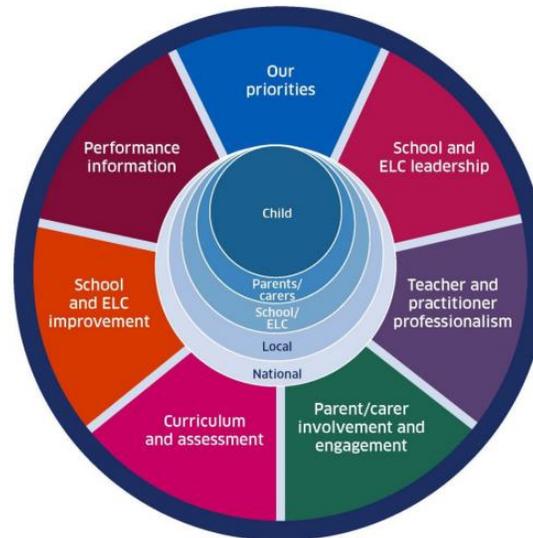


Education and Learning Directorate

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

(2022 - 2023)



School: Dalbeattie Primary School

Date: May 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

Believe and Achieve

Our Vision

Our Vision at Dalbeattie Primary School is to prepare every child to take their place in society by providing high quality, engaging, inspiring and motivating learning experiences in a caring and nurturing environment.

Our Values

By working in partnership with parents and carers, the wider community, the pupils and all staff of Dalbeattie Primary School aspire to :

- * Show commitment to learning and achievements both in and out of school.
- * Show kindness, respect, consideration, honesty and good manners to each other at all times.
- * Show a sense of inclusion and equality by accepting that people are all different, unique and diverse but have equal rights.
- * Show a sense of social responsibility and respect to school, the wider community and globally to promote an ethos of sustainability in our care of the planet.

Our Aims

We aim to enable our children to become :

Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

We encourage everyone to believe in themselves and each other and to achieve their very best.

Review Date: Review was completed Term 4 2022. These will be fully launched in T1 Session 22/23 with a more regular focus on these throughout classes

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

and to become and embedded part of the school ethos and culture.

Review Activities (as appropriate) Parental consultation. Staff and pupil consultation all took place T4 22/23.

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(New) To review and develop schools vision values and aims.</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver School Leadership Parental Engagement School Improvement</p> <p>HGIOS?4 / HGIOELC QIs 1.3 Leadership of Change</p>	<p>Didn't take place in T1 as had planned due to continued disruptions from ongoing covid restrictions.</p> <p>Teaching staff completed consultation in T2 as part on online inservice days.</p> <p>Support staff given opportunity to engage in T3 but limited feedback.</p> <p>Consultations and surveys conducted in T3. Shared with parents through Microsoft Form and new approach using Menti to gather views. Disappointed in returns from parents as out of whole school only 6 replies on Microsoft form more used Menti feedback.</p> <p>Pupils surveyed through Menti and with support from class teacher and asked to provide words that they would use to describe their learning and how they would like it to be in school.</p> <p>New refreshed version drafted early T4 and shared with staff initially.</p> <p>Refreshed VVA to be shared with parents and pupils for their views.</p> <p>Will be fully implemented and launched at the start of session 22/23</p> <p>Not seeing impact as yet due to not having been fully implemented to see impact in session 22/23</p>	<p>Launch new refreshed VVA at start of session 22/23 with a view to it becoming embedded more fully in the life and daily practices of the school.</p>

<p>School Priority 2(New) To track and monitor attainment and achievement through CFE levels.</p> <p>NIF Priority Closing attainment gap between the most and least disadvantaged children and young people.</p> <p>NIF Driver Assessment of Children's Progress</p> <p>HGIOS?4 / HGIOELC Qis 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and Achievement</p>	<p>Limited progress made in this area.</p> <p>In numeracy referring to progress through level on DNK framework. Some staff in agreement with this and some questioning it. Further work using this is required to gauge progress for learners.</p> <p>Have been waiting further support from authority with regards literacy. Some of this was shared previously but aware being updates by literacy group.</p> <p>Tracking and Monitoring/Attainment discussions early T3 focused on progress through a level as well as school tracker. Feb upload created for attainment levels using language of progress through a level. Using two different approaches caused some confusion so need to look at only using progress through a level in 22/23. Discussions for June attainment upload still to take place.</p>	<p>Adapt school trackers to only use language of progress through a level.</p>
<p>School Priority 3(new) Develop a whole school Relationships, sexual health and parenthood programme of study.</p> <p>NIF Priority Improvement in children and young people's health and wellbeing.</p> <p>NIF Driver School Improvement Parental Engagement</p> <p>HGIOS?4 / HGIOELC Qis 2.3 Curriculum 3.1 Ensuring Wellbeing, Equality and Inclusion</p>	<p>FC has led and developed this as a whole school programme throughout the year. KS also had an input at First Level.</p> <p>FC started to build programme around resources sourced from other schools. RSHP progression reviewed by staff and feedback given on appropriate parts of progression, views on lessons suggested and appropriateness of content.</p> <p>Progression at each level built and final version shared Feb inset staff feedback shared with FC.</p> <p>Programme made available for parents T4 along with information for them from RSHP website in how they can help at home and also to inform them of what and how we were delivering the programme.</p> <p>Feedback from parents not gathered as yet. Feel this may be more appropriate after some aspects of plan have been delivered.</p> <p>Implementation of programme starting this term(T4 21 22)</p>	<p>Further implementation of programme in 22/23</p> <p>Gather views of staff and review following initial implementation and delivery.</p> <p>Continue to build and adapt programme from reviews.</p> <p>Continue to build resources to support delivery of programme.</p>
<p>School Priority 3(new) Develop writing from early to First Level using Stephen Graham Balanced</p>	<p>All staff have complete first block of staff development around text types.</p> <p>Staff have been implementing different approaches and text types into writing</p>	<p>Continue to implement approaches trained in so far.</p>

