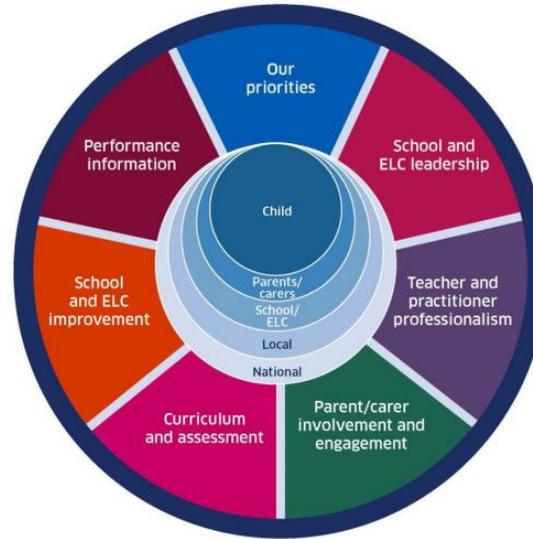




Education and Learning Directorate

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

(2022 - 2023)



School: Cargenbridge

Date: 17th 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 as at Session 2021/22

School Statement

Motto Working Together Learning Together

Vision

At Cargenbridge we want learning to be fun, enjoyable and for everyone to have success. We want our pupils to have a thirst for learning and have high aspirations for the future.

Aims

- To provide opportunities to develop **confidence** in our pupils.
- To provide a **nurturing, safe, kind and caring** ethos.
- To provide **stimulating** opportunities to make **learning fun and interesting**.
- To ensure our pupils learn **skills for life, learning and work**.
- To ensure our children are **happy**.
- To provide a range of opportunities to create **strong friendships and relationships**.

Our important values are....

Resilience
 Honesty
 Respect
 Kindness
 Teamwork
 Confidence
 Pupil Voice
 Ambition

1. Vision, Values and Aims

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Review Date: March 2022 – Term 3

Review Activities (as appropriate)

Staff were consulted during the inset when the current VVA was reviewed.

Pupils consulted in term 3 by the Head Teacher visiting each class and carrying a carousel activity featuring questions

Parents Consulted through a form's questionnaire in term 3. There were 12 responses. The new VVA will be launched in August 22

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 To raise attainment in reading and writing through a whole school approach using the Stephen Graham Approach NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people NIF Driver Performance Information Assessment of Children's Progress School Improvement Parental Engagement Teacher Professionalism School leadership HGIOS?4 / HGIOELC Qis 1.1, 1.3, 2.3, 3.1, 3.2, 2.2, 2.7 National Standard Criteria</p>	<p>Reported by staff and by HT when monitoring this approach during the learning visits it has given reluctant writers a starting point and structure.</p> <p>Data – February 22 Snapshot P1 18 pupils</p> <table border="1" data-bbox="577 808 1491 881"> <tr> <td>June 22</td> <td>L &T 72% (13)</td> <td>R 72% (13)</td> <td>W 78% (14)</td> <td>N 94% (17)</td> </tr> </table> <p>Data – February 22 Snapshot P4 11 PUPILS</p> <table border="1" data-bbox="577 946 1491 1019"> <tr> <td>June 22</td> <td>L &T 82% (9)</td> <td>R 91% (10)</td> <td>W 64% (7)</td> <td>N 82% (9)</td> </tr> </table> <p>Data – February 22 Snapshot P7 16 PUPILS</p> <table border="1" data-bbox="577 1084 1491 1157"> <tr> <td>June 22</td> <td>L &T 75% (12)</td> <td>R 87.5% (14)</td> <td>W 56% (9)</td> <td>N 56% (9)</td> </tr> </table> <p>We feel that there has not been enough time to fully evaluate the direct impact of this approach to writing. There has been improvement in P7 at second level from the February snapshot. We will continue this next year</p> <p>During learning visits it was noticed that children were more focused and engaged in the writing process. More focus on quality and not on quantity.</p>	June 22	L &T 72% (13)	R 72% (13)	W 78% (14)	N 94% (17)	June 22	L &T 82% (9)	R 91% (10)	W 64% (7)	N 82% (9)	June 22	L &T 75% (12)	R 87.5% (14)	W 56% (9)	N 56% (9)	<p>Continue with this next year. Other genres next session</p> <p>Work on creativity and expanding texts</p> <p>Look at a whole school programme and reflect on new D and G frameworks</p> <p>Peer Observations to see this approach being taught at different stages</p> <p>Focus for Cluster working next year, focus on this approach and moderation</p>
June 22	L &T 72% (13)	R 72% (13)	W 78% (14)	N 94% (17)													
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	<p>During learning visits in P1/2 class it was reported that using the description bubbles approach has helped with the progression of writing at this stage.</p> <p>During one moderation session in school staff were able to see what writing was like at the different stages and compare this to their writing. This gave information on standards across the school.</p> <p>From looking at writing jotters descriptions are more succinct and powerful.</p> <p>This is a whole school approach across the school. Which makes it much easier across composite classes. More focus on teaching literacy through the writing.</p> <p>Staff reports that it helps with giving appropriate feedback and makes assessment clearer and more effective</p> <p>It has helped children at second level with the link between reading and writing and finding examples of this writing approach in reading texts</p> <p>It has been reported that it is helping the children when they give feedback to others eg that is a good macro sentence, you could have had a position sentence.</p> <p>From self evaluation with staff there is a concern that at the moment as the approach is being introduced that creativity is being hampered and some people are not challenging themselves and giving less than they could.</p> <p>All staff participated either in person or online in the live session and benefitted from watching this approach being taught in person and to analyse examples of writing from another school and compare to the writing in their class.</p>	
<p>School Priority 2: To raise attainment in numeracy through the Developing Number Knowledge Approach and through reviewing our current</p>	<p>Assessed and reviewed other maths resources and decided on resources to purchase to supplement existing resources and to fill gaps</p>	<p>Progress Developing number knowledge into P4 stage</p> <p>Offer further training on this for</p>

