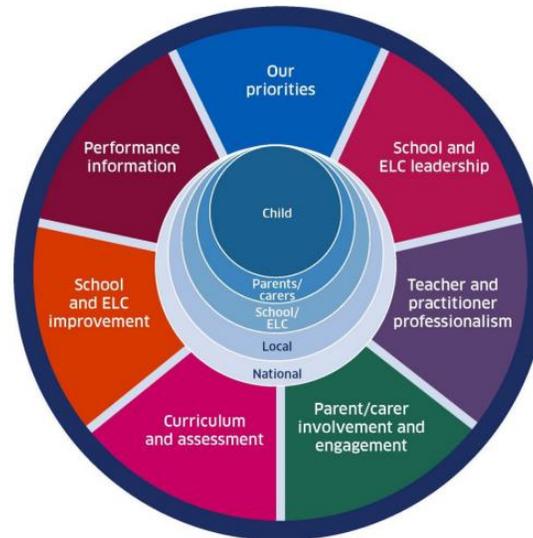


Education and Learning Directorate

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

(2022 - 2023)



School: Elmvale

Date: June 2022

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

School Statement

We began a review of the school V/V/A this session, as a school we are still embedding these, threading them through all aspects of school life and our community especially our community out with the school environment. The pupils, staff and parents engaged and have ownership of them; all feel they are relevant to our community at this time.

Review Date: We have still to finalise sharing of new posters, vision, values & aims. We have still to embed these across school and the wider community. It would be appropriate to give some time to achieve this and review progress towards embedding during reviews of SIP progress

Review Activities (as appropriate)

Add consultation questions to parents at Parents' meetings in October

Add consultation questions to all stakeholders at review points of SIP – February & April 2023

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?

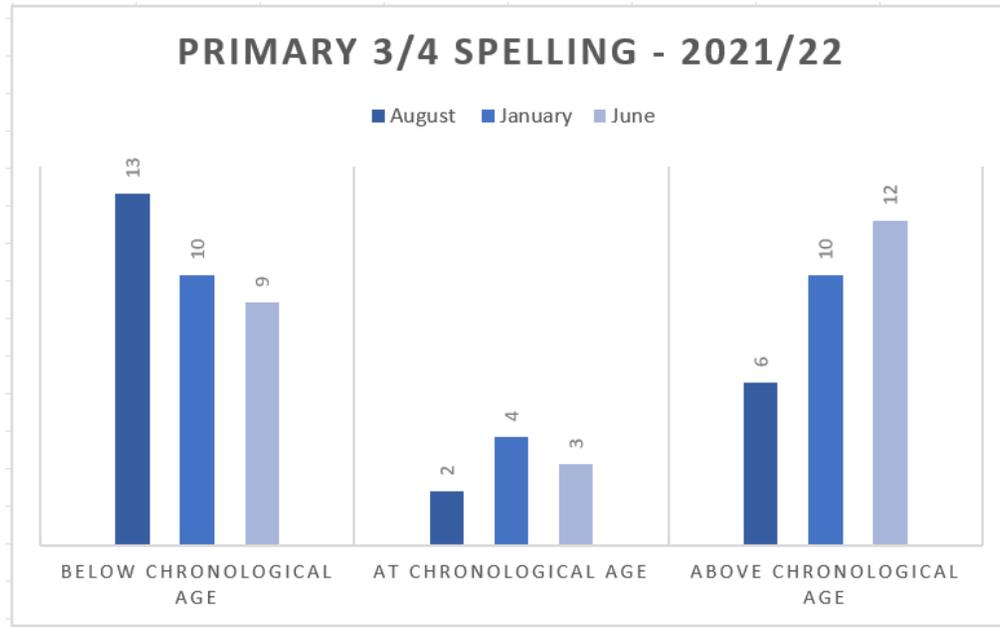
In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