<p>readers and Writers Approaches</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver School Improvement</p> <p>HGIOS?4 / HGIOELC Qis Curriculum 2.2 Learning, Teaching and Assessment 2.3</p>	<p>within their classrooms.</p> <p>Observations in T3 focused on the delivery of writing and approaches from training. Observation notes available. Overall very pleased with early implementation of approaches at all stages throughout the school.</p> <p>Staff have moderated twice with focus on writing approaches that have been taught with classes. Staff all found this very useful, particularly having the opportunity to see what comes before and after their class level. Discussion was very valuable too for staff development. Various comments shared about more able writers and making sure they are stretched.</p> <p>This is a long term development for the school for us to be able to see impact (probably be developing and monitoring progress for at least next 7 years using P1 cohort as base group).</p>	<p>Complete 2nd phase of development in session 22/23. Further info required from authority about this.</p>
	To Complete / Maintain	
<p>School Priority 4 (Maintenance) To continue to promote and develop skills within STEM subjects- focus on Science.</p> <p>NIF Priority Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p> <p>NIF Driver School Improvement</p> <p>HGIOS?4 / HGIOELC QIs</p> <p>1.2 Leadership of learning 2.2 Curriculum 2.3 Learning ,Teaching and Assessment 3.3 Creativity and Employability</p>	<p>Limited progress.</p> <p>Staff have accessed the science programme as it is and implemented alongside social subjects progression.</p> <p>Some classes have embraced this more than others and a range of opportunities being offered. (Primary 6/7 have taken part in Channel 5 climate change TV programme in conjunction with Eco Schools; all upper classes engaged in climate change week; Primary 5 has focused on STEM Young Leader Awards; and a P5 after school club was run to explore renewable energy and smart technology (microbits) concluding in an upload to the D&G Stem Conference 2022 and receiving STEM awards as recommended by YESCS/SCDI.</p> <p>Need whole staff meeting to confirm and finalise this.</p> <p>Whole staff meetings weren't possible at start of year and were meeting online for T1 and T2.</p> <p>No links been made with DHS as yet. Andrew Bowles aiming to establish links between department and P7. Meetings to be confirmed.</p>	<p>Early meeting inset days Aug 22/23 for all classes to confirm planned learning science at start of year along with social subjects focus.</p>
<p>School Priority 5 Maintenance Development of Better</p>	<p>Policy was completed in T1 this session and shared with parents via newsletter and school blog 10.9.21</p>	<p>Review early T1 as part of inset days to see if any changes required. 22/23</p>

<p>Relationships, Better Learning Policy (Incorporating behavior and anti-bullying)</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver Parental Engagement Assessment of Children's Progress HGIOS?4 / HGIOELC QIs 2.1 Safe Guarding and Child Protection 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 31. Ensuring Wellbeing, Equality and Inclusion</p>	<p>Parents were asked for feedback via Microsoft form. Unfortunately only 2 parents provided feedback.</p> <p>Refresh and review required with children as some pockets of issue throughout the school with repeated relationship issues (groups of boys in particular).</p>	<p>Register for United Nations Rights Respecting Schools programme and begin work towards Bronze award.</p>
<p>School Priority 2(New) Raising Attainment of Maths and Numeracy</p> <p>Implementation of Developing Number Knowledge and of D and G Numeracy and Maths Frameworks. P1-P4 (Early/First level)</p> <p>Second Level Review of progression Paths ways in Maths and Numeracy.</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver School Improvement Assessment of Children's Progress</p> <p>HGIOS?4 / HGIOELC QIs 1.5 Management of resources to</p>	<p>Staff in P1-P5 have been planning and implementing DNK and phased approaches. Some more consistently than others. Some still need to make more use of resources linked to progression and flip charts that are available.</p> <p>Further work is required on tracking attainment through the progression and phases.</p> <p>Staff have made use of the assessment available for the progressions but these can be time consuming to use and implement to get a true reflection of pupil understanding.</p> <p>Some staff at second level are planning using the DKN progression and others are making reference to this but not yet following fully. Staff have used assessments to gauge gaps in learning specific areas of progression. Attainment at second level is positive for P7 some concern around other classes due to lock downs and time away from school.</p>	<p>Planners and progression to be handed on to next year's class teachers to allow staff to continue where children finish. Limited need to go back and repeat work at start of year if staff have clear awareness of where pupils are at and achieving in the progression.</p> <p>Further work on tracking progress through the programme to show achievement and progress in learning.</p> <p>Review use of assessment and how these can be delivered to have impact but also manageability.</p>

<p>promote Equity. 2.2 Curriculum 2.3 Learning and Teaching and Assessment 3.2 Raising Attainment and Achievement</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>Identification of pupils – flexible approach has been used this year again following significant period of lockdown in 19/20 and 20/21. Although we are fully informed about pupils that attract PEF funding to school and would always meet their needs first as required with finances but we have also include other pupils who will benefit from interventions to their learning. Teacher's professional judgments have played a significant part in identifying these pupils as well as formal assessments.</p> <p>Developing Balanced Readers and Writers - Staff Training Staff have fully embraced the opportunity to be involved in this training and the approaches being used. Feedback from staff has been positive as well as from pupils when using the new approaches. Staff have seen change already from the implementation of this work but feel it will be a longer term project. Moderation of work has also taken place linking in with standards and a range of examples of work has been shared. Staff have found moderation beneficial and have seen work at different stages.</p> <p>Targeted Interventions Closing Literacy Gap (Evidence provided by ASLT available in school)</p> <p>Learning Assistant Time Small gp interventions, fine motor skills and numeracy Staff have evidence through tracking and monitoring and through observations and other assessments that individuals are making good progress.</p> <p>Outdoor Nurture has also been developed with targeted groups and individuals. Class teacher delivering nurture/outdoor learning programme has made comment and tracked children's progress on a weekly basis. Evidence is available to read. Photos have also been shared with wider school community on class dojo. Pupil feedback and comments have also been positive. For some very lively children and some that need movement and space out with the classroom, this has been of huge benefit. Children's' confidence and self-esteem has grown and some children have tackled new challenges that they may not have tried before. Many children's' sensory needs have been met through having the opportunity to engage in the outdoor space</p> <p>Quarriers Various small gps and individuals have been identified for Quarriers input and support over the year. Some have had resilience input others have worked on co-operation through lego tasks. Some pupils have also been supported emotionally with anxiety. Transition has also been a focus for some. Regular weekly</p>	