<p>resources and programme</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver Performance Information Assessment of Children's Progress School Improvement Parental Engagement Teacher Professionalism School leadership</p> <p>National Standard Criteria</p>	<p>Data for P1 end of level, shows that all but one child in P1 achieved early level.</p> <p>The teachers report that children in P1-3 have a better understanding of number and show more engagement in their learning when using this approach.</p> <p>It is reported that there is less maths anxiety even in less able children. Concrete resources and active learning help support children.</p> <p>Through working with children during monitoring there is less reliance on written methods</p> <p>Due to this approach there is better questioning by teachers and they are more open ended. This has been noted during classroom monitoring visits.</p> <p>Through discussions with the learners it is clear they have a better understanding of number.</p> <p>Evidence from learning logs documented by Las working with children show steady progress, understanding and increased confidence.</p>	<p>teaching and non teaching staff</p>
<p>Education Scotland Inspection Recommendations carried forward from March 2020. Continue with these as pace and direction has not been as planned.</p>	<p>Through a series of whole school assemblies on equality and diversity the children have a better understanding of equality and diversity themes. The children are able to talk about these themes confidently</p> <p>The teaching staff participated LGBT training level 1 and 2 which has improved their understanding of how to promote this positively across the school and how to use the resources across learning and not just as stand alone</p>	<p>Continue looking at how to incorporate this across the whole school related to our context.</p> <p>Relate to forthcoming work on our IDL bundles</p> <p>Continue the LGBT journey using National guidance.</p>

<p>Promote learning about equality and diversity to ensure children gain an understanding of the wider world in which they live and will work</p> <p>National Standard Criteria</p>	<p>The children in P4/5 participated in a workshop about stereotypes and engaged well and when reflecting on this all felt it had helped their understanding and now know why somethings should not be said. The children in P7 participated in a session about Homophobic language. Again this gave them the opportunity to openly discuss this issue and how at times they use some language in a homophobic way. After these sessions the facilitator gave us this feedback Thank you for your warm welcome to Cargenbridge Primary School, it was great to meet you, your colleagues and, of course, your learners! They're a really thoughtful, respectful, considerate and engaging group of young people and you and the school should be very proud of them. Please pass on my warmest wishes to them too.</p> <p>In evaluation following the session the staff reported they had better understanding of our context and national issues</p> <p>We have made a start at purchasing books to use in the classroom with a diversity theme</p> <p>Staff reported that the work we did gave real life, natural and realistic ways to incorporate LGBT issues in our school context.</p> <p>From our parent survey on our Vision Values and Aims it was clear that parents felt we were inclusive.</p>	<p>Continue on our Rights Respecting Schools Journey</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 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>Due to ongoing Covid restrictions and still following a recovery curriculum we have used our PEF flexibly to meet the needs of our learners.</p> <p>How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</p> <p>We track pupil progress across literacy and numeracy to review progression and identify needs early on. We compare data of identified groupings (SIMD,PEF,ACE, LAC) with the wider group. We use a range of data to verify our decisions: holistic assessments, class assessments, class work, SNSA results to inform teacher judgements on progress across and of a level. We carry out attainment meetings to track and monitor progress, review SNSA along with other</p>	

all?

