



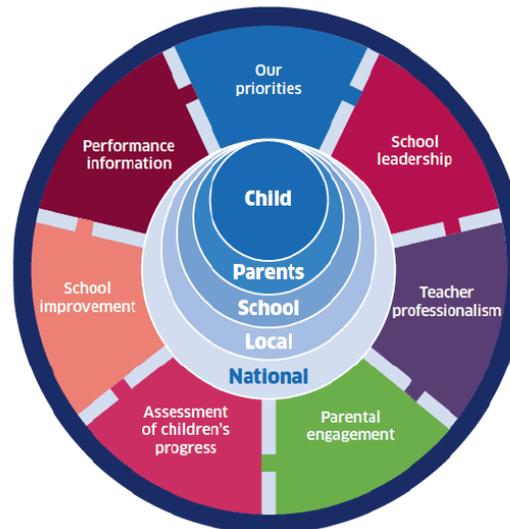
Education and Learning Directorate

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

(2022 - 2023)

School: Georgetown Primary School

Date: Session 2022~2023



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

Georgetown Primary School Vision, Values and Aims

School Vision Statement Georgetown Primary School

“Everyone Learning Together for a Better World”



Our Aims statement: We aim to

- provide the best quality of education for life, with the needs of our pupils at the centre of all we do.
- ensure Georgetown Primary is a place where all are active, challenged and engaged in their learning.
- equip pupils with the skills to become successful, confident and responsible contributors to the world they live in.
- encourage all to achieve to their potential in a friendly, relaxed, supportive and inclusive atmosphere.
- work in partnership with parents and the wider community to provide quality experiences and outcomes for children.

Values Statement:

We aim to instil the following values across the education we provide;

Caring

Equality

Honesty

Learning

Respect

Responsibility

Review Activities (as appropriate) *The school rationale was updated session 2019/2020, following consultation prior to lockdown. This has been shared with parents and was reviewed by the Parent Council . Vision and Values review due 2022~23. Previous Review Date: Session 2017/18.*

2. School Improvement Progress Report

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

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

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

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Cluster Priority 1: Refresh of the Digital Literacy strategy after D&G Windows 10 rollout</p> <p>NIF Priority Improvement in attainment, providing learners with the right skills to succeed</p> <p>NIF Driver Teacher Professionalism; Parental Engagement; Assessment of Children's Progress.</p> <p>HGIOS? 4 / HGIOELC? Qis 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 2.6 Transitions; Collaborative planning & delivery; Continuity & progression in learning 3.2 Raising Attainment</p> <p>Global Goals: 4. Quality Education 8. Decent Work & Economic Growth 9. Industries, Innovation & Infrastructure</p>	<p><u>Digital Literacy Strategy and Progression Pathway</u> The Windows10 rollout by D&G was delayed for a significant length of time. This was partially completed in December 2021, with the upgrade to WiFi and move to the remote desktop scheduled for March 2022. This has had a major impact on the range of software and hardware used to deliver our Digital Literacy learning and teaching programmes. We have had specific difficulty with broken Pc's, Notebooks and end of life ipads this session.</p> <p>Mr Cannon (Georgetown), Mr McIlorum (Calside) and Miss Martin (DHS) are the Digital Leaders for the cluster as well as for D&G. Mr McIlorum also acts as the primary representative on the D&G working party for the remote desktop. This has enabled the cluster to feedback issues, in order to guide the way forward.</p> <p>As staff delivered different building blocks of the Digital Literacy programme, they have highlighted which programmes are no longer available, and the Digital Leaders for the cluster have started to collate issues and need. These have been passed to the D&G EducationICT group as well as the Remote Desktop working party so these can be addressed.</p> <p>We are not yet in a position to fully refresh the current Digital Literacy Strategy, as we are still not fully cognisant of what software/ hardware is available to us. Staff feedback has shown that the staff level of confidence in Digital Literacy has decreased due to the rollout, and therefore we must focus on building this expertise within the new parameters.</p> <p>A staff survey via Microsoft Forms has been completed to gauge staff understanding/ confidence with the digital services already available that will continue e.g. through Glow.</p> <p>A cluster inventory of hardware e.g. Sphero, Micro:bits to be collated so that all schools can access the same range of hardware.</p>	<p>Cluster digital literacy strategy, tracking and three-year cycle to be updated to reflect the range of software and hardware now available. Cluster Digital Leaders to audit the Digital Literacy Strategy to identify gaps in software and hardware, and to highlight alternatives if a piece of software is no longer available to us.</p> <p>Digital Learning and Teaching policy to be produced session 22/23</p> <p>Lack of W10 update until Dec 2021 restricted progress</p> <p>Engage parents further in digital safety advice. Development of parental guides for key programmes/apps.</p> <p>A cluster Whiteboard to be set up to allow sharing of information if a member of staff has found an excellent replacement: this will build up over time.</p> <p>Work across stages, and across the cluster to build staff skills and confidence with the new programmes in order to deliver high quality learning and teaching.</p>

	<p>Once range of software and hardware has been established, staff survey via Microsoft Forms to gauge staff understanding/ confidence of the digital services now available to them.</p> <p>Development of professional learning opportunities based on survey results: drop-in clinics, peer mentoring, staff training on INSET days. In school only</p> <p>All primary schools to implement refreshed digital literacy strategy, tracking and three-year cycle. Evaluate and refine the digital literacy programme.</p> <p>All cluster schools to register and progress through the 4 step Cyber Resilience and Internet Safety award, in conjunction with the Digital Schools award. D&G aim for all schools to have attained both these awards by the end of 2022.</p> <p>Digital workshops for parents, multi-generational etc. led by children- either digitally or virtually dependent on safety guidance at the time. Development of parental guides for key programmes/apps. These were not held due to restrictions – a digital safety leaflet for families was produced by a staff working team.</p> <p><u>Cyber-Resilience & Internet Safety, Digital Schools and Digital Wellbeing Awards</u> Georgetown are currently being assessed for the Cyber Resilience award and much of this work was carried out in Term 1 with Miss Scott . This included an audit our practice against the criteria for the national Digital Wellbeing award, and identified our next steps towards this achievement. Again our progress in this area has been curtailed due to the safety mitigations which prevented children to work across bubbles, or for parents/ families to come and work in school.</p>	<p>Staff to reflect on our Digital Literacy Strategy and programmes, using the Education Scotland documents “Features of Highly Effective Digital Learning, Teaching and Assessment in Schools” (January 2022) and “What Digital Learning Might Look Like”. Identify next steps and then implement.</p> <p>Refine and extend our pupil Digital Leaders group: building pupil expertise in this area. The pupil Digital Leaders to then act as mentors for other pupils and staff as we implement new approaches and software.</p> <p>As soon as safety mitigations allow, develop and offer digital workshops for parents and inter-generational, led by pupils and staff.</p>
<p>School Priority 2 To develop an active and challenging approach to learning and teaching where all are engaged in their learning. (link to school aims) NIF Priority Improvement in children's and young people's health and wellbeing NIF Driver Teacher professionalism Parental engagement Assessment of children's progress School improvement</p> <p>HGIOS?4 / HGIOELC Qis 1.3 leadership of change 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching &</p>	<p>Outdoor Learning:</p> <ul style="list-style-type: none"> • Staff completed three outdoor learning training sessions delivered by DGOWL. This has developed their skills in health and safety, lighting fires, den building and how literacy and numeracy can be incorporated into outdoor learning. • Our early level classes and the Nursery have continuous provision for outdoor learning play experiences which allows pupils to develop a variety of skills. • QLC regularly access our local community to provide learning opportunities beyond the classroom and has an impact on pupils' learning and wellbeing. • SLT took on board staff views, in that they still required more support with delivering Outdoor Learning. SLT led an ‘Alfresco Christmas’ outdoor learning day for the whole school to help support staff in the delivery of outdoor learning opportunities. • During our January INSET, ALL staff took time to read the <i>Education Scotland Document ‘Outdoor Learning – practical guidance, ideas and support for teachers and practitioners in Scotland’</i>. This was to 	<p>Learning for Sustainability, including outdoor learning, will be embedded within the pedagogy of all staff and the ethos of our school.</p> <p>Play pedagogy should be developed beyond the early years.</p> <p>STEM opportunities should be further developed with a focus on SLLW and include more opportunities to work with partners.</p> <p>Pupil and staff mental, emotional, social and physical wellbeing should continue to be a priority.</p> <p>Staff should engage further with BSGV tracking and other data to help support evidence-based interventions.</p>