2.1 Progress against Previous Year's School Improvement Priorities

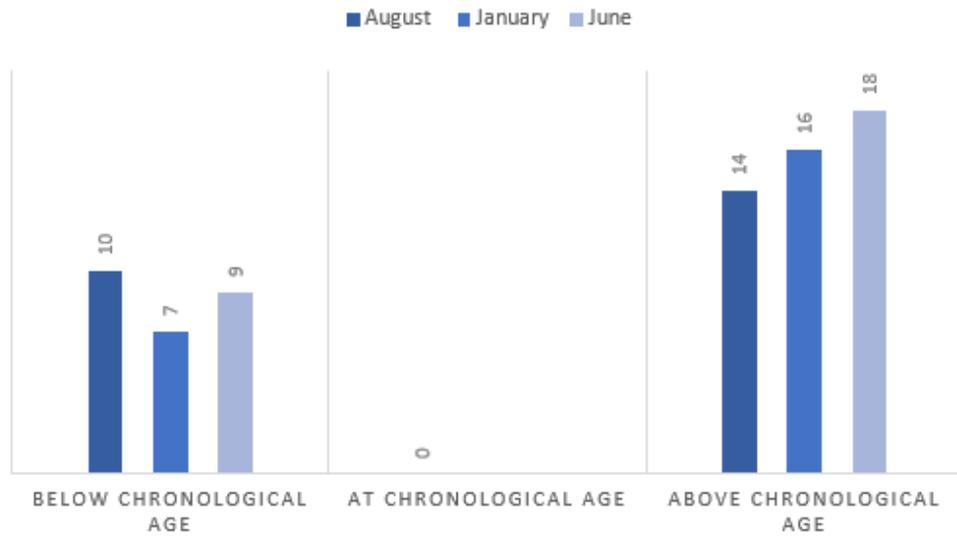
Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (<i>Include evidence of impact.</i>)	Next Steps (Looking Forwards)
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<p>School Priority 1: Raise attainment in Writing NIF Priority</p> <p>Parental Engagement</p> <p>Assessing Children’s progress</p> <p>School Improvement</p> <p>NIF Driver:Parental Engagement</p> <p>Assessing Children’s progress</p> <p>School Improvement</p> <p>HGIOS? 4 / HGIOELC? Qis 2.3, 3.2</p> <p>National Standard Criteria</p>	<p>Wraparound Spelling</p> <ul style="list-style-type: none"> · All teaching staff attended Wraparound Spelling training by Jenny Wilson (Highland Literacy Team). · Following the training, we implemented the Wraparound Spelling approach from P3 (for some children) to P7. · We partnered up with a school in Argyll and Bute who were also implementing the Wraparound Spelling approach to monitor progress, share success and support each other. · Every child completed the Blackwell Spelling assessment which gave us a baseline spelling age for all pupils. · The Blackwell Spelling assessment was then completed in January and again in May to allow teachers to monitor progress and track the impact of our new approach. · In January, almost all of the children using our new approach had made progress. We shared this with parents through a video on Class Dojo featuring pupils from each class. · On average, from P3-P7, children made 11 months progress from the end of August to January (P3/4 – 14 months, P5 – 10 months, P6 – 7 months and P7 – 12 months). · On average, from the start of term 3 to the start of term 4 children made 5 months progress (P3/4 – 5 months, P5 – 7 months, P6 – 4 months and P7 – 4 months). · All teachers have noticed a positive impact on attitudes towards spelling and we are now starting to see the improvement in spelling applied to 	<p>Most staff shared data and progress in Writing with lead teacher.</p> <p>In most classes there was a lack of taught writing – more opportunities for taught writing should be embedded in planning for each term</p> <p>In the majority of jotters handwriting was poor – daily handwriting slot to be embedded in planning. To accommodate this, spelling time should be reduced to 30 minutes Tues-Fri</p> <p>Data shows that particularly in P5-7 we have raised attainment in writing however we only met % target outcomes in P2 & P6</p> <p>Staff feel we have made a good start to raising attainment in Writing and we wish to keep momentum therefore Writing will remain on our SIP for next session.</p>
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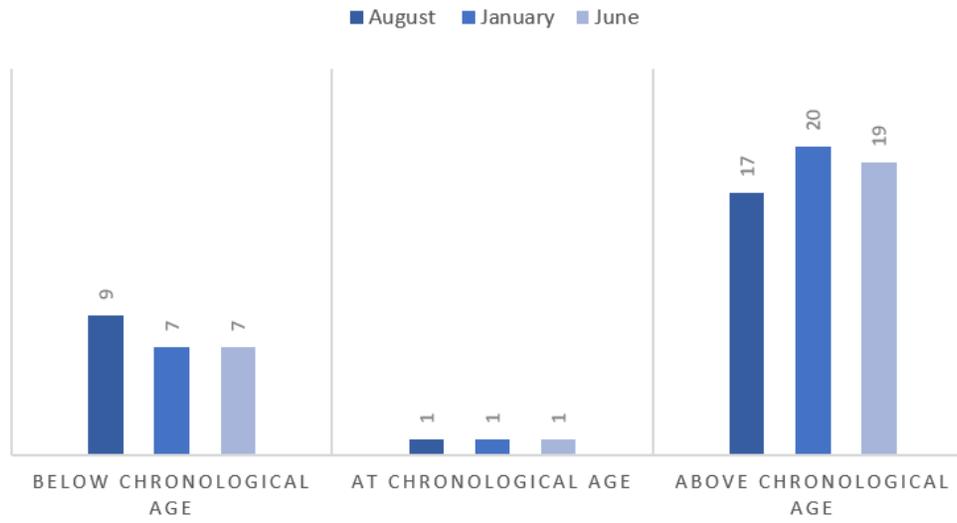
children's writing across the curriculum which was our ultimate aim.