assessments. We regularly discuss progress through Progress and Achievement on Seemis. We evaluate interventions regularly and act promptly to make changes if desired outcomes are not being achieved.

How well are you removing barriers to learning and ensuring equity for all?

The purchase of additional IT resources (laptops/ Software/ Hardware) will help to ensure that more pupils have an increased access to IT and appropriate programmes to support their learning. Our tracking evidences that most children access Sumdog and Nessy to support learning also at home. We follow a nurturing approach for everyone and regular check ins are used as necessary. The school continues to actively engage with ways to reduce the cost of the school day for parents. If we can we don't ask for money towards trips. Cost of transport is kept to a minimum by using school funds and by asking parents to transport to local places. The school recently covered the cost of transport for our P4 and P5 children to DG One to receive their swimming lessons. PEF was also used to pay for the deposit to Lockerbie Manor for FSM children. Uptake of children taking free meals has been high. With 75 out of 106 children taking them from P1-5

How much progress have you made in reducing the poverty related attainment gap? What are the lessons learned?

Data P1 Numbers achieving the appropriate level

Feb 22	L &T 71%	R 76%	W 82%	N 100%
June 22	L &T 72% (13)	R 72% (13)	W 78% (14)	N 94% (17)

June a new child came into class now 18 pupils whereas Feb was 17. This new boy has not passed early level across the board

Data –P4 11 PUPILS

Feb 22	L &T 67%	R 73%	W 64%	N 73%
June 22	L &T 82% (9)	R 91% (10)	W 64% (7)	N 82% (9)

Data –P7 16 PUPILS

Feb 22	L &T 75%	R 62.5%	W 37.5%	N 56%
June 22	L &T 75% (12)	R 87.5% (14)	W 56% (9)	N 56% (9)

We only have one child in the school who is in decile 1 and he is in P1 and has only achieved Numeracy Early level by the end of P1. All our other children who have not achieved their level are in Levels 3-10. Maybe we need to look at deciles 1-3 then 4-10. Our majority of our children are in decile 6.

Deciles	Number of children	Number of FSM children at levels
1	1	
2	0	
3	4	1
4	1	
5	16	1
6	60	6
7	1	
8	6	
9	6	
10	4	

Out of our FSM children

L and T 2 children not achieved their level

Reading 1 child not achieved their level

Writing 3 children have not achieved their level

Numeracy 3 children have not achieved their level

Lessons learned - Next session we need to look carefully at the poverty attainment gap considering the current situation of lots of people on low income will be facing.

Covid absences has had had a significant impact on progress, pace and impact. Next year we will look at a range of other groups of people impacted by poverty.

PEF Project/spending area: Development of Stephen Graham Approach across the school

Rationale To motivate and engage children in the writing process while having success and challenge

Impact Through professional dialogue and classroom visits the following impact has been noted

- Reluctant writers have now a starting point and structure.
- Some Children who were borderline to achieve a level in February are now on track to achieve
- Children were more focused and engaged in the writing process. More focus on quality and not on quantity.
- During learning visits in P1/2 class it was reported that using the description bubbles approach has helped with the progression of writing at this stage.
- During one moderation session in school staff were able to see what writing was like at the different stages and compare this to their writing. This gave information on standards across the school.

- From looking at writing jotters descriptions are more succinct and powerful.
- Children were keen to start to write and very few struggled to start by themselves

Evaluative Comment

This writing approach has shown it has started to make a positive impact however more time is needed across the different genres of writing to make a bigger impact and improvement. More time is needed to focus on the other writing genres.

PEF Project/spending area: Transport costs for P4 and P5 swimming lessons

Rationale To provide the children with the opportunity to develop their swimming skills, an important life skill therefore building their confidence.

All children in P4 and P5 children (31) attended 8 lessons.

All children said that they enjoyed going swimming again as they had missed this.