feedback has been provided by Quarriers support worker and shared with staff. It has been very insightful for staff as they have found out little bits of information they may not have known had Quarriers not engaged the young people in discussions and support activities.

Resources

Accelerated Reader continued to fund this for upper school classes. Definitely continuing to see a positive impact on reading and motivation to read. Reading ages and progress evidence this. Staff have used various motivational tools as well with classes to maintain engagement. All pupils have same opportunity regardless of reading age etc and achieve within their own abilities. Introduced to some P5 readers T3/T4 need to monitor impact and difference in reading levels.

PM Writing will be used to support the ongoing literacy developments we have been undertaking as a whole school. Writing levels will be tracked and monitored through use and engagements with new resource.

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"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<p>School continues to have a well-established Vision, Values and Aims these were reviewed in T3 this session and refreshed to have more relevance to equality, equity and sustainable goals.</p> <p>Staff have positive awareness of the community in which they teach and the diversity of social context that pupils live in. They are committed to providing the best for the pupils and positively engage in opportunities to make the school and learners a key focus and part of community life. <i>(Staff were very aware of the situations within the community they have all been very mindful of challenges faced since pandemic. They are aware of different family and community circumstances and plan and deliver leaning and teaching to meet these needs and contexts).</i></p> <p>Both members of SMT have clear vision for moving school forwards and want the best for young learners at Dalbeattie Primary School. We are both committed to the interconnectedness of the school within the community with a key focus. We continue to see the school as a focal point in the community and are supportive and encouraging towards pupils to think about their place in the community and values within this. We continue to look for opportunities for change</p>	<p>VVA need to have more focus in school and classrooms. Staff need to be making reference to these in a more focused way to pupils ensuring they are aware of these.</p> <p>Referred to more through assemblies and visits to classes by SMT</p>	<p>3</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>are developing and we are looking to encourage and develop cross sector working. Working closely with secondary colleagues to promote community aspect of school. Supported and building ongoing positive relationships with local Lions Club and Rotary Group. Great feeling in T4 being able to bring classes back together for assemblies, jubilee events, sports days and to invite parents into the school for Scottish Opera and end of term events. We continued with Christmas Window competition. Lions club sponsored out jubilee jog and Rotary have been involved in tree planting within the school grounds. A variety of local organisations were invited tour jubilee tree planting ceremony with Lord Lieutenant in March. The Primary 4/5 class engaged with The Queen's Platinum Jubilee 'River of Hope' competition to design art work for a silk flag in the pageant. This was successful and has been covered well in the local media.</p> <p>Staff are encourage to try things within their classrooms and take ownership of change. Measured risk is always taken into account and impact has to be a key focus. (P2/3 P3,P4 and P4/5 collaborative working on STEM learning positive impact evident in pupil's engagement with STEM lessons.) (P7 continued class working with sports leaders in DHS). Very positive use of class dojo as a tool for sharing learning and communicating with parents this has been taken forward in a very positive way and was used very effectively as a tool for sharing learning with parents when they were unable to join us for open doors day.</p>	<p>Staff to be more reflective of professional standards throughout their ongoing daily practice and be more reflective when engaging with professional developments and in discussion at PRD.</p> <p>In line with staff PRDs and targets for professional learning, encourage and support</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>Staff have been given opportunities through in-service time to share practice around writing with peers. Some staff have taken ideas from these discussions and implemented changes into their own classroom routines/practices. Discussions through workload inservice days have been beneficial and staff have shared views and ideas for change.</p> <p>Staff continue to embrace and engage with the self-evaluation process and reflect as guided. Use on Microsoft Teams was good for this. Staff engaged and provided feedback on two specific areas. Gathering staff view through Teams has also been useful his year in such challenging and difficult times.</p>	<p>staff in making changes to their practice to make improvements for learners. Encourage and support staff in being innovative and creative.</p> <p>More regular opportunities for self-evaluation. Small chunks approach to be tried rather than full QIs all at once. Make use of Microsoft forms as a method of gathering feedback quickly.</p>	
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>The positive ethos and culture throughout the whole school and classrooms demonstrate positive learning, engagement and relationships. This has been re-established and maintained throughout this first full year back in school following the pandemic.</p> <p>Staff encourage children at all times to have a positive mindset and can do attitudes. We all have high aspirations for our young people and want them to be the best that they can be. Staff have all been very encouraging and have been very supportive of all pupils in classes following return to full time school this year.</p> <p>Children are happy and motivated during learning observations. During observations round school pupils are mostly engaged and interacting well during learning tasks. (One observation took place in Term 3 this session once observations were permitted again. Staff to carry out peer observation/CPD learning visit in</p>	<p>Maintain positive ethos and culture of learning. Regular discussions and reviews with staff and pupils.</p> <p>Maintain positive expectations and high aspirations for young people. Consistency between all staff.</p> <p>Agree observation schedule at start of year. Possibly 2 SMT observations.</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
	<p>T4. Limited engagement.</p> <p>Learners are provided with a wide range of motivating and engaging learning experiences and staff will take the lead from pupils questions and direct learning in different directions to enhance learning. Relevant and meaningful contexts are used to support and enhance learning and relevance to real life experiences. (Progression in topic learning, planning).</p> <p>The needs of pupils are well matched for most pupils and those with additional support needs are provided with relevant and appropriate support to allow them to attain and achieve within their individual level. Within all classes, pupils are given choice and experience responsibility: this may be through the topic they pick as a personal project or who they work within a group. (Closing literacy and numeracy gap have been used well this year to meet pupil needs. Meeting pupil needs next year may be very different with reductions in support that is available. Interventions may not be possible as all support will be required in classes.)</p> <p>In most classes if asked pupils understand the purpose of their learning and staff share LI with pupils at the start of lessons. However consistency in pupil's ability to explain and talk about their learning at high level is an area for development. Children leading learning is evident in some classes. However at times this is more sharing of learning rather than leading. (Observations)</p> <p>Digital technology is used by staff in a wide variety of ways. (Observations and through ongoing daily work of class teachers. Noted as SMT pop in and out of classes. Evidence shared by staff on dojo of digital skills pupils are engaging in and how this is used in class to support learning.) Staff in P5-P7 have continued to engage with Teams as a means of providing and sharing homework with classes. Varied</p>	<p>Contexts for learning need to continue to be relevant to pupils and engaging. Continue to relate to real life experiences look for opportunities to build in skills for life, learning and work. Science progression has been created and will be built into planning next session. Pupil's voice needs more focus when planning learning.</p> <p>Careful planning for use of any available support to meet the range of learning needs we have throughout the school.</p> <p>Careful use of JM time when she returns from mat leave. Consideration to be given to use of PEF funds to have greatest impact.</p> <p>Pupils need to lead learning. Pupils need to be able to talk more about their learning and not just about task they are doing or involved in. Learning conversations between SMT and pupils as well as CTs and pupils.</p> <p>Continue to review provision of ICT for school. Link in with Digital schools self-evaluation. Take a chance and go for assessment for award in 22/23</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>engagement and returns across the classes. Staff continue to approach the provision of online learning for classes with a head on can do approach.</p> <p>Pupils contribute to the life of the school in a wide variety of ways through classroom discussions around pupil council matters, as members of the pupil council, eco group and as house and sports captains. Rota kids committee continued this year.(Not had as much opportunity for this due to SMT being required to cover staff abs. Now that visitors welcome back into school possibly restart Rota kids.)</p> <p>Learners contribute to wider community through participation in local events, visiting and sharing learning. Opportunities to be part of wider community are well planned in line with key aspects of learning.(Visits, trips, visitors to school ,links with organisations, charities. Lions and Rotary clubs have been great supporters of the school this year and have visited school when this has been possible).</p> <p>Wider achievements and citizenship recognised within school. (Made good use of school dojo page for this. Parents have shared evidence but does tend to be the same pupils. We are undergoing a re-launch of our citizenship booklets to recognize wider achievement both in and out of school.</p> <p>School has clear vision, values and aims (VVA refreshed in T4. Consulted with all stakeholders. Revised versions will be on display in all classes session22/23 and will be referred to regularly throughout school assemblies and daily life of school).</p> <p>All staff have high expectations of learners and their</p>	<p>Continue to build link with community organisations.</p> <p>Access skills from members of local community to support and enhance learning and teaching.</p> <p>More regular consultations with individual classes stages to ensure that everyone has opportunity to contribute to life of school. Pupil voice meetings similar to those of DHS. Look for ideas to refresh awards to make them more motivational for pupils.</p> <p>Remind and encourage pupils and parents to share wider achievements. We have tried various options and need to make this manageable and meaningful. Need to try and think of ways to include more pupils about their achievements as the same pupils we often celebrate.</p> <p>Consistent high standards and approaches at all times.</p> <p>Embed new refreshed VVA into all classes and ethos of school regularly in session 22/23.</p> <p>Maintain variety of approaches to engage and motivate learners.</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>abilities to achieve. Staff use a variety of learning approaches to deliver teaching and learning. These range from whole class, group task, carousel approaches, active learning, practical games, outdoor learning. Staff will research and look for resources and learning to motivate and make lessons stimulating and engaging for pupils. (Staff share findings with colleagues, evidence of new materials in planning and through observations. Staff will ask to trial new material before purchasing if they think of benefit to learners).</p> <p>Almost all staff, when delivering direct teaching, provide clear and detailed explanations and instructions. These are appropriate for the age and stage of children. Staff check pupil understanding of concepts and key teaching before pupils are given follow-up task to complete. Teachers are very aware of which children may need additional explanations or this delivered in a different manner therefore all needs are considered when delivering lessons. Staff are also very good at meeting the needs of pupils with additional needs for example pupils with visual or sensory needs technology is adapted to ensure their engagement in the lesson. (Observations and Staff self-evaluations at end of terms).</p> <p>Questioning is developing but needs to be consistent across all stages with the use of higher order thinking skills. Some staff use higher order thinking approaches in several curricular areas some have yet to show consistency in their approaches.</p> <p>Staff use knowledge of learners to inform and make changes in learning and will use short term interventions to support learners. Staff regularly discuss with learning assistants to meet needs of pupils. Use of PEF money to support small groups. In most classes pupils are provided with feedback about their learning and how they can improve but this needs to be planned and build in consistently.</p>	<p>Opportunities to observe colleagues and see good practice. Share ideas. Continue to offer opportunities/time for peer observations.</p> <p>Time provided for staff planning for pupils with more complex needs. Opportunities to meet with LA and ASLT to develop individual programmes as required.</p> <p>Continued use of PEF funding to allow for short term interventions to take place to meet needs of learners.</p> <p>Opportunities for staff to engage in feedback sessions with pupils to inform and support progress in learning. Additional time from assembly could be used for this.</p> <p>Maintain standards and expectations around assessment to be able to inform judgments.