performance across Information and Grammar</p>		

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Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>during the duration of the TLQ Initiative. Children who would benefit further from TLQ input have been identified for support when commencing Primary 1. (TLQ PEF Attainment record/analysis)</p>		
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<ul style="list-style-type: none"> • All teachers plan for coherent and progressive learning and teaching through learning pathways developed at school and cluster level in: Literacy, Numeracy, Science, Technologies, Health and Well Being and R.M.E. All teachers plan for Social Studies using an Interdisciplinary Learning approach • Learning pathways provide flexibility and are based on CfE Experiences and Outcomes and the Principles of Design. Our planning approach is a blend of discrete subject development and interdisciplinary studies to support coverage of E's and O's across all curricular areas. • During recent COVID19 Lockdowns, all teaching staff took responsibility for developing aspects of digital literacy across the curriculum. 	<p>To review Early Level Rubrics assessment criteria aligning expectations with those identified in our pre-school review of tracking and monitoring.</p>	

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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
	<ul style="list-style-type: none"> • All staff take responsibility for developing literacy, numeracy and health and wellbeing across the curriculum. • All staff are using Assessment Rubrics, which are underpinned by the Benchmarks, in literacy and numeracy for planning and associated assessments. Children are encouraged to take ownership of these and to use them to identify their learning targets. Learning conversations are a regular feature of learning and these support pupils to talk to their learning in an informed way. • Through engaging in ongoing review and revision of rubrics staff have generated assessment proformae that are more focused and meaningful to both staff and pupils in determining progress within the curricular areas of Numeracy and Maths and Listening and Talking and which are aligned with the appropriate Benchmarks. • The school has a well-established 3 year programme for health and wellbeing which ensures progression in learning and also offers flexibility to respond to particularly relevant and current issues which can arise in the 		

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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
	<p>community. Partners plan in collaboration with the school to deliver aspects of the health and wellbeing programme. This is updated regularly and involves partners and experts in the community in supporting content and skills development.</p> <p>(Belmont/St Joseph's Primary Learning Pathways, Forward Planning Folders, Management Team Monitoring, Pupil Profiles, Pupil, Parent and Teacher Learning Conversations).</p>		
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people's learning.</p>	<ul style="list-style-type: none"> • During the recent COVID19 pandemic, SMT and staff have endeavoured to explore innovative ways in which to maintain partnership links. Child, Parent and Teacher Consultations have taken place over Teams Meetings and telephone conversations. We have recently adopted a hybrid approach to communicating with parents/carers through offering opportunities for face to face consultations while also maintaining the option of virtual meetings. • Throughout the pandemic regular communication with parents/carers was facilitated to ensure a shared understanding of our approaches to digital learning/communication, including help sheets 	<p>As one of our main Priorities for School Improvement during Session 2022/23, we will utilise Education Scotland's Engaging Parents Toolkit in evaluating and reviewing our effectiveness in involving parents/carers in supporting their child's learning.</p>	

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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
	<p>and videos (how to access Glow, Teams etc.). Our approaches afforded families flexibility in where and when children learn. (Use of the School App to communicate with parents/carers. Digital engagement throughout the school ranged, on a weekly basis, from 84%-91%. High levels of engagement from parents/carers on posts)</p> <ul style="list-style-type: none"> • Our focus on developing and promoting children's skills in working more independently, alongside the availability of the class teacher in a live capacity on Teams, helped to ease the pressure for many families. (Social media: Twitter, Parent Council Facebook Group, Nursery Facebook Group and Children's Centre Facebook Group) • Through use of our Children's Centre Facebook page and individual pupil tablets, all Children's Centre pupils and staff are engaging positively with partners who support the achievement of long and short term targets and inclusion in our Broad General Education provision. • Across our nursery, school and Children's Centre all pupils are routinely engaging in partnerships which support Health and 		

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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
	<p>Wellbeing and the associated raising attainment and achievement agenda. As a result of effective partnership working all our learners have access to an extended range of experiences through which they are developing skills.</p> <p>(Pupil, Parent/Carer Feedback, Partnership Feedback, School App, Nursery Facebook Page, Children's Centre Facebook Page. Virtual and face to face Parent/Carer Consultations)</p>		