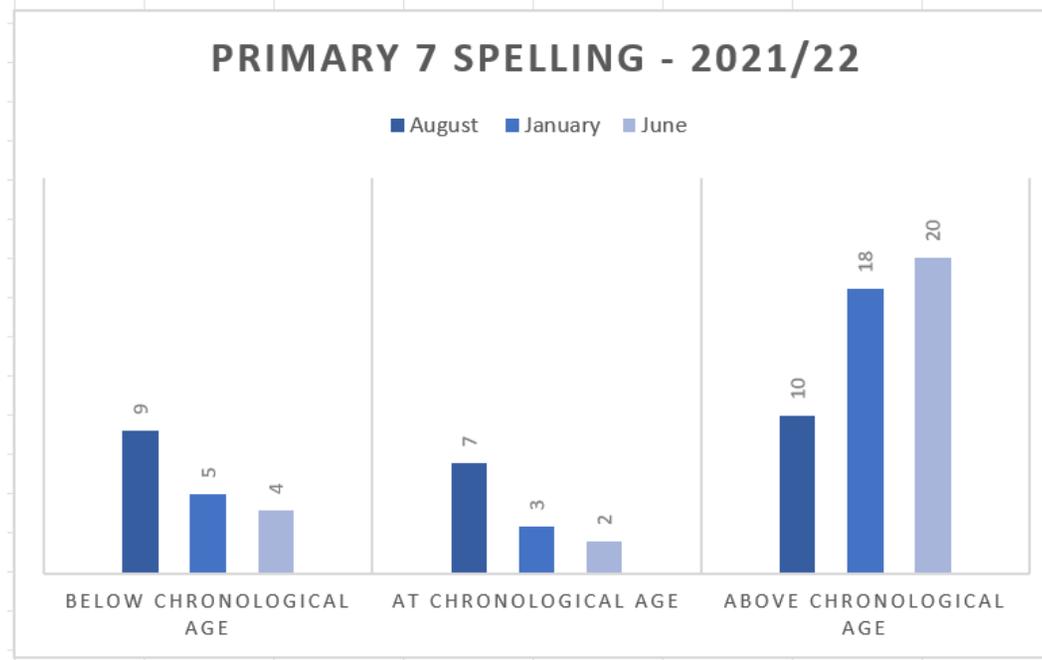


PRIMARY 5 SPELLING - 2021/22



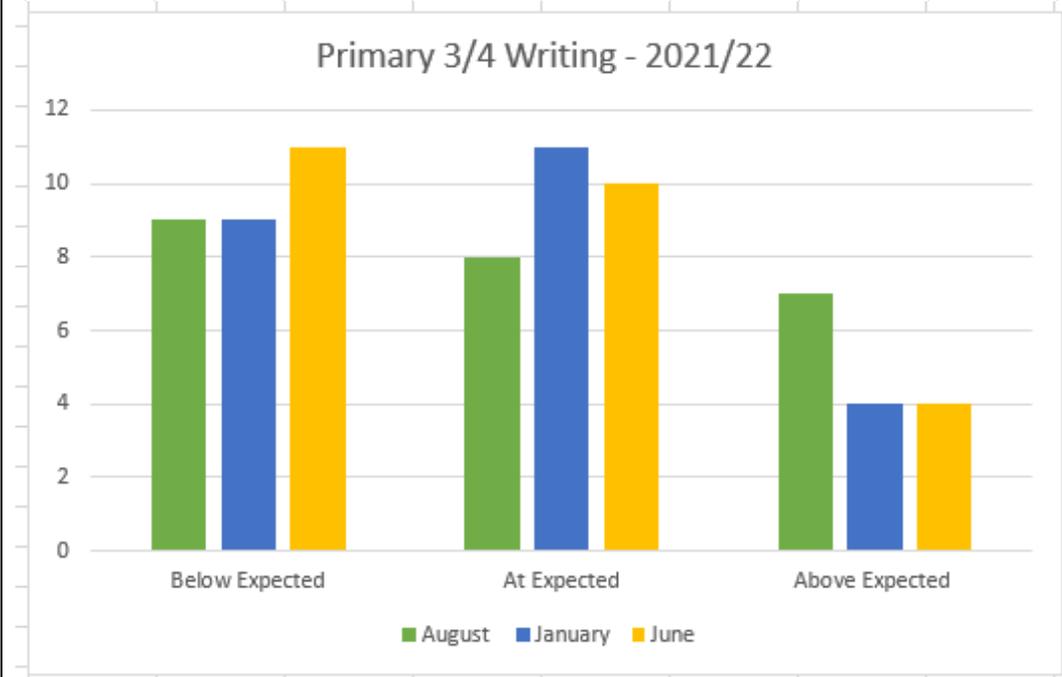
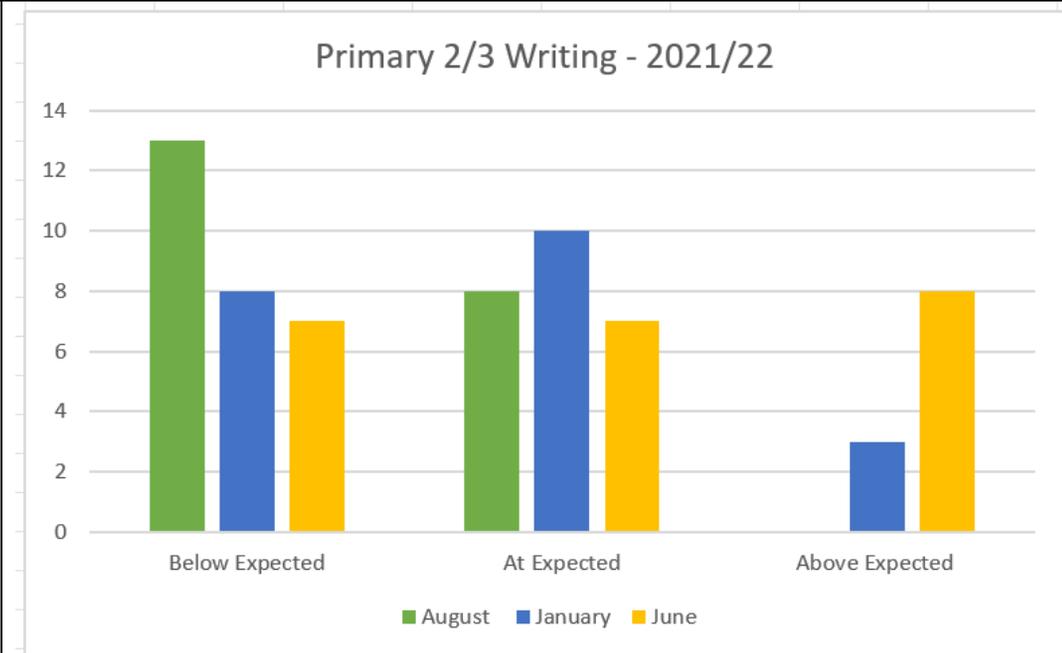
PRIMARY 6 SPELLING - 2021/22