<p>assessment 3.2 Raising Attainment/Securing children's progress</p> <p>Global Goals: *All Goals 1-17</p>	<p>be followed up with a team walk around our local area, to help support staff to use our local area/environment more successfully. (Postponed due to Covid restrictions). This highlighted the importance of providing 'outdoor learning experiences' and resulted in the following opportunities for pupils and an increase by most staff planning outdoor learning opportunities: P7's pupils visited Galloway Activity Centre, taking part in a variety of activities and team building. Mrs. Baxter (LA) has been working with pupils developing the school garden. P6 visited Moat Brae to bring their learning about JM Barrie to life and P3 visited Burns House to bring their learning about Robert Burns to life. Wellbeing groups have been accessing our local community. Our P7 Playground Guardians have developed our school grounds building teepees from some of the cut down willow. The Community Champions are working towards a John Muir Award, for the work they have completed in tidying up our local community. P7 had a WWII outdoor bootcamp day led by their class teacher. Up skilling staff has allowed for more opportunities in learning outdoors for most pupils.</p> <ul style="list-style-type: none"> • Staff working group for 'Outdoor Learning and Play' created an action plan, focusing on developing numeracy and maths outdoors. They have created a bank of outdoor learning resources linked to Numeracy to help support staff in the delivery of outdoor learning which are being accessed by most staff • DHT presented at SWEC Outdoor Learning Blether, 3rd Feb, sharing our journey so far. <p>Learning for Sustainability:</p> <ul style="list-style-type: none"> • The Global Goals have been incorporated into all IDL planning bundles to provide guidance to staff on how these can be incorporated into learning and teaching across the curriculum. • Across the school we raised awareness of the importance of the GG's with each class making a pledge on how they will help to achieve the Global Goals this year. We shared our pledges via class Dojo to help raise awareness with families and within our community • A planned 'Paper Free Day' has taken place each term across the whole school. This reduces the amount of paper and printing we produce as a school thus lowering our carbon emissions. We are continuing to recycle our paper, milk cartons and plastic tubs in the dining hall. 	<p>Moderation should focus on numeracy in order to help raise attainment and develop staff understanding of the achievement of a level.</p> <p>Cluster moderation opportunities should be reintroduced.</p>
---	--	---

- The whole school focused on Cop26 as a context for helping our children learn about their impact on the world. We shared our message of 'Do a little, help a lot' with our families and shared our learning with our Local Authority and Education Scotland.
- To keep sustainability at the forefront of learning we challenged classes to decorate the hall this Christmas using sustainable materials.
- As a school, we collected donations for a parent creating care packages for the elderly in our community and we donated food to the Baptist Church Food Bank collection. We raised money for Comic Relief – Red Nose Day as a whole school. P5 have carried out an enterprise project to raise money for the people of Ukraine. These opportunities allow our pupils to become responsible citizens and effective contributors, while also helping to achieve the GG's
- The Global Gang met with Robert and Kirsty from *Environmental Services Department from D&G Council* after writing to them about recycling in our school. We were invited to pilot a new recycling scheme within schools for the council and we now have more bins in school to help with this. The Global Gang also asked for food waste bins for each classroom, so that snack waste can be separated properly and we now have food waste bins in every classroom.
- Mrs Baxter, Miss Dickson and Mrs Proudlock have taken part in '*Climate Champion training*'. *The school has now made a pledge to help the local authority to become carbon neutral by 2025*
- A parental survey was carried out to find out about the different nationalities that are part of our school community. The data gathered showed us that we have 13 different nationalities within our school community. We used World Book Day as a way of celebrating stories from the different nationalities and cultures across our school. A whole school display was created to help us celebrate our community.

Leadership at all levels:

- Our staff signed up to three working groups. These groups focused on Digital Literacy, Outdoor Learning & Play, Skills for Learning Life and Work.
- Our mainstream learning assistants have been leading our PEF wellbeing groups providing a variety of activities such as baking, first aid and gardening. They met via Teams during Jan INSET to discuss

	<p>the pupil they work with, what worked well/not so well and next steps for the terms ahead. They have been tasked with including more outdoor learning and using our local community/environment more within these sessions.</p> <ul style="list-style-type: none"> • Our pupil 'Being Well Coordinators' organised events for 'Children's Mental Health Week' in Feb 2022. They contacted Tesco, who donated a plant for every class to 'nurture'. The Bike Crew organised bike skills sessions for P1 and nursery pupils and gathered data for the 'Big Walk and Pedal' to encourage pupils and families to make active journey's to school • The House Captains have worked Mr Latimer on evaluating what we do at Georgetown and presented to the whole school about our school values <p>Active and Challenging approach to learning:</p> <ul style="list-style-type: none"> • We took part in Maths Week Scotland where across the school we developed our numeracy and maths skills through fun and engaging activities. We saw an increase in outdoor maths opportunities during this week. P6 have developed Cross Curricular Orienteering which we have invested in after receiving a Maths Week Scotland Grant, this has now been shared with other second level staff. • Our staff took part in two collegiate sessions focusing on the 7 Principles of Curriculum Design and the 4 Contexts of learning. This was developed further throughout our January Inset and other collegiate sessions. • Staff have had refresh training on SAMSON maths to ensure support and challenge are provided in mental maths sessions. We have seen increased confidence in delivering SAMSON, especially among newer members of staff. • During the Jan INSET staff met via Teams in their stages to discuss '<i>challenge, enjoyment and progression</i>' within in their learning and teaching (BTC 3). They discussed questions such as, '<i>How do you ensure that the activities you provide both support and challenge pupils to become both independent and cooperative learners?</i>' Jan INSET also gave staff time to look in more depth at the Heinemann Active Maths resource. Lesson observations were carried out with a focus on 'Active Maths'. Most lessons observed provided pupils with opportunities to actively engage in their learning and some lessons used HAM to support learning and teaching. 	
--	--	--