3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1</p> <p>Raising Attainment & Achievement (Including Learning, Teaching & Assessment)</p> <p>NIF Priority - Improvement in attainment, particularly in literacy and numeracy - Closing the attainment gap between the most and least disadvantaged children.</p> <p>NIF Driver · Assessment of children's progress · School improvement · Performance information</p> <p>HGIOS?4 / HGIOELC QIs Management of resources to promote equity (1.5) Curriculum (2.2) Raising attainment and achievement (3.2)</p>	<ul style="list-style-type: none"> Improved attainment in Literacy and English and Numeracy and Maths Enhanced opportunities for children to further develop and apply their skills in numeracy and mathematics across the curriculum. Enhanced professional skills and the associated capacity of teaching staff to more effectively deliver in Literacy and Numeracy. Improved skills in developing learning and teaching opportunities through the use of Digital Technology (Windows 10). Improved vocabulary and language skills of identified learners at Early Level and First Level (Primary 2) PEF TLQ To review assessment proforma at Early Level Level 	<p>To continue to up-skill staff through Stephen Graham's Creating a Balanced Reader and Writer - Discussion Text Types training. Staff attending sessions to disseminate information and approaches to colleagues during Collegiate/In-service time. Teaching staff to engage in Cluster moderation of Writing.</p> <p>To up-skill staff through training for Closing The Numeracy Gap which did not prove possible during Session 2021/22 due to COVID Pandemic mitigations. To identify pupils who will benefit from this intervention and implement this initiative.</p> <p>To review current delivery of learning and teaching within Numeracy and Maths</p> <p>To encourage peer observation throughout the school to identify effective practice in Numeracy and Maths.</p> <p>Staff to engage in Windows 10 training to familiarise themselves with this new</p>	<p>Stephen Graham Webinar sessions - Professional Dialogue (PEF) Cluster Collegiate Sessions In- Service Days</p> <p>Closing The Numeracy Gap Training - Elaine Callander PEF Action Plan (August 2022/June 2023) to include employment of a part-time learning assistant Collegiate Sessions Professional Dialogue</p> <p>Collegiate Sessions Professional Dialogue Peer Observation SMT Monitoring</p> <p>Authority Windows 10 CPD (tbc) Collegiate Sessions</p>

	<p>to ensure that it is meaningful and ensures progression and cohesion.</p>	<p>system and the opportunities it offers to enhance learning and teaching.</p> <ul style="list-style-type: none"> -Further implementation of the delivery of TLQ and Words Together across Early Level and into First Level. -To continue to rigorously review the effectiveness and impact of planned interventions with a view to streamlining them as considered appropriate/necessary. - Further implementation of the delivery of Closing The Literacy Gap and Fastlane across First Level. - To utilise all available information e.g Free School Meal Entitlement, CfE Analysis, SIMD information etc., to ensure support is allocated where possible to individual pupils and groups of pupils who have been most impacted by the extended school absence that has resulted from the Coronavirus Pandemic. 	<p>Professional Dialogue</p> <p>PEF Action Plan (August 2022/June 2023) Kimberley McDowall, Nursery Senior Practitioner and Katy Blackwell Learning Assistant (PEF)</p> <p>SMT consultation with mainstream staff and ASL staff. Professional Dialogue PEF Action Plan (August 22/June 2023)</p> <p>Sian Binnie, Depute Headteacher and Katy Blackwell Learning Assistant (PEF)</p> <p>SMT Meetings with Class Teachers and ASL staff</p>
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<p>School Priority 2</p> <p>Engaging Parents/Carers and Families</p> <p>NIF Priority - To further improve and increase the ways in which parents/carers and families can engage with school staff and other partners. - Effective leadership at all levels will ensure the highest possible standards and expectations are shared across the school to achieve excellence and equity for all.</p> <p>NIF Driver - Parental Engagement - School Leadership</p> <p>HGIOS?4 / HGIOELC QIs Leadership of Learning (1.2) Partnerships (2.7) Ensuring wellbeing, equality and inclusion (3.1)</p>	<p>Utilise Education Scotland's Engaging Parents Toolkit in evaluating and reviewing our effectiveness in involving parents/carers in supporting their child's learning.</p> <ul style="list-style-type: none"> • Parents/carers feel they are welcome in the setting and that staff are approachable. • The setting understands the needs of parents/carers and the local community and develops ways of working with our stakeholders which are supportive and inclusive. • Children contribute their ideas about what is important to them and how their parents/carers and families can become better involved in supporting their learners. • Parents/carers are motivated and encouraged to be engaged in their children's learning. • Practitioners recognise and take account of the diversity in family structures as well as other competing priorities, commitments and responsibilities. • Support and development opportunities are offered to everyone who is taking on a new role such as membership of the Parent Council, Parent Group participants, or volunteering in school. 	<p>Parents/carers to be surveyed to identify times and methods to make it easier for parents to attend parents' meetings or to gather parental views.</p> <p>Children to take on the lead role in inviting parents/carers to Parent/Pupil/Teacher Consultations and informal drop-in sessions.</p> <p>Develop further digital/electronic methods to communicate and involve parents/carers (School App, Facebook Groups, Twitter) in the life of the nursery, school and Children's Centre.</p> <p>To add to our collection of video clips for parents/carers covering key teaching strategies, particularly focusing on numeracy and maths.</p> <p>To further engage parents/carers in children's learning and achievements by holding class celebrating success assemblies.</p> <p>To effectively utilise PEF to further develop parental engagement in raising attainment and achievement with</p>	<p>Participatory Budget / Consultation with Parents/Carers (Scottish Government/Local Authority)</p> <p>S.Hunter (PT) Collegiate Sessions Professional Dialogue Peer Support</p> <p>S Binnie (DHT) Class Teachers</p> <p>SMT consultation with mainstream staff and ASL staff. Professional Dialogue</p>
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	<ul style="list-style-type: none"> • Pupils, Parents/carers and staff share in children's progress through an increasingly personalised celebration of success. 	<p>identified children (e.g. Closing the Literacy Gap).</p> <p>To continue to involve parents/carers of children in our Children's Centre to support the achievement of long and short term targets, online journals, daily diaries and inclusion in our Broad General Education provision.</p>	<p>PEF Action Plan (August 22/June 2023)</p> <p>E Buchanan (PT Support For Learning)</p> <p>Online journals, Daily Diaries</p>
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