All children felt that they had improved their swimming skills and confidence during these lessons

All children felt that when they returned to school following these lessons that they felt good about themselves and it helped them focus on their learning in class

All children improved their levels

Evaluative Comment

The discussions with the children following the block of swimming lessons proved that these lessons were worthwhile supporting as, as well as improving their swimming skills they helped with children's confidence and their wellbeing.

PEF Project/spending area: Payment of Deposits for FSM for Lockerbie Manor

Rationale To provide financial support for the 3 FSM children in P7 to ensure they can attend Lockerbie Manor outdoor Centre along with their peers

All 3 children thoroughly enjoyed the visit and felt that they learned new skills.

They all said that they took themselves out of their comfort zone and learned that they could do things they thought they couldn't.

All 3 said that Lockerbie Manor was one of their highlights of their time at Primary School.

Evaluative Comment

Helping towards the cost of this trip and allowing them to attend the trip has benefitted their confidence and their wellbeing and their views that they can do things they thought they couldn't.

PEF Project/spending area: Payment of Mossburn Animal Sanctuary for a P7 pupil to visit on a weekly basis

Rationale

To build the pupil's resilience

To support his emotional and social skills

To give him opportunities to work with other people and to develop his self confidence and self esteem

Evaluative Comment

This pupil has attended this weekly since January with his Grandmother. This has been a special time for them together and through conversation with the boy, his Mum and his Grandmother the sessions have been very therapeutic for him and he has coped well with new people, unexpected situations and has shown his caring and compassionate sides. They report that working with the animals has developed his confidence and self esteem. Taking him out of his comfort zone will hopefully help him as he transitions to Secondary School.

Purchase of Lego We Do and new maths resources has just been made this term so there is no information on the impact.

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
1.3 Leadership of Change <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. 	<p>A stakeholder consultation has resulted in an updated set of shared values and vision for the school. This is summarised in a short, catchy school motto 'We Work Together and Learn Together', with which both staff and children identify. Children speak positively about how the school supports their learning and wellbeing. All staff demonstrate commitment to the vision, values and aims which underpin their collaborative approach to school improvement</p> <p>The headteacher consults a range of stakeholders in formulating and evaluating the school improvement plan (SIP). This results in strong, shared ownership of school improvement. Parents respond favourably to the more concise, parent friendly version of the SIP. This is helping them to have a better understanding of school improvement priorities</p> <p>The headteacher provides effective and supportive leadership. She leads by example and promotes a caring and supportive environment. She has an open, consultative</p>	<p>Share and embed this updated vision</p> <p>The headteacher should build on this streamlined approach taken with parents by focusing on a small number of key areas for improvement. This would provide greater clarity on what the school needs to do next and mobilise staff efforts more effectively in driving forward improvements aimed at raising attainment further. Expressing priorities as measurable outcomes would also allow the headteacher to demonstrate impact more effectively.</p> <p>The headteacher should continue to improve further the use of evidence through more effective synthesis analysis of information. The headteacher should continue to</p>	<p>Good</p>