	<ul style="list-style-type: none"> • During the Feb INSET staff engaged with Education Scotland 'Numeracy Professional Learning' Resource. Outdoor learning resources have been collated and linked to numeracy planning. • DHT's gathered pupil's views on 'Active Maths' to help evaluate the impact. • Two TLC sessions were planned by DHT's. The first focused on reading - 'Developing the whole reader'. This was planned due to a need for better assessment information gathering for reading across the school. Staff were relying too heavily on the book band pupils were reading to inform tracking. • The second TLC session was delivered, via Teams, by Blair Minchin, a teacher from Edinburgh who provides engaging learning opportunities for pupils through the Global Goals and purposeful play opportunities. Looking outwards at examples of good practice was to help us inspire staff to use 'play' at all stages to develop skills and highlight the GG's. 	
<p>School Priority 3 To prepare all pupils with the skills for learning, life and work NIF Priority</p> <ul style="list-style-type: none"> • improvement in attainment, particularly in literacy and numeracy • improvement in children's and young people's health and wellbeing <p>NIF Driver</p> <p>Teacher professionalism Parental engagement School improvement</p> <p>HGIOS?4 / HGIOELC Qis 1.3 leadership of change 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 3.2 Raising Attainment/ Securing children's progress</p>	<p><i>Working with Partners to provide better learning opportunities</i></p> <ul style="list-style-type: none"> • We worked closely with Briony from Sustrans. We have provided Bikeability training for all P7 pupils. We also had a bike skills week where all classes had sessions to develop their bike skills. We also offered small 'Learn to Ride' Sessions for those pupils in P2-P7 who could not ride their bikes, with many children now able to ride their bikes. • P7 pupils took part in 'Bothy Blethers' at Catherine Street Park, developing their Scots Language knowledge and skills, P6 & P7 pupils visited Dumfries High School to take part in Science workshops delivered by DHS science department. P3 visited two local businesses 'Howie's Dairy' and 'Farm Fit' to help bring their Farm to Fork topic to life. P4 have had football session with Queen of the South. John Alison our Active Schools Coordinator has held multi-skills sessions for Primary 1 pupils. P4 have been working with Feis Ross on traditional Scottish music sessions. P7&P6/7 have worked with John Dinnan on the Music Maker Programme. We have a pupil attending Mossburn Farm weekly. We are working with Youth Work in providing the Counselling in School Programme to help with P7 and to provide an enhanced transition programme for some of our P7 pupils. P7 visited the Galloway Outdoor Centre. P6 pupils visited the Ice Bowl to take part in Curling Sessions. All classes took part in 	<p>Skills for learning life and work should be embedded across the curriculum and there is a need for more partnership working to help support this.</p> <p>Pupils should be more aware of the skills they are developing across the curriculum and be able to talk about these confidently.</p> <p>Opportunities for STEM should be embedded within the curriculum and opportunities to develop STEM skills should be introduced through play across the whole school.</p> <p>There should be more partnership working to help develop STEM skills and opportunities</p> <p>School Learning and teaching policy, and curriculum pathways should be updated to reflect pedagogy based on active learning, play, STEM and SLLW</p>

3.3 Creativity and Employability /
Developing creativity and skills for
life and learning

Global Goals:

- 3. *Good Health & Wellbeing*
- 4. *Quality Education*
- 5. *Gender Equality*
- 8. *Decent Work & Economic Growth*
- 9. *Industry, Innovation & Infrastructure*

a Let's Get Sporty Session. Our Community Police officer talked to P5-P7 pupils on Internet safety and the use of social media. P1 pupils were invited to our local Mosque by a family in the school. A group of P6 and P7 pupils took part in the Dumfries School's Cross Country Competition. P1 & P4 pupils took part in The Burns Association poetry competition and Dumfries Music Festival Scots Poetry competition. We had two pupils take part in the Rotary Club Speech Making competition. Our P6 pupils visited DHS for a CSI drama day. All classes have trips planned during term 4.

- Other Partnership working this year has been with; Call Scotland, Big Burns Supper, Hockey Scotland, DHS Science department, Morrison's Good to Grow, Outdoor Owl, Cross Curricular Orienteering, SAMSON Maths, Tesco,

Pupil and Staff Health and Wellbeing

- We continue to have our Well Being Wednesday focus across the school. We took part in 'Anti-Bullying Week' and 'Children's Mental Health Week' across the whole school. P3-P7 pupils continue to receive their termly wellbeing check-in form, with answers monitored and followed up as appropriate.
- We provide staff with wellbeing check-in forms regularly with follow-up conversations as appropriate.
- Our Learning assistants lead wellbeing groups across the school which include all our PEF children plus others. We have gathered the pupils' views on these groups to help us measure the impact (see PEF report).
- DHT leads our school nurture programme which provides emotional support across all classes

Wider Achievements:

- Class Dojo is used successfully across the school in all classes, nursery and QLC. with almost all parents signed up. This gives us opportunities to celebrate achievements and success in and out of school. We share these, along with learning, on both class and school stories.
- We track our Being Well/doing Well and Citizenship winners during their time in school
- We use Dojo Portfolios to track pupil achievements out of school.

Skills for Learning Life and Work

	<ul style="list-style-type: none"> • We have been focusing on Developing the Young Work force with P6/7 & P7. They have been working on 'Animal Me' profiles through 'My World of Work'. • Our staff working group have further developed our IDL planning to incorporate skills for learning, life and work. Staff were tasked with making skills more explicit in their classrooms and working walls. • SLT developed our parental report format to allow staff to report on our pupils skills alongside their learning and attainment. • Our P7 class took part in two online lessons with Skills Development Scotland. The focus of these was looking at the world of work through cryptography and game design. <p>Raising Attainment:</p> <ul style="list-style-type: none"> • SLT met with all teaching staff for Professional Dialogue meetings termly. The focus of these meetings were to look at planning, tracking and assessment in Literacy and Numeracy and to discuss pupil and staff wellbeing. • Mrs Irving and Mr Cannon met with David Maxwell, and the Developing Number Knowledge Team, to look at Pace and Challenge within numeracy. This was the basis of one of our Inset day activities. They met with staff via Teams during our Jan INSET day to discuss pace and challenge within Numeracy and Maths, linked to Developing Number Knowledge. • SLT carried out lesson observations with all staff – the focus was an active approach to Numeracy and Maths. • Our Feb INSET gave staff the opportunity to look at Education Scotland's Professional Resource for Numeracy. Staff used this to develop their own practise. • DHT's gathered pupils views on maths to help evaluate the impact of a more active approach to Numeracy and Mathematics. • Staff carried out moderation of blue assessment folders focusing on Writing, Reading, Listening and Talking and Numeracy. • SLT will monitor, moderate and evaluate pupils learning across N-P7. Specific and appropriate interventions will be implemented, and their impact will be measured. 	
--	---	--

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?**

Global Goals:

4. Quality Education
10. Reduced Inequalities

PEF Funding – 2021/22

After Lockdown 1, (2020) we re-evaluated our use of PEF and used our funding to buy in one full time learning assistant and support our QLC pupils by providing 0.1fte teacher.

Our Learning assistant was trained by our previous PEF teacher in TLQ and CLG/CNG. This allowed for PEF pupils literacy and numeracy skills to be developed, along with the children who required communication support via the TLQ programme (PEF P1-3 pupils). Our 0.1fte Teacher was used to improve and increase the amount of teacher led learning experiences our QLC pupils received.

How PEF is specifically making a difference / closing the attainment gap for identified cohorts of children / young people?

This year we have continued with funding a 1.0fte LA, 0.1 fte Teacher for our QLC and upped the hours of one of our part time LAs, to a full time post. Also, with a small remainder of budget left we purchased Heinemann Active Maths for implementation in session 2021/22 as part of SIP Priority no.2

This session our LA has continued with CLG and CNG but also focused on wellbeing groups, along side our other class based LAs. The reason for this was to support pupil wellbeing - we were acutely aware of the need for our children to be well supported during their return to school through our Pupil and parental questionnaire. All children involved will complete a survey via forms upon their final session.

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

The L.A has also targeted **Wellbeing Groups** for PEF children identified, some of whom did not require any ASL support. They have been given the opportunity to take part in wellbeing groups where the focus is on positive wellbeing and mindset. Groups and individuals who are not directly funded by PEF but who we feel as a school would benefit from extra time/help are being incorporated into CLG, numeracy and nurture groups. As a school, we are aware that the PEF funding is given from data lifted every 4years so it may be out of date now for which children directly benefit, as the next lift is due this year. Therefore teachers are aware of pupil's individual situations and therefore can identify which pupils would benefit from extra support.