</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>Assessment is a key part of planning and learning and teaching. Staff identify areas of assessment alongside their planning. (Planning overviews) A variety of approaches are used for assessment. (Staff assessment files)</p> <p>Rich tasks (linked to key topic learning) allow pupils to demonstrate knowledge and understanding, and application of skills across a variety of subjects within meaningful context. Staff are proficient in this area and are making step to assess the application of skills in different curricular areas.</p> <p>Staff assessment is valid and shows the staff's professional judgments and knowledge of the learners in their classes. Staff are engaging with literacy and numeracy benchmarks to make robust professional judgments. Staff are including reflections in their assessment comments and plan for next steps more consistently. (Assessment meetings with staff provided good opportunity to discuss all pupils attainment and achievement. Only managed 2 meetings this session due to staff abs and need for over.)</p> <p>Moderation has been reintroduced this session. ED and FC also undertook QAMSO training. Moderation took place in term 2 and term 3. Focus for both sessions linked to development of Stephen Graham writing. Staff</p>	<p>Consistent planned assessment meetings. Both members of SMT to carry these out. Develop a document/tool for keeping all assessment evidence.</p> <p>Ongoing discussion, planning around progress and achievement through a level must be a priority for next session. Update trackers to encompass 4 stage model. Discussion and agreement required around tracking progress through a level and keeping evidence of this.</p> <p>Continue with planned rich tasks.</p> <p>Use of more holistic assessments to inform judgments and application of learning.</p> <p>Continue to look at key milestones assessment evidence and professional predictions and judgments. Introduce tracking and monitoring toolkit for session 2022/2023. All staff are accountable for attainment and achievement not just those at P1 P4 and P7. Continue to use SNSAs more robustly/diagnostically to inform planning for learning and teaching.</p> <p>Reintroduce moderation across the cluster and with DHS. Have build in time to 35hr agreements for this to take place.</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>found these sessions valuable and enhance their understanding of level before and after those they taught. (Moderation evidence kept)</p> <p>Staff plan on a termly, and weekly basis to meet the needs of all learners. Termly plans are submitted for review by SMT and weekly plans are for professional use.(Planning feedback). Planning is proportionate and manageable but doesn't reflect key learning intentions and success criteria in all areas. Pupils are consulted on key learning they would like to engage in and staff plan learning around this ensuring breath, balance and application. Staff use information from assessment to plan next steps in pupil's learning.(Self evaluation at end of term).</p> <p>Staff have access to attainment data for all pupils in their class and discussions have taken place around this with staff at attainment meetings of through setting discussions in maths (upper stages). Within the new tracking staff are aware of SIMD data, LAC information and PEF details (HT tracking spreadsheets) Staff use this information in consultation with SMT to plan and improve outcomes for young people. Individual records have been created for PEF pupils to monitor impact of interventions and levels of attainment both in CFE levels and through standardised scores.(PEF records)</p> <p>Staff have also continued to engage in predicating attainment and achievement levels for pupils in their class to link in with key mile stones P1,P4, P7. This will ensure that everyone is aware of their responsibility for raising attainment and achievement of all learners.</p>	<p>Continue to review and improve planning templates to reflect LI and SC in all curricular areas.</p> <p>Planning to reflect HOTS</p> <p>Continue to track and monitor attainment and discuss through regular attainment meetings. Continue to reflect on those not achieving appropriate levels and review interventions being used to close gaps and make sure all pupils are experiencing support required.</p> <p>Continue to develop the use of progress and achievement through level and develop standards and expectations around this.</p> <p>More consistent tracking of pupils facing additional challenges. Reflect on this more regularly.</p> <p>Ensure allocation of PEF funds have impact. More evidence of impact more gathering of evidence from baseline through to improvement. Small test of change model to be applied more thoroughly.</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>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality 	<p>All staff are aware of their responsibility to ensure the wellbeing of young people in the school. Children and families who have anxieties around school are incredibly well supported to help them access learning at school. Children with additional needs are also well supported. (Evidence in relationships observed throughout the school. Staff were even more aware of their responsibilities in this area and have been very conscious of this having been the children's first full year back in school post pandemic and we are seeing the impact this has had on many.</p> <p>Children are treated fairly and with respect and dignity. Staff provide and use nurturing approaches and actively refer to principals of GIRFEC in classrooms and throughout the school.(Evidence in school ethos and relationships observed).</p> <p>Relationships throughout the nursery and school are positive and team approach is very much part of the wellbeing ethos at Dalbeattie Primary School. Changing team in nursery has continued</p>	<p>More opportunities for dialogue with staff and pupils about wellbeing to ensure they feel supported in line with GIRFEC.. More need for use of wellbeing assessments. Plan specific time to do with specific classes over the year.</p> <p>Reinforce rules and expectations is a key priority at the start of new session. This will link very closely with refreshed VVA.</p> <p>Behaviour/anti-bullying policy to be reviewed at inset days in Aug and reshared with pupils and parents.</p> <p>More opportunities for pupil voice in all aspects of school life and improvement. Need to include house captains and sports captains more in these opportunities.</p> <p>More opportunity to explore diversity, multi-faith issues and to challenge racism, and religious intolerance.</p> <p>Continue to look for opportunities to engage and involve the nursery in suitable school events. ED and KR to meet and plan some of these at start of each term.</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
	<p>to work well and KR has managed this well even with high abs and unpredictable supply. Children's needs always a forefront of all planning.</p> <p>Staff have been consulted much more throughout this year around significant decisions. HT very conscious of overall wellbeing of all and impact pandemic has had on everyone.</p> <p>T4 and opportunities to bring classes together for Jubilee celebrations and activities was so positive. Comments and feedback from the children about how much they have enjoyed this was very reflective of what they have missed due to pandemic.</p> <p>Staff are all proactive about promoting positive relationships throughout the school community. (Staff have implemented positive behavior approaches and policy. Throughout the year very limited numbers of pupils spending time with HT or DHT on detention. Low numbers inputted on bullying app. Small pockets of behavior concerns P2,P3,P5 but good contact with parents and supportive of school.</p> <p>Staff are provided with up to date information on an annual basis around Child Protection to ensure they are aware of process and procedures. Any other updates or new legislation is shared as required. Childhood ACEs highlighted to staff to increase awareness of how these impact on young people in their classes. Staff are very aware of the ongoing impact the pandemic has had once again on pupils and the need to adapt their planned learning and teaching to</p>	<p>SMT to monitor relationships throughout the school. Ensure that all staff feel included in decision-making processes within the school. More transparency around budget spends requested. SMT to ensure this happens.</p> <p>Staff to continue to mindful of pupil and family needs with the continuing impact of pandemic. Consider the trauma and anxieties we are seeing in many young people and how we can support this. Relationships and resilience a definite area that needs reviewed and developed. has had on some young people and provide support around this.</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>accommodate wellbeing needs. (Annual CP registers and records of staff completing training pupils are safe and protected in nurse/school environments staff will very much discuss any concerns with SMT around wellbeing of pupils. SMT made aware by class teachers of wellbeing concerns. Records tracked and pastoral notes maintained. School nurse service has been accessed more this year to support wellbeing needs. Good use of Quarriers provision to support learners with emotional wellbeing weekly feedback being given in T4.)</p> <p>Staff are very good, sensitive and responsive at notifying SMT if they have concerns about a pupil's wellbeing and will actively engage with SMT and family to take action. Issues are dealt with promptly and thoroughly by management. (Pastoral notes).</p> <p>All children are included and engaged in the life of the school. We have adapted and modified experiences for some children experiencing challenges in their behaviours to ensure they are part of the life of the school (later starts to days, flexible timetable.)</p> <p>Opportunities for enhanced transitions have also continued to develop to make sure that pupils wellbeing needs are fully met as they move to high school. (Enhanced transition programme with S Foster from DHS took place over 5 weeks face to face for pupils this year. Certainly supported pupils well as all seem positive about their impending transition. Transition meetings held between P7 teachers and pupils support staff. Enhanced transition meetings also held and relevant information shared.)</p>	<p>Look for further opportunities for enhanced transition for pupils if required. Some elements of this needs to start earlier than T4. Further discussions with DHS colleagues is required around this.</p> <p>Continue to use PEF creatively to remove barriers for pupils.</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>School is diverse in its approach and there are no obvious barriers to participation and achievement. We work hard as a team to make sure that all pupils have opportunities and are included in life of school. We are well supported by families of pupils with differing religious beliefs at specific times of the year. (Use of PEF funds to make sure all pupils have opportunities. Use of funds to provide leavers hoodies for some families).</p> <p>Through the use of PEF funds we make sure that pupils have every opportunity to achieve in their learning. As HT I am very aware of families who may be facing challenges and monitor these through appropriate tracking and monitoring. Good relationships and links with social work and other agencies ensure that pupils are included .</p> <p>With PEF funding we have developed smaller group opportunities for pupils throughout the school with some specific needs around nurture. Pupils have been supported in their learning and development through safe, secure group sessions. (Carrie and Nicola PEF groups, outdoor learning /nurture for specific pupils following fulltime return to school. All classes have also had this opportunity and feedback indicated very positively around a further need for this.</p> <p>Part of eco school action plan is to develop the grassy field area to create a greater range of play and learning experiences with improved shade/ shelter/ physical activity and wildlife habitat. This is all aimed at helping to improve and strengthen children's resilience and mental and physical well</p>	<p>More opportunity to explore diversity, multi-faith issues and to challenge racism, and religious intolerance</p> <p>More opportunities to have focus group to gather pupil views of different aspects of wellbeing. Implement a system with individual focus, class, group to monitor. This is going to be imperative in terms of long term effects of the pandemic.</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
	being. A range of funding applications are being undertaken by AH		
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> 	<p>Continued to build on our range of resources to delivery literacy and numeracy. A wide curriculum provides opportunities for breadth and depth of learning. <i>(Staff from P1-P4 have continued to implement DNK this session and used variety of resources purchased. Staff at second level have used authoryt progressions and resources. Assessment document have proved useful.</i></p> <p><i>PM writing resources have been purchased to support the development of Stephen Graham writing approaches. Staff attended session with Kalitza from Scholastics to find out more about this resources and consulted before funds were used for this.</i></p> <p>The range of and variety of learning and teaching strategies styles suits and meets the needs of pupils as groups and individuals has continued this session. Good use of additional teaching time for PEF groups and targeted interventions. Covid recovery time also used for these purposes. <i>(SMT observations in T3 were completed in agreement with staff. CTS due to carryout peer observations</i></p>	<p>Developing Number Knowledge training for P5-P7 staff. This is still a high priority for us. Consulted with EO and lead for authority on this to investigate any possible training.</p> <p>Implementation and use of Authority Maths plans and guidance P5-P7</p> <p>2nd level staff to continue to become familiar with second level planners of developing number knowledge.</p> <p>Would like to engage LAs in further training for LAs in closing literacy gap. This depends on support levels in school. If cuts take place then all staff will be required to support learners in classes.</p> <p>Consideration to be given to use of PEF funds around supporting learners and raising attainment. 2 LAs are being employed to support and deliver some interventions and small gps however this time may be required and directed into class support if reductions take place. 1 teacher not returning. Consideration to be given to employing a teacher to deliver small gp</p>	3