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p style="color: green;">style of leadership that results in a culture of empowerment in the school. The headteacher ensures that the working time agreement, professional learning and dedicated time for discussion are features of how she leads change. All staff understand that they have an important role to play in taking forward the work of the school and feel empowered to do this. They are confident to exercise initiative, share responsibility and adopt lead roles across the school. Teachers reflect on their practice and identify their 'itch' or issues that requires attention within their own classroom practice and then undertake research-based enquiry to address these. They also look outwards to other schools as a means of identifying and sharing good practice. Staff should continue to identifying more appropriate professional learning that would have the greatest impact on children's learning and attainment. CPD related to individual class, context and pupil needs</p> <p style="color: purple;">The headteacher has also taken forward national developments such as Developing the Young Workforce successfully through links with business partners such as Dupont Teijin Films. Children are confident in talking about the skills they have developed through these</p>	<p style="color: green;">strengthen the monitoring and tracking conversations with staff</p> <p style="color: purple;">Following and as we continue our recovery period continue to improving the quality and consistency of learning, teaching and assessment in an effort to raise attainment further remains an important area for improvement.</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>positive links</p> <p>Children act as strong agents of change and feel confident in initiating and leading improvement across the school. Children feel their views are valued through their engagement in pupil voice groups and school-based surveys. They are also beginning to use How Good Is OUR School? as means of further improving their role in school improvement. Due to Covid strategic planning and implementing change and improvement has been very different this year. Strategic planning has been based around recovery, health and well being and supporting staff, pupils and parents through lock down. Recent feedback from parents indicated that parents were clear what they felt was important about our school.</p> <p>The Rights Respecting Schools Journey has started and the children are starting to be immersed in the language and understand the rights they have.</p>	<p>Reinstate our work with Dupont Tejiin Films following Covid restrictions</p> <p>Reinstate pupil voice groups</p> <p>Continue with this next session.</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
2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>Almost all children participate well in their learning, are highly motivated to learn, and demonstrate a very strong work ethic. Most children are actively engaged in their learning but They are clear about the attributes of successful learners and believe that effort and perseverance are important characteristics of good learners. In addition, they believe that they can learn from mistakes and are encouraged to do so by their teachers. This results in children who show confidence in discussing their learning in class and answering questions. Staff make good use of the learning environment and maximising available space.</p> <p>In all classes, teachers provide clear explanations and instructions. In a majority of lessons, teachers demonstrate skilled use of questioning to support children to develop higher order thinking. Children need more opportunities to demonstrate high order thinking skills more regularly and consistently. There is a clear structure to lessons. Teachers</p>	<p>Ensure there is a consistent approach to using the learning stars across the school - Review these across the school</p> <p>Reinstate partnership working with Goldielea and Dupont Tejiin Films after Covid rwstrictions</p> <p>Teachers should take better account of children's prior learning and provide tasks and activities that promote higher levels of challenge.</p> <p>Continue developing the Stephen Graham writing approach across the school.</p>	Good

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? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>discuss with children what they are learning and encourage children to link this to real-life contexts. In a majority of lessons, children contribute to the criteria of what successful learning looks like. This supports children in assessing their own work and that of their peers. This practice is stronger in literacy than other areas of the curriculum. Most children are aware of their strengths and next steps in learning. Teachers provide good quality individual feedback to children. The use of 'learning stars' is supporting children to reflect on their learning.</p> <p>Team approach to learning & teaching- collaborative planning, supportive professional dialogue, peer observations.</p> <p>Attainment and tracking meetings, HT monitoring and observations set tone for high expectations. Shared pedagogy and programmes of study.</p> <p>Attainment conversations with CTs are pleasing and would indicate that predicted levels will be achieved. Relentless focus on improvement has been reflected in work achieved.</p>	<p>Curriculum Framework to be revisited next session.</p> <p>Review IDL Bundles and opportunities across the school along with Curriculum Rationale to evidence our uniqueness</p>	

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Staff provide effective support to help children progress in their learning. In most lessons, teachers meet the needs of children well. They plan suitable tasks, activities and resources which are relevant to children's experiences and interests.</p> <p>Teachers have a good understanding of assessment and the integral role it plays in planning, tracking and monitoring. Increasingly, they use application, breadth and challenge as criteria for planning high quality assessment tasks. Teachers are using a rich range of evidence to inform their professional judgements. They monitor and track the progress of their children, noting progress over time as well as achievement of a level. This helps inform appropriate interventions, including the effective use of support assistants.</p> <p>Since Feb- Cluster recovery money used to support pupils identified in Feb snapshot. Individual interventions put in place to target those identified. Evidence would suggest desired impact.</p>	<p>Start again to track and monitor participation (senior pupils gathered this information) data from this informs in school offering to ensure equity. Link with skills.</p> <p>QAMSO part of Cluster plan for next session. HT has planned to participate in D&G QAM offering next</p> <p>PEF Money used next session to employ teacher to continue recovery work and to closing the poverty attainment gap</p>	