Children identified have been given weekly wellbeing activities. The L.A has been using the time to build positive relationships with pupils, providing them with a comfortable and enjoyable learning experiences. These activities consist of looking after the local environment, animal preservation and life skills such as baking. These tasks are planned and led by the LA in collaboration with SLT. All children involved complete a survey via forms upon their final session.

- **How rigorous is the school's approach to providing robust evidence of closing the attainment gap?**

PEF support to individuals and groups are clearly timetabled. PEF children are highlighted as part of the new tracking system. PEF funding is used to support learning and Well-being groups. We have also began creating PEF journey profiles this session, for all of our PEF children to identify progress, successes and next steps; thus helping us reduce the poverty attainment gap.

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> Global Goals: <ul style="list-style-type: none"> <i>3. Good Health and Wellbeing</i> <i>4. Quality Education</i> 	<ul style="list-style-type: none"> Our school aims are clear and succinct about what we wish to achieve. They give clear direction and purpose to our rationale. They now need to be made more 'interactive'. Prior to covid, there were moves to change 'what we do' and 'how we do it'. Throughout the pandemic, we have made significant progress in many areas e.g communication with parents, emotional wellbeing, changes in approach to aspects of L&T, focus of learning and consideration of the wider (4) purposes of learning – all of which are encapsulated in our rationale. Also, staff refresh on the 4 contexts, 7 Principles, Learning for Sustainability (via Cop26) Vision statement under review next session to reflect changes to rationale. Aims statements also to be changed to Sway to be more 'interactive' & accessible. School Values permeate and underpin many aspects of school including our behaviour /nurture programme, Being Well, Doing Well and Respect for All policies. (See booklets on website) Digital approaches include the proficient use of Dojo, Sway, Forms, Xpressions, school facebook page and School website. A parental survey on Communication revealed that 93% of parents agreed or strongly agreed that The school gives opportunities to give my view and takes them into account when making changes, e.g via Forms questionnaires, information sways, etc. 	<p>Continue parental self-evaluation opportunities and school decisions via consultation sessions and electronic questionnaires.</p> <p>Continue to encourage staff to 'Look outwards' to further improve developments and practice through a variety of approaches.</p> <p>To further build staff confidence and capacity in taking on leadership roles within and across school.</p> <p>To further build staff confidence and capacity in taking on leadership roles within Outdoor learning and Learning for Sustainability.</p> <p>Further develop and expand pupil participation in school decisions and evaluations of learning.</p> <p>QLC plan to further develop parents' knowledge of QLC curriculum with the completion of QLC curriculum rationale document which will be shared.</p> <p>TLQ intervention groups to be rolled out across the nursery for all children in session 22/23</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 Higher level priorities in bold	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> The School Leadership Team (SLT) are committed to change and continuous improvement in Learning and Teaching to promote the best outcomes for pupils. They actively encourage staff to change, adapt and improve their practice. This has led to some staff at all levels taking responsibility to make changes. They take the lead on various developments and additional responsibility for Learning e.g. Early Years Play & Outdoor Learning, Sharing Learning via Class Dojo, Numeracy Intervention training, Digital literacy, new planning formats development, etc. Most staff are committed and keen to improve practice to provide the best for the children in their classes. The Majority of staff appreciate the need for change but there is some reluctance to engage fully and the pace of change can be difficult for some. Some staff have been involved in, supported and initiated change across the school, e.g digital literacy, Reading into Writing Programmes in both Lit and Numeracy have been updated and with new resources. The impact of these will hopefully start to show in tracking and SNSA data. The SIP is shared with staff and working groups were identified for the second half of the session to lead development work. Alterations to WTA and Inset days affected some capacity for developments. Remote/ online Collegiate sessions via SWAYS, differentiated prof dialogues all mean we can still be making progress towards SIP targets whilst attendance of staff is low and ensuring staff stay safe. A HWB Form was sent to staff in Nov and will be repeated in Dec and Jan, etc. Staff generally appreciative of the lead that SLT take in ensuring their wellbeing. 	<p>Global Goals and Education for Sustainability is being incorporated in to learning but requires to be embedded further.</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 Higher level priorities in bold	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> • Self-evaluation via Forms, differentiated Prof Dialogues, 30-day challenges, TLC meetings, etc. PRD targets reflect aspects of the SIP and DHTs have provided exemplary sessions to staff on Cop 26(Sustainability) and DYW themes (Animal Me) • Where evidence has been found that staff require support – this has been offered e.g timetabling & planning • Some staff have been involved in leading change across the school and at cluster, authority and national level, e.g. Authority E.Y Play working group, Developing Number Knowledge Working Group. One staff member now seconded to lead authority development on Inclusion Support • P7 staff leaders – Maths DNK meeting with DM, also produced new writing & LT assessment templates. Also leading moderation meetings at second level and expressed need to 'teach to the top'. P7 Staff member on Cluster Digital Literacy Development Team • Outdoor learning training with DGOwl – all staff invited. AsFL staff lead wellbeing and social skills groups. • Staff are developing a better awareness of digital safety. Children in all classes are working on cyber resilience and Internet safety. This includes sessions from the Community Police Officer for children in primary 5-7. The digital literacy working group has also developed internet safety advice for parents • Monitoring and evaluating through professional dialogue attainment meetings (Nov & March), analysis of the range of information data about pupils helps to inform decision making. • Direct observation of class lessons returned in Term 3 focused on Active Learning in Maths. Direct face to face Parent Teacher Conversations restart in Term 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 Higher level priorities in bold	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> Reporting to parents was a regular, weekly feature in less than half of the classes but parental responses to a school questionnaire highlighted 90% of parents felt that they received regular feedback about how their child is learning. 88% felt that the school organizes appropriate home learning activities. 8% disagreed with this. <u>QLC</u> have continued to develop parental involvement in pupils learning via Class Dojo app which is consistent with the whole school strategy. QLC shared information with parents about how we plan and teach specific skills through the curriculum. See handbook on website. In the QLC we have further developed parents' knowledge of the QLC Curriculum by completing our Curriculum Rationale and sharing this with parents. This was shared via Class Dojo and parents were then invited in on Parents' Evening to discuss their children's individual curriculum in more detail. Due to the Covid restrictions that were in place for 2 years, we thought it important to share aspects of our learning environment with families. We created videos of our different learning environments and showed the parents all the areas, equipment, etc., that help us to meet their children's needs. QLC staff have been working towards their PDR targets. They have been able to take control of these 'projects', working in groups, and have started to see the positive impact that they have on the children. This process will be repeated at the end of this session, and new targets will start in August. QLC staff engagement in the leadership of change has been positive. The PDR process has been developed with staff taking a lead in, and ownership of, their personal development related to their role in the learning centre either in the form of a small 		