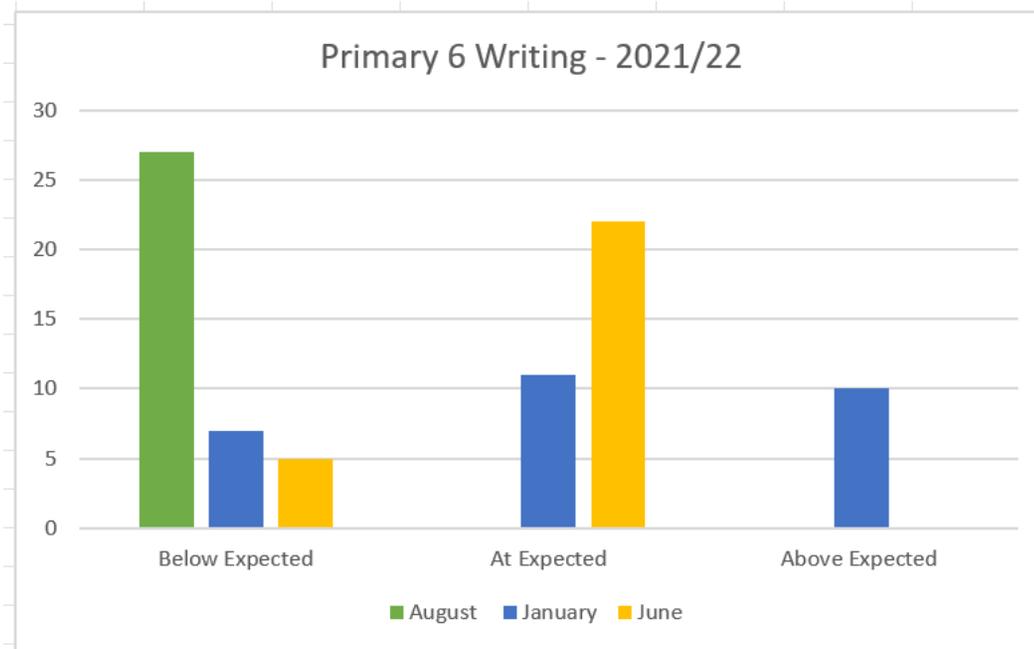
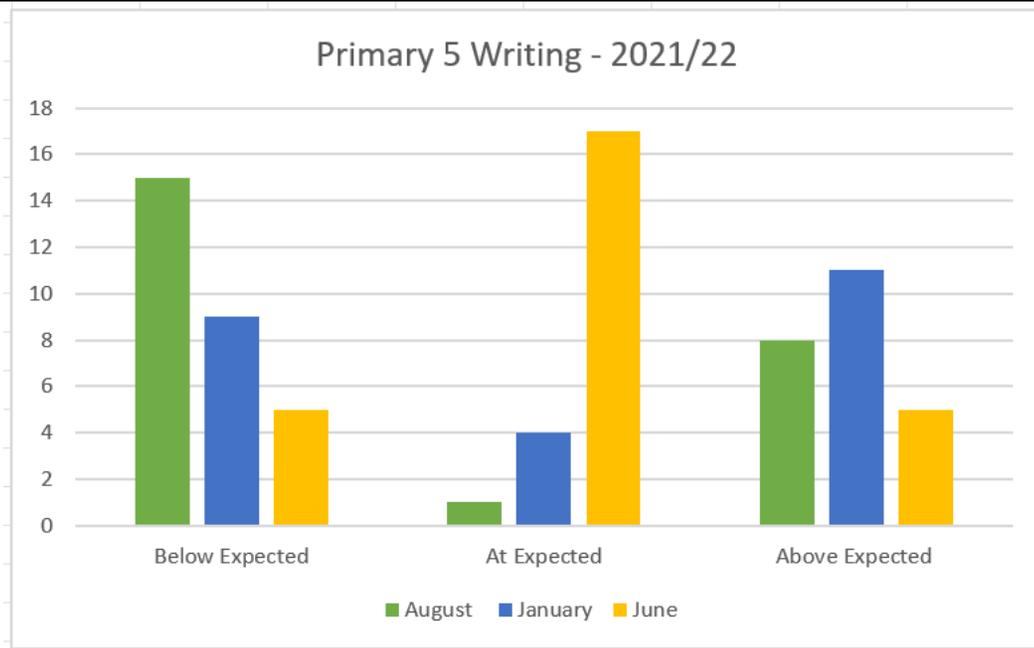