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>in T4 feedback to be shared with HT as part of PRDs.</p> <p>Input from LAs/focus groups is supportive and appropriate to support and challenge learners. Additional LA time has been bought in through PEF funding.1-1 for one specific pupil with very low levels of attainment and wellbeing and more focused group sessions for some classes/groups.</p> <p>Interventions to raise attainment have been used effectively(Closing literacy gap,Math recovery focused more direct teaching in writing delivered to small gps by two members of teaching staff.)</p> <p>We have supportive/collaborative work between CAs, LAs and SLT –dialogue is paramount in all cases. Opportunities are provided for wider learning opportunities and experiences that can support and raise attainment.(Notes from WF meetings with LAs about interventions and tasks being undertaken with children. Direct observations of LAs working with children).</p> <p>ED and FC undertook QAMSO training and used this to as a guide to moderation within school. Moderation of evidence carried out twice this session. Focus has been on our writing developments and linked to sharing practice from implementation of writing approaches (Moderation file of evidence).</p> <p>Teacher assessment shows progress for learners along with tracking information. Teacher's planning for next steps in pupil learning.</p>	<p>interventions.</p> <p>JM will return from mat leave T2 and this time will be used to support small gps and deliver interventions.</p> <p>Maintain this LA time if possible and use for focused interventions and to support in classes as required. Depends on reductions in LA support time.</p> <p>Aiming as a cluster to reintroduce moderation cross the schools. 3 sessions have been build into 35hr agreements.</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 have once again engaged in making predictions within and through CFE levels. Staff aware that it is not only P1,P4 and P7 teachers who have responsibility for achievement of level but it is about learning that has taken place throughout the level. (Tracking information, notes from discussions, predictions and attainment %). Provided levels to authority through SEEMIS in Feb Robust discussion with DM. Some concerns about levels at P4. Definitely seeing impact of covid on attainment and resilience of pupils in P2,3 and 4. Levels gathered in June to submit to authority/government.</p> <p>SNSAs completed for P1,P4 and P7.Varying levels of results but generally in line with teacher judgments. Used P7 evidence in amore informative way as assessed in Jan rather than later in year.</p> <p>PEF has been allocated through consultation with CTs. Those who are entitled to support through this have made progress within their own ability.(Discussions at attainment meeting as about progress of pupils supported through PEF funding).</p>	<p>Move from two types of tracking to 1 for next sessions with much more emphasis on 4 stages of progress and achievement.</p> <p>Gathering of evidence of progress through level a level needs considered.</p> <p>Clearer plan of when attainment meetings will take place.</p> <p>More focus on use of P4 assessments as a diagnostic tool.</p> <p>Target pupils with middle level of attainment can they be pushed to achieve more with additional support and input.</p>	
<p>2.2 Curriculum: Theme 3 Learning Pathways</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
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's learning.			