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 Higher level priorities in bold	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>project or small test of change This also provides opportunities for staff to work together on group projects which can change and develop in different directions depending on outcomes.</p> <ul style="list-style-type: none"> • The Principal Teacher from QLC was seconded to work in a L.A secondary school for pupils with S.E.N from Jan until June 2022. The current class teacher successfully adapted to the role of Principal Teacher. • Nursery staff have engaged in leadership projects based upon self-evaluation and school improvement. Projects have covered a range of key areas and have allowed for leadership at all levels. All nursery staff are now trained in TLQ as leaders. • Nursery self-evaluate planning and progress at the end of each week. • All Teaching staff signed up to working groups linked to the S.I.P. These include; the development of Play and Outdoor Learning (with Numeracy), Skills for Learning, Life and Work, and a Digital Literacy Working Groups. • Staff are becoming more confident and skilled as a result of their professional learning. Ongoing support helps them to develop their Information and Communications Technology (ICT) skills and improve the quality of digital learning. Staff feel well supported and motivated to take forward developments. Building on their experiences in the hub, learning assistants now lead pupil leadership and wellbeing groups • One staff member participated in Introduction to School Leadership course and subsequently the Developing Middle Leadership course and another volunteered as a Teaching Fellow. • Staff participated in authority self-evaluation on Digital literacy and Outdoor Learning. 		
2.3 Learning, Teaching and Assessment	<ul style="list-style-type: none"> • Across all sectors most staff expectations of pupils' achievement, attainment and behaviour is high. 	Provide more Learners the opportunity to exercise choice (including the appropriate use of digital technology) and take	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 Higher level priorities in bold	Evaluation of this QI using the HGIOS?4 six-point scale
<ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring. <p>Global Goals: 3. Good Health & Wellbeing 4. Quality Education 9. Industry, Innovation & Infrastructure</p>	<ul style="list-style-type: none"> • Most teachers successfully establish a learning environment with clear expectations for the high quality of pupils' work. • The importance of praise as a motivating and positive aspect of school life is well understood and is reinforced via house points, (Dojo points), Achievement postcards, in class rewards. Recognition of in school achievements permeates all aspects of the life of the school and are celebrated. The majority of pupils have high expectations of themselves and others. At all stages, they have opportunities to exercise responsibilities but more need to do so. • In the Early Years and QLC practitioners record and make good use of observations and interactions to make accurate judgements about the progress being made. • Majority of staff are reflective practitioners and evaluate their lessons and most use identified next steps to inform future learning. Some learning is supported with the use of digital technologies across the curriculum when this is available. • The majority of teachers are beginning to develop their understanding of holistic judgement to track and report on pupil progress through CfE levels, through school, cluster and authority moderation work. This needs consolidated further as a development in session 22/23 • A more consistent approach to communication between school and home has been further embedded through digital approaches. A digital communication policy has been shared with staff and parents. • An effective TLC group approach continues to allow staff to strengthen their knowledge of teaching literacy within their practice. There was a focus session on developing the whole reader. They also focused on inspiring Learning and Teaching via an online conversation with Blair Minchin. 	<p>increasing responsibility as they become more independent in their learning.</p> <p>Further focus on deeper understanding of progress within a level is required – using the Four Stages of progress model BSGV – tracking systems align to this and moderation approaches are required to increase staff confidence</p> <p>Continue to embed the digital literacy strategy now following W10 update and BYOD</p> <p>Ensure methods of assessment are well matched to clearly identified purposes. Continue to develop a triangulation of assessment methods using timely and effective feedback, questions and target setting.</p> <p>Pupils require more opportunities to evaluate their own progress and aptitudes and contribute to their own learning targets. This should be linked to the above development (teachers' understanding of effective feedback mark less achieve more, etc.</p> <p>Pupil progress in HWB needs to be recorded and monitored more formally. Continue to embed Wellbeing Wheels and Emotion Works as a method of assessment.</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 Higher level priorities in bold	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> Literacy Shed is utilized as a literacy Learning resource to engage pupils in reading and writing. Following previous staff self-evaluation of reading across school, VIPERS continues as a whole school approach to reading comprehension. Separate timetables and programmes of work are tailored to meet the needs of several individuals with additional support for learning needs. Practitioners use imaginative and appropriate ways to involve children in planning learning and we regularly ask learners what they know about an area of interest and what they want to learn. We monitor and evaluate progress across the curriculum with a focus on tracking children's progress in literacy, numeracy and health and wellbeing (via Forms). Tracking within Literacy and Numeracy is clear and concise using the Four stages of progress approach. In QLC The B Squared tracking and monitoring system is embedded in the learning centre with all staff confident using it. This has enabled more effective communication regarding pupils' learning. Development of QLC teacher's skills in using digital technology has enabled more cohesion within planning resulting in more holistic and cross curricular teaching and learning and assessment opportunities which reflects our ethos of the individual child at the centre. The QLC focus on communication and consistent use of core board vocabulary throughout the learning centre, alongside other total communication strategies, is providing pupils with more opportunity to communicate what they want, to who they want, when they want. 	<p>A Bank of rich assessments have been stored centrally but more staff need to engage with this process and share their assessments with others. Holistic planning format circulated and all classes complete holistic assessment each term.</p> <p>Appropriate arrangements are in place to moderate and validate teachers' judgements and these continue to be developed. These are now more strictly timetabled & monitored by SLT. Further time to be allocated termly to allow moderation within and across levels. Staff need to make more effective use of information gathered to plan realistic learning targets and enable pupils to develop their own learning targets.</p> <p>When QLC have sufficient data entered the next step will be to more closely track pupil learning in order to report progress. We currently record progress in foundation milestones, (which is cross curricular and incorporates health and well-being), maths and literacy.</p> <p>QLC educational visits relate to our curriculum and enhance learning. These will be further developed to include more enriched opportunities which allow for independence. communication and enablement. With the listing</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 Higher level priorities in bold	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> Learning Assistants and Teaching staff are skilled in recording comments on the children's clipboards to reflect the children's progress and engagement in different lessons, activities and learning. Colour coding targets is being trialed to help focus on specific targets in each lesson. This is currently being trailed for the Milestones, not the Autism Framework, or Steps to Excellence. This allows for a meaningful and holistic assessment to be carried out using BSquared to track progress, taking into account the views and ideas of everyone working with the child. When QLC have sufficient data entered in BSquared, the next step will be to report on progress using the system. This will include the Foundation Milestones, Numeracy, Literacy and Health and Wellbeing and, more recently, data from the Autism Framework. QLC Teachers continue to develop their skills in the use of digital technology. This is helping with the planning of holistic, child centred lessons, and has allowed continuous and meaningful communication with parents, through photos, individual messages and Sways. QLC staff continue to strive towards the goal of a 'Total Communication' Approach. Staff have taken forward their 'Project Core' courses from last year and developed their use of the Core board. All staff attended training on the Switch Progression Road Map this session and are implementing ideas and using their knowledge of the skills being taught. The Switch Progression Road Map display in the corridor reflects what individual children are working on currently within the Road Map. 	<p>of Covid restrictions, this will include planned visits to local supermarkets, garden centres, cafes and play areas, and will enable the children to use their skills in real experiences and situations.</p> <p>After teacher training in 'Literacy Lessons' to promote the teaching of Reading in the Learning Centre, strategies to develop our Core Board reading sessions will be introduced, These will include strategies such as 'Share the AIR' (Attention Getter, Invide participation, Respond). This aims to develop interaction, communication and participation in reading.</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 Higher level priorities in bold	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> Pupil 'learning Journey' folders have been streamlined to Pupil Assessment folders with greater focus on gathering specific assessment data and guidance with clear criteria has been included. An annual overview of Assessment requirements (what and when) for staff has been circulated 		