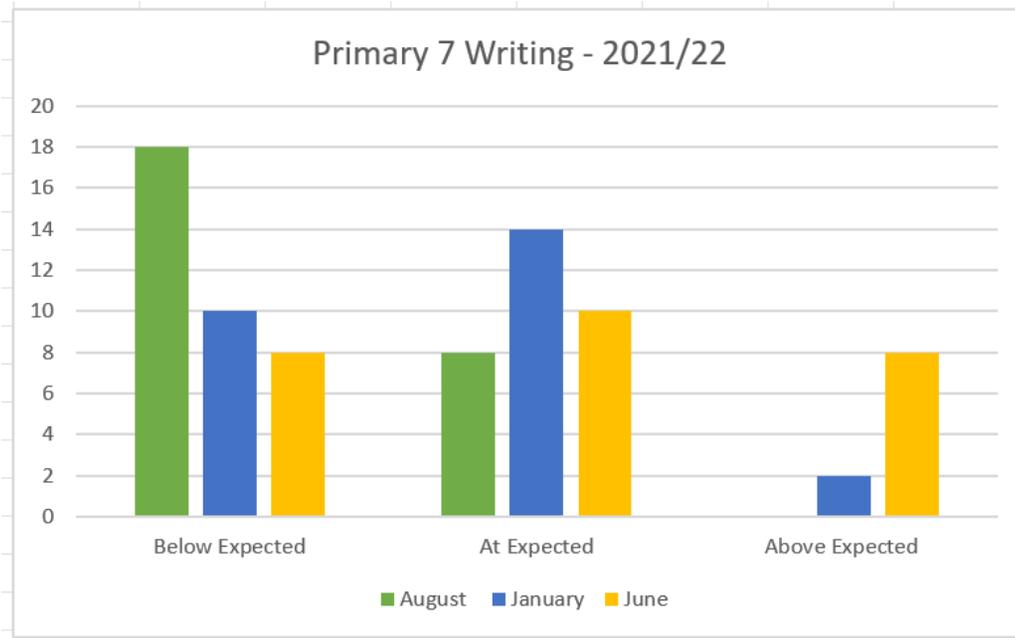


Writing Update

- We continued to use Talk4Writing to teach imaginative writing in terms 1, 2 and 4.
- As a staff, we agreed to trial not using Talk4Writing in term 3 to ensure coverage of a range of genres.
- We assessed children's writing termly and moderated with our stage partners to ensure consistency.







The above data was shared with Parent Council in late April 2022.

This year we used the Scottish Online Formative Assessments (SOFAs) to help support recovery. Children completed SOFAs in October and May.

	October	May
P4	Writing Band 7 or above - 27%	Writing Band 7 or above - 67%
P5	Writing Band 7 or above - 63%	Writing Band 7 or above - 74%
P6	Writing Band 8 or above - 74%	Writing Band 8 or above - 81%
P7	Writing Band 9 or above - 44%	Writing Band 9 or above - 66%

June 2022 - On Track in Writing

	Aim	Actual
P2	85%	91%
P3	80%	39%
P4	85%	39%
P5	85%	81% - most children
P6	80%	81% - most children
P7	85%	66% - majority of children

Moderation

- Miss Howat completed SWEIC QAMSO training with Robyn McElroy.
- Miss Howat attended all courses provided plus three extra sharing good practice sessions.
- HQA templates have been created by Miss Howat for writing and reading and distributed to all staff at all levels within the school.
- The majority of staff engaged with the HQA in writing in Term 1, however 17% of staff were struck with COVID in Term 1, which is why that class were unable to get on with the writing HQA.
- The majority of staff engaged with the HQA in reading in Term 3, however 33% of staff were on long term sick at that time.
- It is intended that HQAs in maths will be created in Term 4 and all staff will engage in these as there is no staff absence at this time.
- There have been 4 collegiates dedicated to moderation of writing and discussing progress and next steps for Elmvale with regards to need.
- Miss Howat is involved in moderation at Cluster level too, collaborating with other schools to ensure consistency across the cluster. This has been

1. Making sure that assessment is integrated into the planning stage.
2. Making sure that learners are actively involved in planning.
3. Making sure that learners can talk about the purpose of their learning and can vocalise their progress and next steps.
4. Track another curricular area – Miss Howat will email other schools to ask how they track other areas of the curriculum.

	<p>started in listening and talking with a view to this continuing in Terms 1 and 2 of next session, hoping to be able to move onto reading after that.</p> <ul style="list-style-type: none"> • Miss Howat has created a new framework for Elmvale on Moderation and Quality Assurance. • Miss Howat has created a moderation folder for teachers to engage with regularly and for it to be used at moderation collegiate sessions. • Impact of this on learning is that teachers have an increased confidence in being able to assess them accurately according to a variety of different assessment approaches, including HQAs, summative and formative forms of assessment, their professional judgement and observations of the children. • Moderation audit toolkit used with all teaching staff June 2022 to determine next steps. 	
<p>School Priority 2: Raise attainment in Maths</p> <p>NIF Priority</p> <p>Improvement in attainment – particularly in Numeracy and</p>	<p>Due to staff and school capacity, we did not commence development of this priority and it will carry forward to SIP 2022-23</p>	<p>SIP Priority 2 2022-23</p>

<p>Literacy</p> <p>Closing the attainment gap between the most & least disadvantaged children</p> <p>NIF Driver</p> <p>Parental Engagement</p> <p>Assessing Children's progress</p> <p>School Improvement</p> <p>HGIOS? 4 / HGIOELC? Qis 3.2, 2.3</p> <p>National Standard Criteria</p>		
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2.1.1 Report on the impact of PEF *(Not required for ELC if PEF has not been used for children in the nursery.)*

- Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?
- How rigorous is the school's approach to providing robust evidence of closing the attainment gap?
- How well are you removing barriers to learning and ensuring equity for all?

(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)

Breakfast Club for PEF pupils was funded throughout the session. Although difficult to measure the impact of our Breakfast Club, anecdotally all children are punctual and they all enjoy the friendly, welcoming, sociable time. The children also benefit from a well timed, nutritious meal to aid concentration and learning.

Residential trips to Lockerbie Manor & Edinburgh (P6&7) were funded to ensure participation.

CLG Term 1

P2	Child A	PEF		Week 1	5:7		102	5:07
				Week 8	5:9		108	5:10
				Change	2		6	3m
P2	Child B	PEF		Week 1	6:05		89	5:07
				Week 8	6:06		94	6:02
				Change	1		5	7m
P3	Child C	PEF		Week 1	6:10		99	6:07
				Week 8	6:11		105	7:08
				Change	1m		6	1yr 1 m
P3	Child D	PEF		Week 1	7:04		87	6:00
				Week 8	7:05		96	6:10
				Change	1m			10m
P3	Child E	PEF		Week 1	6:11		91	5:11
				Week 8	7:01		102	7:8
				Change	2m		11	1:09
P4	Child F	PEF		Week 1	6:11		103	7:02
				Week 8	7:01		114	7:08
				Change	2m		11	6m

RWI Funding

Elmvale is identified with the Scottish Index of Multiple Deprivation as having almost 50% of pupils who live in deciles 2 or 3. As a result of these poverty factors children's experiences are far likelier to be limited and therefore their vocabulary and understanding of key concepts may be unfamiliar / unknown. Lack of experiences as well as poor understanding of language can lead to cognitive overload and result in children being unable to access new phonics learning. Learning initial sounds in words that are unknown becomes irrelevant, confusing and very difficult.