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Informal in school moderation, and more formal planned sessions. Focus on moderating writing based on Stephen Graham approach- staff found this beneficial. QAMSO part of Cluster plan for next session.</p> <p>The staff have continued to support children to meet their individual needs during our recovery period and during periods of high numbers of covid in school both in school and when at home isolating.</p> <p>Ethos of the school encourages independence. Four capacities permeate curriculum- high expectations in classrooms. Learning walks evidence this. Visible throughout the school. Pupils transfer learning to different contexts.</p> <p>Participation restarting as restrictions ease. Variety of pupil voice groups, RRS, buddies, inter class activities. After school clubs have recommenced. Participation tracked and monitored (senior pupils gathered this information) data from this informed in school offering to ensure equity.</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
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality 	<p>There is a positive, nurturing culture in Cargenbridge Primary and all staff demonstrate a strong commitment to the wellbeing of children. Staff and children show consideration for others and demonstrate positive behaviour and relationships. The headteacher has prioritised relationships within the school community, which has resulted in a climate of trust. As a result, children feel safe and have a strong sense of security. Children know they can speak to any member of staff if they are worried or upset about anything.</p> <p>Staff engage well in professional learning to support children's wellbeing. There is an increased understanding of nurture across the school which helps support children to develop further their resilience. Emotional check-ins for all children provide teachers with a quick indication of children's readiness to learn. This has been used more during our recovery/covid period to ensure all children and families are supported. There are a number of specific</p>	<p>Consider how to monitor children's progress in wellbeing and support children in identifying their own strengths and next steps following recovery and covid restrictions</p>	Good

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	<p>interventions in place to support individual children. These are having a positive impact on making children feel more included in their learning.</p> <p>Most children have a good understanding of the language of wellbeing. They are confident in their ability to identify risks and resolve issues for themselves or seek support from an adult, if necessary.They use the wellbeing wheel to self-assess using the wellbeing indicators. Teachers use this information to intervene where children have indicated low responses. Teachers are attuned to the needs of children.</p> <p>The headteacher is aware of her role and responsibilities related to statutory duties. The support for learning teacher tracks and monitors the progress of children who have an individualised education plan (IEP). There are appropriate targets set which are shared with parents. These plans are revisited regularly and targets are reviewed. There is evidence that children are making good progress against targets detailed in these plans.</p> <p>Almost all Children treat each other fairly and with respect. Support in place. They are</p>	<p>Continue to work on diversity and relate to our updated IDL bundles and how we can sympathetically include this in our ethos.</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>learning about differences and how to respond to these.</p> <p>Children are at the early stages of showing a good understanding of their rights and almost all children feel they are treated fairly.</p> <p>During recovery and periods of covid in school nurturing approaches continued. The staff effectively engaged with pupils</p> <p>Supporting children effectively during periods of isolation</p> <p>Staff aware of needs across the whole school. Information shared as necessary</p> <p>In recent VVA feedback from parents they felt that all aspects of diversity and wellbeing was crucial to what Cargenbridge is all about.</p>	<p>Rights of the child and Rights Respecting Schools journey to continue across the school</p> <p>Reflect views of Parents, children and staff in updated VVA and Curriculum Rational</p>	
3.2 Raising attainment and achievement <ul style="list-style-type: none"> Attainment in literacy and numeracy 	<p>This year our prediction for achieving a level has continued to be harder to assess due to Covid 19 and missed learning and support in school. All children have had very different</p>	<p>This data should continued to be scrutinised on a regular basis to ensure that all children are attaining appropriately high levels and the support is given to the children following</p>	Good

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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"> • Attainment over time • Overall quality of learners' achievement • Equity for all learners <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • Progress in communication, early language, mathematics, health and wellbeing • Children's progress over time • Overall quality of children's achievement • Ensuring equity for all children 	<p>experiences this year both in school and at home.</p> <p>Overall our attendance levels are very good. Currently out of our 106 pupil we have only 4% (4 pupils) of our children below 85%. We have 8% of our children below 90%. Our attendance has obviously been affected by Covid cases. Many children were absent due to covid or isolating.</p> <p>The school is further embedding Seemis Progress and Achievement management information system to record progress and attainment. Staff are becoming more confident in using this. We have trackers in place to record on track, achievement of a level and all relevant information</p> <p>See Attainment Data section in Review of Progress section.</p> <p>Children receive the support they need to meet their individual needs in the class and through</p>	<p>Covid 19. Focus will be on closing the poverty attainment gap.</p> <p>Whole school development on S Graham approach in reading and writing</p> <p>Further work in school on whole school agreement of P and A levels using SWEIC resource</p> <p>Use of PEF money to employ a teacher to work with identified children who are not achieving appropriate targets and levels. Relate to attainment data, FSM, SNSAs</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
	additional support for learning <i>Children develop important skills of independence and team working through their residential trip. All staff celebrate children's success very well using wall displays, newsletters and onlineforums.</i>	<i>Support children to identify more explicitly the skills which they are developing through participation in wider achievement opportunities and link this with their on-going work on developing skills for learning, life and work.</i>	
2.2 Curriculum: Theme 3 Learning Pathways	<i>Teachers use experiences and outcomes to plan learning, teaching and assessment. They use local authority progression pathways for all areas of the curriculum. Teachers work well together in bundling experiences and outcomes to provide progressive interdisciplinary learning experiences for children.</i> <i>Increasingly, children apply their knowledge</i>	<i>Teachers should build on existing work to plan experiences that allow children to demonstrate their understanding in new and unfamiliar contexts.</i> <i>Revisit IDL bundles/topics and programme along with Curriculum Rationale</i>	