<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> <p>Global Goals 3. Good Health & Wellbeing 10.Reduced Inequalities</p>	<ul style="list-style-type: none"> • Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. This view was supported by Ed.Scotland Inspectors who visited on 31st May. • Staff have previously engaged with Emotion Works and Respect Me training. • Staff have identified nurture and emotional wellbeing as a priority. They have focused on supporting children to feel safe and happy when returning to school. To support this, staff developed a whole school approach, 'Being Well, Doing Well'. This promotes the wellbeing of children and staff. • All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community • The nursery presents a caring and supportive environment to meet the needs of the children. • The QLC has a clear vision of learning as central to pupil activity in a caring and supportive environment to meet the needs of the children with severe and complex needs. • Staff in the QLC place great emphasis on supporting children and families' wellbeing. They are mindful of learners' changing wellbeing needs. Staff respond quickly and effectively when children require help or are becoming anxious or distressed. They respect children's dignity at all times. As a result, children feel safe, nurtured and valued. They enjoy attending the learning centre. • In the QLC, staff have a sound understanding of the diverse needs of learners. Teachers use a wide range of techniques and resources well to engage and stimulate children. Most children are enthusiastic learners and participate well in tasks and activities. Learners find practical tasks, sensory stimuli and learning activities with real life contexts particularly motivating. • The school's child protection and safeguarding policy is in line with Dumfries and Galloway Council expectations. The policy takes account of relevant legislation and guidance. All members of the school community are aware of the child protection policy and procedures. Children and families know someone at the school that they can speak to if they have any concerns. • • Identified children take part in supported weekly wellbeing activities. These provide opportunities to build relationships, develop life skills and engage with local partners and the environment. Support is also provided by a depute headteacher through a nurture group to children identified by staff or parents. This helps children to build resilience, manage their emotions and develop positive relationships. • Children with additional support needs are well supported in their learning in the Nursery, QLC and primary stages within the parameters of current staffing levels. 	<p>We are developing effective strategies to improve attainment and achievement for children facing challenges and those with additional support needs. The use of Pupil Equity Funding will allow us to target support to specific individuals and groups.</p> <p>Emotion Works needs to be further embedded as a whole school approach, within an IDL theme, at the start of each session, alongside the new Emotion Response policy. The theme next session will be based on Respect for All/ anti bullying messages. Senior leaders need to revisit the school's approaches to promoting positive relationships. Most learners understand the importance of mutual respect and being kind to others. Staff need to ensure that all children appreciate what constitutes bullying behaviour and be mindful of others' feelings.</p> <p>Staff need further support in implementing ASL targeted support or interventions for positive impact where assessed and required.</p> <p>Curricular programs that explore different aspects of diversity including ; faiths, cultures and beliefs to support inclusion and understanding of others are required. (through Global citizenships/ Four contexts)</p> <p>Diversity of nationalities within school celebrated as part of world book day</p> <p>Teachers in the QLC should now plan jointly more lessons with mainstream colleagues in the school. This will help enable children in the QLC to engage in meaningful learning activities alongside their mainstream peers.</p>	
---	---	--	--

	<ul style="list-style-type: none"> • Children in Early Years are provided with very good quality outdoor experiences and have been using resources in the local community to help them learn. • Positive relations are established with a range of support partners, Active Schools, Let's Get Sporty, Dumfries Baptist Church and Local library, SUSTRANS. • During the pandemic staff felt well supported by senior leaders through regular opportunities to talk about their wellbeing and share concerns. They appreciate how flexible senior leaders have been to recognise and support individual circumstances. Staff believe senior leaders seek and value their opinion and feel included, even during periods of absence. • QLC have been successful in securing funds through The Wooden Spoon Charity, donations and their own fundraising to refurbish the sensory room within the Queensberry. • We support children facing additional challenges and find ways of reducing and removing barriers to learning. Nurture has played a vital role in supporting these children. Boxall Profiles are used to assess wellbeing for relevant children. Termly wellbeing check-ins are conducted via forms for P4-7 using Wellbeing indicators, these are followed up by class teachers/SLT. N-P3 each have a SHANARRI display. • Being Well, Doing Well is now integrated as our overarching policy for HWB, Nursery to P7. Policies have been shared with staff, pupils and parents. • The school value, recognize and share achievements with peers, parents, family members and the wider community (using social media or DOJO). • There is effective communication of information about pupils' achievements between senior managers, class teachers, learning support staff, and parents. Almost all Teachers are knowledgeable about the pupils as individuals. Effective pass on information is in place to support this. • 'Paper-free' days continue to increase learner engagement. • Pupil well-being forms completed termly and analysed by SLT • Staff well-being forms completed termly and 'return from lockdown ' interviews held. • Pupil 'Well-Being Wednesday' introduced during lockdown and continued into school. • Being Well, Doing Well is now an assembly format to recognize school values and (wider) achievement in learning. New displays / positive signage to support this (Nursery-P7). • Being Well, Doing Well , Emotion Response Behaviour and Respect for All policies disseminated to all staff and parents. Discussed with pupils. 	<p>The role of the child protection coordinator now needs to be more visible throughout the school, nursery and QLC. Senior leaders should also ensure that they provide all visitors to the school with a succinct summary of what to do if they have any safeguarding concerns.</p> <p>The QLC focus on communication and consistent use of core board vocabulary throughout the learning centre, alongside other 'Total Communication' strategies, is providing pupils with more opportunity to communicate what they want, to who they want, when they want.</p> <p>We would like to further enable our children to engage in meaningful social interaction, and to develop their understanding of 'turn taking' in conversation, by means of questions and answers 'joke' telling and conversation.</p> <p>Staff will continue to develop their use of the Core Board and other visual Strategies to build on children's understanding and communication, with the support of our Speech and Language Therapy colleagues. We will continue to develop our understanding of the Switch Progression Road Map and track children's progress in this. We will continue to build on these communication skills and incorporate use of the Sensory Room.</p> <p>We will further develop our use of Signalong, building upon previous training, as part of the whole school initiative. This approach to Signalong is going to continue, with the school learning Signalong as one of their additional languages. QLC will be supporting this</p> <p>We plan to build on this collaborative working and ensure that the children in the QLC get as much out of their experiences with the mainstream children as possible. This will build-</p>	
--	---	---	--