Covid – lockdowns meant that almost all children missed crucial opportunities in early pre-school settings with trained staff and their peers. This will have resulted in a reduction in the quality talking and listening experiences with trained early years staff as well as through peer interaction.

Challenges addressed for our disadvantaged learners are -

- a) limited verbal interactions beyond school to develop communication skills, vocabulary and understanding.
- b) limited life experiences to enhance understanding.
- c) limited opportunities to communicate in a broad range of contexts (1:1, small group, class, wider school, beyond school etc) developing vocabulary and understanding.
- c) limited opportunities and experiences to explore, share and enjoy reading in a broad range of contexts; including books.

Children will-

develop their experiences and understanding of a broader range of contexts.

develop their vocabulary through discussion, and reading experiences.

have increased opportunities in reading within and beyond school

develop fluency and speed when reading.

will feel informed, confident and challenged about their learning.

Apply their reading skills with a range of reading materials.

Assessment findings –

P1 children had a very broad and differing range of experiences, auditory discrimination of sounds was poor in many children and only three children were able to orally blend. Some children were noted to have speech and language difficulties, sensory issues, developmental delay and EAL. The children came from 6 different early years settings or none.

P2 children - some children did not know all the taught sounds and were unable to orally blend using the sounds they did recognise. Some children were inaccurate / inconsistent when reading their sounds – often *shwaring* the sounds ie

p sounding pu, c sounding cu, m sounding mu etc These inaccuracies were impacting on reading accuracy and speed. Using phonics to read alien words proved difficult and demonstrated that children were not applying their phonics knowledge to decode unfamiliar words. Once again there were some children who had significant speech and language difficulties.

P3/ P4 / P5 children – a group of 14 children were not making progress in reading at the level expected for their stage and were assessed to identify any significant gaps in phonics. Of this assessed group many children did not know all the taught sounds and were unable to orally blend using the sounds they did recognise. Many children were inaccurate / inconsistent when reading their sounds often shwaring the sounds ie p sounding pu, c sounding cu, m sounding mu etc These inaccuracies were impacting on reading accuracy and speed. Using phonics to read alien words proved difficult. Of these children 64% were unable to read a simple book using phonics as they had insufficient known, secure and clear sounds to support their reading. This means that they had limited opportunities to develop reading skills to support their literacy ie reading speed (pace) and accuracy.

From the assessments, it was possible to identify groups for ability levels. Some groups were much bigger than others were and group leaders were initially two teachers and three learning assistants. Training was delivered on line due to COVID restrictions.

Resource provision was a challenge due to initial supply issues in line with broader national problems. This resulted in significant additional preparation time for teachers when creating temporary resources. Learning packs for each title were prepared by Learning Assistants and this provision is helpful and is ongoing. Further purchases of reading materials had a significant positive impact as this offered breadth to provide increased opportunities to develop reading speed and accuracy when practising phonics. It also enabled children to broaden their vocabulary and understanding (exposure) on a widening range of subjects and experiences that may have previously been limited.

Attendance – poor attendance affected attainment for some children, however the familiar and repetitive routines used were supportive and meant that children knew what to expect and settle to task quickly once they had returned. This was also a transitioning time from two lockdowns and attendance was irregular due to COVID restrictions / illness. New children to school were assessed on entry to identify phonics knowledge and identify gaps using RWI assessments. This has had a positive effect as children are working at their level and experience success quickly during what could be a stressful time. The three children have all made progress and two of these have made significant progress. They all talk very positively about their phonics and reading experiences at their new school. Children have been assessed termly initially by reading leader (P1/2 teacher) in collaboration with P2/ 3 teacher to ensure consistency and accuracy. Due to staff absences additional assessments were stalled however were picked up later and progress recorded. The programme continued with other staff who were able to use the prepared materials and on-line resources.

Children were able to identify their own phonics knowledge and next steps during the assessments and talked very

positively about their own learning journey.

By the final assessment in summer term the findings showed that 76% of children in P1 were at their expected level or above. Children from P2 class progressed from 50% of the class being at their level and above to 72% by summer term.

Class	Total Children	11.2021 Below age expected level (for class)	%	12.2021 Below age expected level (for class)	%	3. 2022 Below age expected level (for class)	%	6.2022 Below age expected level (for class)	%	Achieved age expected level or above 6.2022	%	% children who have Significant needs.
P1	17	8	47	5	29	2	12	5	29	13	76	14
P2	22	11	50	10	45	8	8	6	27	17	72	5

The children from P3, 4 and 5 who accessed the targeted phonics lessons at their ability level made some progress. These children were selected as they were significantly below the level of expectation at this stage.