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 – Ongoing Develop writing from early to Second Level using Stephen Graham Balanced Readers and Writers Approaches</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver School Improvement</p> <p>HGIOS?4 / HGIOELC Qis Curriculum 2.2 Learning, Teaching and Assessment 2.3</p>	<p>To raise attainment in writing throughout the school.</p> <p>To provide children with range of opportunities to build and develop writing skills based on balanced reader and writer approaches.</p> <p>Staff to have increased skill level and confidence in teaching writing through the use of the balanced reader and writer approaches.</p>	<p>Staff at all levels to attend next 4 planned writing sessions being delivered by Stephen Graham for creating balanced readers and writers.</p> <p>Staff to implement learning into classroom with pupils in between and as sessions progress. Evidence of planned learning and key focus to be identified on planners.</p> <p>Implementation of PM writing resources to support delivery of writing. Agree progression of writing across Early-Second level.</p> <p>Writing jotters collected more consistently by SMT to monitor planned learning ,evidence and progress being made by learners.</p> <p>Moderation of writing to be carried out termly. Aiming to moderate as cluster but may also carryout element of this through in-service days. Time for reflection and evaluation of progress.</p> <p>When available review the authority writing progressions based on SG approaches linked to 4 stage model of progress and achievement.</p>	<p>All staff responsible for attending training online.</p> <p>PEF funding has been used to pay for this training again to benefit all pupils throughout the school.</p> <p>Staff will plan writing termly with a key focus from development.</p> <p>Look at resources in-service days Aug'2022 and agree progression of writing based on previous training and knowledge of pathway suggested by SG.</p> <p>Writing jotters will be collected and reviewed according to monitoring calendar.</p> <p>Moderation has been build into all schools in partnerships 35hr agreement. Aiming to carry this out more regularly with support from QAMSOs. May use aspects of Feb inset for moderation as a school.</p> <p>Implementation of this depends on when available from authority.</p>