	<ul style="list-style-type: none"> • New Nurture Room set up and in use with specific individuals and groups. Nurture sessions, led by DHT facilitated through use of Covid Recovery teacher. • All Nursery and Learning Assistant staff completed 'Place To Be' training. • QLC Pupils are fully included in the Being Well, Doing Well celebrations of success. These are reported to parents and demonstrate to our children, families, and the rest of the school, the successes that our learners are achieving, in all areas of development. • Since Covid restrictions have allowed, most of the QLC children have been integrated back into the mainstream classes for sessions in the day. These allow for opportunities for social communication and interaction, and has proven valuable for all children. QLC children have also been involved in Sports Days, Jubilee Celebrations and each child has been out on a trip with the classes. The whole school 'Back Together Again' show greatly reflects this collaborative working. All of the children have learned Signalong for sections of their songs. 	<p>upon their current experiences in the classroom, outside in the playground/garden, on trips and in the hall. Some of our children need support with accepting working in unfamiliar settings and with other children. Steps towards this access to mainstream for all learners are steady and child-led. Communication with mainstream staff is imperative to ease anxiety and promote understanding.</p> <p>A next step is to bring mainstream children into the Learning Centre for focused activities and social interaction times. This will help to enhance the experiences and learning of both cohorts in terms of social interactions and understanding.</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>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners <p>Global Goals: 4. Quality Education 10. Reduced Inequalities</p> <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> Progress in communication, early language, mathematics, health and wellbeing 	<p>NUMERACY:</p> <ul style="list-style-type: none"> Electronic planning for Numeracy was revised to encapsulate the phased assessments from Developing Number Knowledge. Pupils progress is now tracked in BSGV and at three points within the session and percentages recorded to track stage progress for Achievement of a Level. Staff are encouraged to use this data to support interventions or small test of change activities. These are reviewed at regular tracking meetings between SLT and teachers to discuss what interventions are being put in place for those learners not on track to achieve their expected CfE Level. Second Level Phase Numeracy Planning has been introduced and will allow staff to closer track pupil progress and pace of learning and allow for continuity across the school. <p>Percentages state that Numeracy attainment, tracked by teachers at the end of June 2022</p> <ul style="list-style-type: none"> Pr1 at the end of Early level is 91% Pr4 – end of First Level was 57% P7 – end of Second level is 81%. <p>P7 SNSA Results by Nov 2021 for those on track to attain or beyond at second level = 77.7%</p> <p>P4 SNSA Results by Nov 21 for those on track to attain or beyond at First level = 59.6 %</p> <p>P1 SNSA Results by June 22 for those on track to attain or beyond at Early level = 85%</p>	<p>Higher level priorities in bold</p> <p>Further develop staff confidence in using our tracking system together with effective interventions to ensure continuous progress for learners in Numeracy and Maths through the Four Stages of Progress (BSGV) Tracking for Maths – using BSGV needs developed.</p> <p>Seek to improve levels of achievement in General Maths and Reading and Writing across the school through focused monitoring of teachers' lessons, planning ,tracking pupil progress and observing learning and teaching. Moderation time built into WTA</p> <p>More confident teacher judgements based on moderation, together with benchmarking and an appropriate range of assessments are required to lead to improvements in attainment at all levels.</p> <p>Continue to embed new writing criteria across all levels and allow for more opportunities to moderate writing helping develop teacher judgment.</p> <p>The assessment of reading skills across the school needs to be further developed.</p>	<p>4</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
<ul style="list-style-type: none"> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<ul style="list-style-type: none"> • The planning formats based on the Developing Number knowledge approach are being used successfully from Early Level to second level with nursery now using the phase approach for Number. <p>LITERACY:</p> <ul style="list-style-type: none"> • Planning/ tracking (BSGV) documents for all aspects of Literacy and Language have been introduced but need to be more fully understood by some staff. • These are reviewed at regular tracking meetings between SLT and teachers to discuss what interventions are being put in place for those learners not on track to achieve their expected CfE Level. • All Nursery staff now trained in TLQ. • TLQ groups established and continued in N & P1 • VIPERS whole school progressive approach to teaching comprehension skills in reading has been introduced along with associated planning, support documents and resources. • There are now progressive programmes of study in place for Spelling, Grammar, Talking & Listening at all stages. • A new writing criteria which incorporates the benchmarks has been introduced to help develop staff confidence and teacher judgment in the assessment of writing <p>Achievement of a Level data in Literacy – tracked by teachers Final Percentages (by June 2022) state that Literacy attainment in Pr1 – end of Early Level were;</p> <ul style="list-style-type: none"> • Reading 91% • Listening and Talking 82% 	<p>Interact more closely with Third Level documents that allow teachers and pupils to engage more fully with the Benchmarks and raise their confidence in reporting achievement of a level.</p> <p>All Staff systematically track individual pupils' progress through standardized assessments and other data sources but should now link this to target setting and identifying appropriate interventions for those individuals who are 'not on track'.</p> <p>A more consistent approach, across the whole school, is needed to the teaching of reading and writing through explicit links between the two.</p> <p>Literacy Targets and next steps now need to be displayed in each class in Early, First & Second level.</p> <p>The pace of progress through programmes and learning needs to be challenged further through the school after lockdown</p> <p>Consistency in approaches to learning and teaching across all curricular areas is required.</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
	<ul style="list-style-type: none"> • Writing 88% <p>Final Percentages (by June 2022) state that Literacy attainment in Pr4 – end of First Level were;</p> <ul style="list-style-type: none"> • Reading 63% • Listening and Talking 69 % • Writing 41% <p>Final Percentages in P7(by June 22) – end of Second level were;</p> <ul style="list-style-type: none"> • Reading 75% • Listening and Talking 83% • Writing 77 % <p>This data is formulated from the following sources; Writing assessment data, Reading tracking data, classroom assessment and teacher judgement. SNSA data for P1 cannot be included at the point of writing.</p> <p>P7 SNSA Results for those on track to attain or beyond at second level by Nov 2021; In reading =80.5 % and in writing = 77.7%</p> <p>P4 SNSA Results for those on track to attain or beyond at First level by Nov 2021; in reading = 53.8% & in writing = 57.6%</p> <p>P1 SNSA Results by June 22 for those on track to attain or beyond at Early level in Literacy = 91 %</p>	<p>Higher level priorities in bold</p> <p>Ensure the proactive and consistent use of Staff Self Evaluation Working Wall.</p> <p>More rigorous Target Setting in Literacy and numeracy needs to be embedded across all levels</p> <p>More work needed to identify robust evidence of how we are closing the attainment gap as a school. Wider data continued to be gathered to support the progress and attainment of PEF Children and others receiving support.</p> <p>All Second Level classes to begin to develop the use of individual class blogs and My World of Work Profiles</p> <p>More community links need to be made with The Baptist Church through community singing group.</p> <p>Pupils across mainstream, QLC and Nursery to have more opportunities to contribute effectively to the life and decisions of the school in a range of well-planned activities.</p> <p>Introduce Progressive Curricular planning for Digital Literacy as part of cluster plan</p> <p>Continue to develop STEM and Skills for Learning, Life and Work across the school</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 Higher level priorities in bold	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> Tracking systems are in place and the majority of staff are beginning to engage with data via this system. All N5 pupils are tracked in early Reading, Writing and Numeracy. The development of maths and literacy skills are a priority in the QLC with all pupils being provided with relevant and carefully planned opportunities to either learn explicit maths and literacy skills or experience aspects of these areas through cross curricular activities. We continue to work with our local community to provide relevant opportunities for learning which pupils to link their school learning to 'real life' scenarios which will enable development of independence. This includes educational visits related to our curriculum and enhance learning. We visit Mabie forest, Ae forest, Castle Loch in Lochmaben, The Crichton grounds, Catherine Street Park and in non-covid times we visit local supermarkets, garden centres, Baptist church café and also access the church hall/ play area. Within Nursery and P1, Literacy and Numeracy are embedded through play. Skills are explicitly taught then reinforced through opportunities for free flow play. Nursery and P1 staff have worked closely together to ensure continuity and coverage of CFE. Jolly Phonics and Jolly Grammar are now being used as a whole school approach. We have developed an Inward/Outward/Forward approach to self-evaluation as a staff creating Self-Evaluation in Learning and Teaching working wall for staff to contribute too. At Early Level Nursery and P1 use the same planning/ tracking documents and these are continued as pupils' transition into school. Records of achievement carry forward – handing on notes and information at all points of transition – stage partner and cross level planning /working in evidence 	<p>There was some evidence of learners not being appropriately challenged, staff 'playing safe' rather than going with the individual's pace of development.