Group from classes	Total Children	PEF	% PEF	% children who have Significant needs.	SIMD 4 and less
P3, 4, 5	14	7	50	57%	36%

P3,4,5	Number of Children	Group A	Group B	Group C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Progressed beyond
Autumn 11.21	14			1	7		1	2	1		2			
Winter 12.21	14					3	4	2			2	3		
Spring 2.22	14					3	4	2			2	3		
Summer 6.22	14					1	3	2	3		3	1		2

RWI P5/6 Intervention (6 weeks small group with LA Term 4)

Name	Before Words per min/Errors	After Words per min/Errors
Child A	36/7	83/3
Child B	106/7	108/8
Child C	76/19	90/5
Child D	81/1	115/2
Child E	64/3	88/2
Child F	87/5	114/4
Child G	81/6	140/6
Child H	96/9	115/6

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> • <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>The vision of the school is ambitious and focuses on improvements in outcomes for all</p> <p>Almost all pupils know our school motto</p> <p>Almost all staff have consistently high expectations of all learners.</p> <p>Almost all staff show commitment to shared educational values and professional standards</p> <p>All staff are committed to change which results in improvements for learners</p> <p>Staff feel confident to initiate change –</p> <p>All staff participate in the PRD process, demonstrating their reflection of the GTCS standards, and professional learning opportunities are identified in line with both improvement priorities and personal interests and needs</p>	<p>Ensure pupils, parents, partners and staff are all involved in embedding the vision, aims and values of the school in to school life.</p> <p>Ensure learners are supported to understand the vision aims and values through the four contexts for learning (curriculum)</p> <p>Ensure everyone in the school has a clear understanding of our collective strengths and areas for development</p> <p>Ensure our approaches to planning for continuous improvement guide the strategic direction and pace of change through a focused improvement agenda</p> <p>Ensure progress and achievement towards priorities within School Improvement Plan is shared more regularly with staff, parents & pupils</p> <p>Ensure staff at all levels take responsibility for implementing change and evaluating the impact for learners</p>	<p>3</p> <p>19</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>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>The learning environment is built on positive relationships</p> <p>Most learners actively engage & participate in learning & teaching activities which are well matched to their needs and provide a balance of challenge and success</p> <p>Almost all pupils have a good understanding of fairness, achievement and respect and are developing an awareness and appreciation of their responsibilities. Engagement in Rights Respecting Schools is at an early stage but pupils are making connections between our school values and the Rights of the Child charter</p> <p>Pupils' achievements in and out of school are recognized and celebrated at Assembly</p> <p>Pupils play an active role in the school and regularly take on leadership roles eg House Captains, Buddies</p> <p>All teachers use a variety of assessment</p>	<p>Further develop opportunities for learners to demonstrate application of skills in a new and unfamiliar context by enhancing High Quality Assessment approaches</p> <p>Ensure that the wider achievements of pupils are recorded and tracked</p> <p>Ensure pupils have opportunities to lead learning</p> <p>Develop Learner Participation in self-evaluation & School Improvement</p> <p>Ensure all teachers deploy wide variety of innovative and creative resources and teaching approaches, including digital technologies and outdoor learning</p> <p>Ensure all staff record, analyse and use assessment information to identify development needs for individual learners and specific groups including Wider Achievement opportunities</p> <p>Create and implement tracking of other</p>	3

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>approaches providing evidence which we use to report on the progress of all pupils and to inform next steps</p> <p>Termly Attainment meetings allow for a depth of professional dialogue focusing on learners' attainment levels. This is tracked effectively to monitor progress and identify areas of concern</p>	curricular areas	
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>All staff promote a climate where pupils feel safe and secure</p> <p>Almost all staff and partners model behaviour which promotes and supports the wellbeing of all</p> <p>Almost all pupils show consideration for others and demonstrate positive behaviour and relationships</p> <p>All staff and most children know, understand and use the wellbeing</p>	<p>Embed understanding of United Nations Convention on the Rights of the Child through Rights Respecting Schools for all stakeholders</p> <p>Review & develop Anti-Bullying Policy in line with revised VVAs</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>indicators as an integral feature of school life</p> <p>All teachers use termly SHANARRI wheels to assess pupils' well being, these are reviewed with HT</p> <p>As evidenced in Quality Assurance parent & child surveys – Almost all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>Almost all children feel listened to and know that they can talk to staff about sensitive & personal issues.</p> <p>Each child is recognised as an individual with their own set of needs which are given consideration with some individuals needs being more carefully identified and monitored through Child's Plans or IEPs.</p>		
3.2 Raising attainment and	Current data evidences most learners are	Develop a more robust but manageable	3

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
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> 3.2 Securing children's progress (for Early Learning Childcare) <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>making progress from prior levels of attainment in Literacy & Numeracy</p> <p>Staff are making more effective use of assessments and are increasing their knowledge and understanding of how to effectively evidence achievement of a level</p> <p>We recognise and value both achievements within & out with School and successfully promote these to highlight pupils' confidence & responsibilities.</p>	<p>tracking system to be used by teachers & SMT for all curricular areas</p> <p>Continue to further increase teacher confidence in the use of benchmarks</p> <p>All teachers to consistently implement Talk4Writing approach & track individual progress</p> <p>All teachers to follow specified number of writing opportunities in planning</p> <p>All teachers to continue to implement Wraparound Spelling approach & track individual progress</p> <p>All teachers to consistently implement Developing Number Knowledge approach & track individual progress</p> <p>All teachers to track PEF pupil progress in Literacy & Numeracy</p> <p>Continue to develop High Quality Assessments using CfE Benchmarks to increase teacher confidence in progress through and achievement of a level</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? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
		<p>Further develop teacher knowledge & understanding of using data from SNSAs as a diagnostic tool</p> <p>Continue to raise levels of attainment for all our learners</p> <p>Revise Parliament rationale & format to focus on developing skills & Career Education Standard</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
2.2 Curriculum: Theme 3 Learning Pathways	<p>Our curriculum provides clear lines of progression for learning & teaching across all subject areas</p> <p>Our pathways ensure that learners can build upon prior learning</p> <p>Our pathways allow for the pace of learning to be matched to individual learners' needs, ensuring both support & challenge are evident</p> <p>All staff take responsibility for developing literacy, numeracy, health and wellbeing</p>	<p>Revisit our curriculum rationale and planning in light of CfE Curriculum Refresh</p> <p>Develop and implement 3rd language P5-7</p> <p>Develop approaches/strategies to provide learners with high quality outdoor learning experiences to support raising attainment in Literacy & Numeracy</p>	
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental	<p>As evidenced in Parent Standard & Quality survey –</p> <p>We have an effective working partnership with almost all our parents/carers</p>	<p>Develop opportunities for parents/carers to engage in activities, events or utilise resources to support their children's learning in Literacy & Numeracy</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
involvement on improving children and young people's learning.	<p>Most parents/carers engage effectively in the various opportunities offered to be involved in their children's learning and the ethos & life of the School</p> <p>World of Work Week successfully engaged some parents in sharing their careers with learners. Anecdotally, the impact on most learners was positive.</p>	<p>Develop opportunities for parents/carers to engage in activities / events to learn about a Rights Respecting School</p> <p>Establish partners from our parent forum & wider community to develop skills for learning, life & work</p> <p>Ensure that the diversity of our community is reflected on our Parent Council</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.