<p>School Priority 2 Begin to work towards Rights, Respecting Schools Award.</p> <p>Link to current - Better Relationships, Better Learning Policy</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver Parental Engagement Assessment of Children's Progress HG10S?4 / HG10ELC Q1s 2.1 Safe Guarding and Child Protection 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 31. Ensuring Wellbeing, Equality and Inclusion</p>	<p>For our school to become a rights, respecting school that aspires to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive.</p> <p>Relationships for all stakeholders across the school community to be positive, supportive and founded on a strong sense of community, with shared values, rights, respect and high expectations.</p> <p>Pupils to have increased awareness of the part they play in developing and maintaining relationships.</p>	<p>Review current Better Relationships, Better Learning Policy and update as required.</p> <p>Register to RRS Award and begin working towards Bronze Award.</p> <p>Create plan/journey as a school about how we work towards achieving the award.</p> <p>SMT to attend available training with local authority.</p> <p>Staff to engage with teaching resources as part of school plan to support the schools' journey to achieving the award.</p>	<p>Review current Better relationships, Better Learning policy In-service Aug 2022. Reissue to parents for session 22/23</p> <p>SMT to attend training on RRS.</p> <p>Engage with RRS website and plan pathway and action plan to work towards Bronze award aim for this by June 20223</p>