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	<p>and understanding across the different organisers in both literacy and numeracy. Teachers make explicit links between associated experiences and outcomes, which supports children to make connections and apply their knowledge in different contexts.</p> <p>Teachers reference skills children develop as they progress through the curriculum. Staff are well placed to streamline the existing skills framework to support children more effectively to reflect on their skills for learning, life and work.</p> <p>There is highly effective partnership working with a range of local businesses, and the local care home for older people. These partnerships contribute significantly to the ethos and life of the school and reflect the school's motto of 'Working together, Learning together'. As a result of these links, children are developing a good awareness of the world of work, particularly science, technology, engineering and mathematics (STEM).</p> <p>Following return to school after the lockdowns and during period of high absences in school during covid staff have been responsive to the</p>	<p>Focus on this as part of the work with Dupont (start again after Covid Regulations)</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>needs and context of the pupils to ensure there is a focus on the core skills - literacy and numeracy, HWB and to ensure positive engagement back into school.</p>		
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's learning.	<p>Parents respond favourably to the more concise, parent friendly version of the SIP. This is helping them to have a better understanding of school improvement priorities.</p> <p>The headteacher has also taken forward national developments such as Developing the Young Workforce successfully through links with business partners such as Dupont Teijin Film.</p> <p>There is highly effective partnership working with a range of local businesses, and the local care home for older people. These partnerships contribute significantly to the ethos and life of the school and reflect the school's motto of 'Working together, Learning together'. As a result of these links, children are developing a good awareness of the world of work, particularly science, technology, engineering and mathematics (STEM).</p> <p>Parents are positive about the school's approaches to keeping them informed of the</p>	<p>Start to develop existing partnerships and parental engagement again following covid.</p> <p>Start to reintroduce family learning opportunities now that the restrictions have been lifted and build on recent online experiences.</p> <p>Reintroduce opportunities for partnership working Cluster working</p>	

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	<p>life and work of the school. They are well informed about how well their children are progressing in their learning through parental reports, learning conversations and learning postcards. Teachers should strengthen their approaches to providing clear feedback on children's strengths and next steps in learning. This will assist parents even further in supporting their children's learning. The parental engagement focus group as undertaken a very useful audit in monitoring and evaluating current approaches to parental engagement. They have used the Education Scotland toolkit to identify areas of good practice. As a result, a skills audit conducted by parents is resulting in a greater number of parents supporting the life and work of the school.</p> <p>The opportunities provided by the school for children to participate in projects with a range of partners are enhancing children's learning and development, including skills for learning, life and work.</p> <p>Parents feedback after their pupil progress report was issued very positive and many commented on how well the children had been supported by their teachers during covid</p>		