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1 Raise attainment in Writing</p> <p>NIF Priority Improvement in attainment – particularly in Numeracy and Literacy Closing the attainment gap between the most & least disadvantaged children</p> <p>NIF Driver Parental Engagement Assessing Children's progress School Improvement</p> <p>HGIOS?4 / HGIOELC QIs 2.3, 3.2</p> <p>National Standard Criteria</p>	<ul style="list-style-type: none"> • By June 2023 in Writing – <ul style="list-style-type: none"> ○ 85% of P2s on track ○ 95% of P3s on track ○ 80% of P4s on track ○ 80% of P5s on track ○ 85% of P6s on track ○ 90% of P7s on track 	<p>Teachers to analyse data & evidence diagnostically to identify gaps and areas for improvement for all pupils</p> <p>Teachers to identify PEF pupils for CLG & Fast Lane interventions</p> <p>Teachers to track PEF pupils Writing progress, separately</p> <p>Lead teachers to develop Writing HQAs with teachers termly</p> <p>Teachers to moderate Writing termly</p> <p>Teachers to fully implement Talk4Writing pedagogy</p> <p>Teachers to refine & implement Wraparound Spelling pedagogy including tracker</p> <p>All pupils to use personal dictionary</p> <p>Teachers to embed Nelson handwriting style in daily spelling & dictation activities</p> <p>Teachers to embed presentation policy</p>	<p>Wendy Rigg to lead Inset on Attainment August 22</p> <p>Analysing SNSAs training with Gwyneth Fairbairn date TBC</p> <p>Miss Smith to lead Writing (support terms 1&2 = 16hrs) Collegiates/Planning: 7/11, 13/02, 22/05</p> <p>Miss Howat to lead Moderation (support terms 1&2 = 16hrs) Collegiates/Planning: 22/08, 28/11, 09/01, 17/04</p> <p>PEF to fund: LA 1FTE to support PEF Writing attainment</p>

		<p>in all written activities</p> <p>Teachers to embed correction code in all written Literacy activities</p> <p>Monthly tracking check by HT for identified pupils</p> <p>Teachers to plan outdoor learning activities to enhance teaching of writing</p> <p>Common tracking pro-forma to be developed by lead teacher and used by all teachers</p> <p>Lead teacher & HT to develop and share support guidance and information for parents</p>	
<p>School Priority 2: Raise attainment in Maths</p> <p>NIF Priority</p> <p>Improvement in attainment – particularly in Numeracy and Literacy</p> <p>Closing the attainment gap between the most & least</p>	<ul style="list-style-type: none"> • By June 2023 in Maths – <ul style="list-style-type: none"> ○ 85% of P2s on track ○ 90% of P3s on track ○ 85% of P4s on track ○ 85% of P5s on track ○ 90% of P6s on track ○ 90% of P7s on track 	<p>Teachers to analyse data & evidence diagnostically to identify gaps and areas for improvement for all pupils</p> <p>Teachers to identify PEF pupils for Numeracy Launchpad and/or Maths catch up sessions with LA</p> <p>Teachers to track PEF pupils Maths progress, separately</p> <p>Teachers to be trained in Developing Number Knowledge pedagogy</p> <p>Teachers to embed & track Times Tables Rockstars & NumberBots</p> <p>Monthly tracking check by HT for identified pupils</p> <p>Lead teachers to develop Maths HQAs with teachers termly</p> <p>Teachers to plan outdoor learning activities to enhance teaching of Maths</p>	<p>Wendy Rigg to lead Inset on Attainment August 22</p> <p>Analysing SNSAs training with Gwyneth Fairbairn date TBC</p> <p>Miss Potts to lead DNK (support terms 1&2 16hrs)</p> <p>Collegiates/Planning with Nicola Dalgliesh: 31/08, 16/01, 20/03, 01/05</p> <p>Training Days with Nicola Dalgliesh 20/02/23, 24/04/23</p> <p>Ht to organize Numeracy Launchpad training for LAs term 1</p> <p>Miss Howat to lead Moderation (support terms 1&2 = 24 hrs)</p> <p>Collegiates/Planning: as above PEF to fund LA 1FTE to support PEF Maths attainment</p>

<p>disadvantaged children</p> <p>NIF Driver</p> <p>Parental Engagement</p> <p>Assessing Children’s progress</p> <p>School Improvement</p> <p>HGIOS? 4 / HGIOELC? Qis 3.2, 2.3</p> <p>National Standard Criteria</p>		<p>Common tracking pro-forma to be developed by lead teacher(s) and used by all teachers</p> <p>Lead teacher & HT to develop and share support guidance and information for parents</p>	
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