<p>School Priority 3 - Ongoing To track and monitor attainment and achievement through CFE levels.</p> <p>NIF Priority Closing attainment gap between the most and least disadvantaged children and young people.</p> <p>NIF Driver Assessment of Children's Progress</p> <p>HGIOS?4 / HGIOELC Qis 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and Achievement</p>	<p>Attainment and Progress of children's learning to be tracked and monitored through CFE levels using progress and achievement approaches.</p> <p>Agreement reached between staff about what achievement through and of a level looks like to provide consistent approach for learners.</p> <p>Gaps in attainment and progress to be identified and actions take as required to close gaps in attainment.</p>	<p>As a staff team identify what progress through a level looks like. Identify expectations and key points of learning that represent beginning, showing, good and very good progress through a level.</p> <p>Use benchmarks to identify how much constitutes progress through a level.</p> <p>Level discussion groups to reach agreement on progress through a level.</p> <p>Tracking and monitoring discussions throughout the year at attainment meetings to focus on achievement of levels and progress through.</p>	<p>Start on in-service days in August with initial discussion about what evidence(work/asements)to be collated to evidence progress through a level for a pupil.</p> <p>Staff development session (1 or 2 T1) to begin discussions around what progress through a level looks like. What are staff expectations.</p> <p>Use authority pathways if available or literacy top discuss/assess/track progress through a level.</p> <p>Class trackers to be adapted to include progress through a level.</p>
To complete / Maintenance			
<p>School Priority 3(new) Develop a whole school Relationships, sexual health and parenthood programme of study.</p> <p>NIF Priority Improvement in children and young people's health and wellbeing.</p> <p>NIF Driver School Improvement Parental Engagement</p> <p>HGIOS?4 / HGIOELC Qis 2.3 Curriculum 3.1 Ensuring Wellbeing, Equality and Inclusion</p>	<p>To support learners in building and maintaining positive relationships with a variety of people and develop an awareness of how thoughts feelings, attitudes, values and beliefs can influence decisions about relationships and sexual health.</p> <p>To support children to develop their understanding of the complex roles and responsibilities of being parent or carer.</p>	<p>All staff to implement relevant level of programme with their classes throughout the academic year 22/23.</p> <p>Staff to provide feedback on planner and resources to FC for update and review.</p> <p>Staff to provide any additional resources material, online links to FC to be added to the progression to support and enhance delivery.</p>	<p>Staff to plan for on termly basis.</p> <p>1st review Jan in-service.</p> <p>Final review development of Sip T3.</p>

<p>School Priority 2 (New) Raising Attainment of Maths and Numeracy</p> <p>Implementation of Developing Number Knowledge and of D and G Numeracy and Maths Frameworks. P1-P4 (Early/First level)</p> <p>Second Level Review of progression Pathways in Maths and Numeracy.</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver School Improvement Assessment of Children's Progress</p> <p>HGIOS?4 / HGIOELC QIs 1.5 Management of resources to promote Equity. 2.2 Curriculum 2.3 Learning and Teaching and Assessment 3.2 Raising Attainment and Achievement</p>	<p>All pupils to experience quality learning and teaching in numeracy and maths.</p> <p>Increased levels of attainment in numeracy and maths throughout the school.</p>	<p>Staff in P1-P4 to continue to implement the DNK phases and approaches.</p> <p>HT to monitor and discuss progress in learning through phases with staff at attainment meetings.</p> <p>Tracking of attainment to take place to monitor progress with use of new approaches.</p> <p>Staff working at second level to review progressions in maths and numeracy to allow for increased pace in learning.</p> <p>Staff at second level to have available the 2nd text used by maths recovery scheme that links to 2nd level approaches.</p> <p>P5-P7 classes to be using progression planners alongside school progression.</p>	<p>Staff to embed use of planners and progression in learning and teaching.</p> <p>Time to be given to 2nd level staff to develop knowledge of next set of phases through the progression.</p> <p>Authority plan of delivering training for 2nd level planners. Staff to engage with this when available.</p>
<p>School Priority 4 (Maintenance) To continue to promote and develop skills with in STEM subjects- focus on Science.</p> <p>NIF Priority Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>	<p>All teaching staff to have increased confidence in delivering science in the classroom/outdoor environment</p> <p>A clear progression of science skills to be developed related to science outcomes and experiences.</p> <p>All children to have experience quality of science lessons in the classroom and outdoor learning environment throughout the CFE levels.</p>	<p>Finalise Primary Science Progression.</p> <p>Develop links with DHS and Science progressions at transition stage from P7 – S1. Staff undertaking SSERC training to increase knowledge of transitions in science.</p>	<p>Aug Inservice MA with staff, time to complete progression</p> <p>Staff to implement science progression. Some did start this session 21/22 but wasn't consistent</p> <p>SMT to provide time for MA to meet with secondary staff to discuss progression ins science from primary to secondary school.</p>

<p>NIF Driver School Improvement</p> <p>HGIOS?4 / HGIOELC QIs</p> <p>1.2 Leadership of learning 2.2 Curriculum 2.3 Learning ,Teaching and Assessment 3.3 Creativity and Employability</p>			
--	--	--	--