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	<p>restrictions.</p> <p>The first Open evening in June after the Covis restrictions have been lifted was very well attended - All parents spoken to by the HT expressed how pleased they were to be back in school and be able to see their children's work and visit their classrooms and the school. Many parents spoken to have never been in the school before and were so grateful to be allowed back into school.</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 <i>Ensure that the outcome statements are measures of impact/success/improvement</i>	Key Tasks	Planned Management of Improvement Area <i>(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)</i>
<p>School Priority 1 To raise attainment in reading and writing through a whole school approach.</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver Performance Information Assessment of Children's Progress School Improvement Parental Engagement Teacher Professionalism School leadership</p> <p>HGIOS?4 / HGIOELC Qis 1.1, 1.3, 2.3, 3.1, 3.2, 2.2, 2.7</p> <p>National Standard Criteria</p>	<p>Staff can confidently discuss our context and attainment data in relation to Reading and Writing across the school.</p> <p>Staff will be clear of the intended impact of the Stephen Graham literacy approach and how this can be implemented in their class and consistently across the whole school.</p> <p>Through learning visits learners will show increased confidence and engagement in reading and writing</p> <p>All learners will have the opportunity to develop their reading and writing skills.</p> <p>Raised attainment in reading and writing across the school by the end of June 23</p> <p>Whole school approach will be in place to ensure progression by June 2023</p>	<p>Staff to participate in the Stephen Graham development sessions between Aug - Dec 22</p> <p>In school discussions and decision making following these sessions to plan how and when to implement this in class and across the school.</p> <p>Joint planning and assessment opportunities for staff</p> <p>Create a whole school policy and assessment procedures linked to this methodology.</p> <p>Identify any resources needed.</p> <p>Participate in Cluster Sessions</p> <p>Plan peer observations/learning visits for staff to observe reading and</p>	<p>4 new sessions, 6th Sept, 4th Oct, 1st Nov and 29th Nov</p> <p>Collegiate Sessions to be arranged</p> <p>See Cluster Action Plan</p> <p>Cluster Twilight Sessions - 15th Nov, 31st Jan, 21st March</p> <p>INSET 22nd Feb Cluster work</p>

		<p>writing lessons across the school.</p> <p>Moderation sessions in school and across the cluster</p> <p>Teacher employed through PEF will support this approach related to poverty related attainment gap</p> <p>Share changes and developments with Parents</p>	
<p>School Priority 2 To develop Children’s Rights across the school and start to work through the Rights Respecting Schools Programme</p> <p>NIF Priority</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people’s health and wellbeing</p> <p>NIF Driver</p> <p>teacher professionalism</p> <p>parental engagement</p> <p>assessment of children's</p>	<p>Through professional dialogue the learners, parents and staff will show they understand UNCRC and the Rights Respecting Schools approach</p> <p>UNCRC will be embedded across the whole school and shown every day in school</p> <p>We will have achieved our Bronze Award</p> <p>New IDL bundles will feature UNCRC</p>	<p>Prioritise UNCRC in weekly whole school assemblies and during Learning Community Work</p> <p>Share work with parents</p> <p>While applying for Bronze Rights Respecting School Award Work with Pupil Voice groups to create Silver Action Plan</p> <p>Work with Cluster Action Plan</p> <p>Embed in new IDL bundles, VVA and Curriculum Overview</p>	<p>Pupil Voice Groups</p> <p>Allocated collegiate sessions and cluster twilight as necessary</p> <p>Assembly time to share with whole school</p> <p>Parent session to share and update</p>

<p>progress</p> <p>school improvement</p> <p>HGIOS?4 / HGIOELC Qis 3.1</p> <p>National Standard Criteria</p>			
<p>School Priority 3 To review and update our IDL bundles and Curriculum Overview</p> <p>NIF Priority</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver</p> <p>school improvement</p> <p>Curriculum and assessment</p> <p>HGIOS?4 / HGIOELC Qis 2.2 2.7</p> <p>National Standard Criteria</p>	<p>To have an updated overview of the curriculum which meets the needs of the children and takes account of the refreshed curriculum and our unique school features by June 2023</p> <p>Our learners will have participated in the creation of new contexts for learning</p>	<p>Review current IDL Bundles and Curriculum Review - what is still current, relate to VVA and C for E refresh</p> <p>Involve children what would you like to learn?</p> <p>Create a new programme of IDL bundles</p>	<p>Collegiate sessions Inset days</p> <p>Staff divided into levels to work on context</p> <p>Pupils will engage in feedback sessions</p> <p>Assembly time to share developments with the whole school</p>

<p>School Priority 4 To teach sign a long/ actions to the whole school to support a P2 boy with communication</p> <p>NIF Priority</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people’s health and wellbeing</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver</p> <p>School improvement</p> <p>HGIOS?4 / HGIOELC Qis 2.3 2.4 3.1</p> <p>National Standard Criteria</p>	<p>All learners and staff will confidently be able to communicate with each other using the basic sign a long actions by June 2023.</p>	<p>Create resources needed to use throughout the school</p> <p>Introduce the particular child to sign a long</p> <p>Training with all staff and pupils.</p> <p>Immerse the learners in using these actions in the class and across the whole school</p>	<p>Inset and Collegiate times to be allocated</p> <p>Special Sign a long assemblies and times together</p> <p>Jointly lead by Learning Assistant JP</p>
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