</p> <p>Evidence of tracking pupil progress in Reading and writing now needs further scrutiny to ascertain pace of progress. Procedures to reduce planning whilst focusing clearly on benchmarks. We track pupils as BSGV, expectations in Prof Dialogue at different points of the session This needs to be re-established and recorded more precisely - using SEEMIS</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 Higher level priorities in bold	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> • Being Well, Doing Well are used to recognize achievements and Citizenship assemblies to promote learning within the four capacities. • Class Dojo class and school stories and Facebook page share information and success with families. • ELC and QLC have successfully used DOJO as a way to communicate with parents and share learning both in school and at home. • Pupils are awarded 'Dojo' points that are equal to House Points and we continue to develop this so that points are awarded in relation to our school values. • As a school we participated in Sustrans 'The Big Pedal' and Cycling Skills programme. • Pupils are returning to compete in local schools' events as sprint relay, football and cross country. Pupils participate in the Rotary Quiz and Speech Making competitions and Regional Burns Poetry Festival. • A celebration of the nationalities within our school was the theme for World Book Day, • P6s engage in the Young Leaders programme with Nursery children. This is run by Active Schools. • P7 Children developed their individual Blog which is used as transition to secondary school to help celebrate learning and wider achievements. • P7s are given various responsibilities via P7 Leaders programme. The involved all pupils in groups such as House Captains, Global Gang, playground Guardians and Community Champions. • The Baptist Church has been a community asset to school, we have regular visits for some groups and we will host a Getting Back Together summer celebration concert. 	<p>Most staff make effective use of information gathered to negotiate realistic learning targets and enable pupils to develop their own learning targets.</p> <p>Communication policy updated and communications between School/Home are tracked & Monitored</p> <p>Younger children are still developing confidence and understanding in using the language of the</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 Higher level priorities in bold	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> • Positive feedback from parents / wide range of activities, learning experiences / feedback via social media and Parent Share/ DOJO • Children in the nursery use emojis to check in daily with practitioners about their feelings. This is supporting their ability to talk about their emotions. At the primary stages, children use daily emotion check-ins to share any worries at the start of the day. All children in P2 to P7 complete termly wellbeing check-in forms based on the wellbeing indicators. Staff use this information to plan appropriate interventions. • Various opportunities for celebrating personal success included class focus on individual pupils, class dojo type systems , Being Well Doing Well Assembly linked to and celebrating success out with and within school (twice termly), successes highlighted on social media page and also on Class Dojo. Pupils nominations and Celebration 'postcards', Citizenship Awards termly and annual winners. End of year P7 specific Awards. • Celebrations are posted on displays and the school story, records are retained of Citizenship awards winners • Citizenship awards have a termly focus on 4 capacities. • Individual teachers continue to highlight learners who are experiencing barriers to their learning and the appropriate action is taken by the SLT – referrals, meetings, Nurture Sessions through HWB IEP Targets etc. • Pupils from N-P7 who we believe should be targeted with PEF have been identified according the FSM entitlement and their postcodes. A Support for learning assistant has been employed via PEF and taken on the role of supporting pupils – see PEF section • We have introduced progressive Curricular Programmes within Literacy , HWB, Exp Arts and IDL with a focus on Skill Development and Knowledge. • Within the nursery each staff member implemented a small test of change to make improvements within learning and teaching. 	<p>wellbeing indicators and should be further supported in 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 Higher level priorities in bold	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>From this staff developed the nursery environment and learning resources using the Curiosity Approach. This was highlighted as good practice by the Authority Early Years Team, with other nursery providers visiting to see good practice in place.</p> <ul style="list-style-type: none"> • Staff were given time to develop their knowledge and understanding of HOTS, Loose Parts and Invitations to Play. • We have now successfully appointed a new ELC manager who will take up post in Aug 2022. • The development of maths and literacy skills are a priority in the QLC with all pupils being provided with relevant and carefully planned opportunities to either learn explicit maths and literacy skills or experience aspects of these areas through cross curricular activities. We continue to work with our local community to provide relevant opportunities for learning which pupils to link their school learning to 'real life' scenarios which will enable development of independence. This includes educational visits related to our curriculum and enhance learning. We visit Mabie Forest, Ae forest, Castle Loch in Lochmaben, The Crichton grounds, Catherine Street Park and the Baptist Church Café. 		
<p>2.2 Curriculum: Theme 3 Learning Pathways</p> <p>Global Goals: 3. Good Health & Wellbeing 4. Quality Education 10. Reduced Inequalities</p>	<ul style="list-style-type: none"> • All teaching staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. • All staff across school have engaged in CPD relevant to their PRD targets. • There is a new rationale established following consultation with all stakeholders. It clearly links to the school aims. This has been reviewed with staff and has been shared further with parents. • The use of TLC previously supported staff to make better use of AiFL strategies, including Sharing Learning Intentions and Success Criteria, Effective Feedback and Questioning. Also 	<p>Develop effective whole school overviews in ensuring children's knowledge (and skills) are built appropriately over time in all curricular areas.</p> <p>Staff should continue to embed AiFL within classrooms</p> <p>A few staff need to further develop innovative approaches to Teaching and Learning across all curricular areas including Outdoor Learning</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>develop effective Learning and Teaching strategies across literacy esp. writing.</p> <ul style="list-style-type: none"> • TLC sessions were planned by DHT's. The first focused on reading - 'Developing the whole reader'. This was planned due to a need for better assessment information gathering for reading across the school. Staff were relying too heavily on the book band pupils were reading to inform tracking. • The second TLC session was delivered, via Teams, by Blair Minchin, who provides engaging learning opportunities for pupils through the Global Goals and purposeful play opportunities. • All practitioners take responsibility for developing early literacy and numeracy skills across the curriculum in the Nursery and QLC. • QLC introduced B Squared resource, this allows for tracking and monitoring and informs planning and next steps in pupils learning. • Mainstream Learning assistants are used effectively to support learning of a few pupils across the school. PEF has been utilized to support pupils across the school. Clear timetables are now in place to ensure the most effective use of their time. • Staff have engaged during lockdown with a wider variety of innovative and creative digital resources and teaching approaches. A variety of digital technologies, e.g. Teams, Forms, Sways, Thinglink and class Dojo. These are now being utilised as strategies in regular class teaching in most classes. • In the Early Years we ensure children have access to high-quality learning through a play based curriculum and outdoor learning which is child-led, creative and collaborative. • Staff are continuing to implement class working walls for IDL to help map out the learning journey to show cross curricular 	<p>Higher level priorities in bold</p> <p>Children require greater participation in the planning of their learning with increased opportunities for personalization and choice to control the direction of their learning.</p> <p>Staff continue to develop a shared understanding of interdisciplinary learning and how to develop it as an important context for learning</p> <p>Extend the use of a play based approach from Nursery to P7 to developed lifelong skills (HWB) and resilience in pupils.</p> <p>Working walls should continue to be embedded within all IDL topics across the session. Further embedding of working walls required and examples of good practice to be highlighted and shared with staff.</p> <p>Continue to develop play based learning and outdoor across the school</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? (Include evidence of impact.)	Areas for Improvement Higher level priorities in bold	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>working, personalisation and choice and skills and knowledge gained.</p> <ul style="list-style-type: none"> All practitioners take responsibility for developing early Literacy and Numeracy skills across the curriculum in the QLC. QLC introduced B Squared resource, this allows for tracking and monitoring and informs planning and next steps in pupils learning. 		
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's learning. Global Goals: 3. Good Health & Wellbeing 10. Reduced Inequalities	<ul style="list-style-type: none"> Parental 'involvement' is school is generally positive but engagement in learning requires to be strengthened. Our setting values the contributions parents/ carers and families make to children's learning and we regularly ask for contributions, suggestions and feedback. ADD STATS We have established positive relationships that are fostered to support confidence and self-esteem within families. This was reflected in the results of a recent parental questionnaires and feedback forms from lockdown. In QLC we maintain strong positive relationships with our families and multi-agency partners based on a child centered approach and the information. During lockdown, online targeted support was offered to families that enabled them to engage in a variety of learning opportunities which met their individual needs. Our staff strive to form respectful relationships and work in partnership with parents/carers and families to reduce potential barriers to engagement and overcome disadvantage. They sensitively respond to individual family circumstances Results from a parental questionnaire (46% return) on 'Learning during lockdown' were very positive. 84% of parents stated they enjoyed Remote Learning and were satisfied with the learning it provided for their children, even if some found it difficult to start with. 100% of parents who responded found using class Dojo easy to work with to help 	<p>In partnership with parents, we must continue the benefits from lockdown, of increased parental engagement in their children's learning, to help raise attainment and achievement in literacy and numeracy across all sectors of school.</p> <p>We need to establish family learning programmes to contribute to a culture of learning within the family. We provide some opportunities for parents/carers to learn together with their children but need to think of ways to promote parent/carers only learning.</p> <p>We continue to explore how to develop parental engagement in the pupils' learning and have plans to provide parents with more information about the QLC curriculum and our learning and teaching approaches, alongside our multi-agency partners.</p> <p>We need to consult parents in a more focused way about how we can meet their children's needs in relation to literacy, numeracy and health and wellbeing and wider family learning outcomes. We already support families at some stage but this could be extended</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>children access online learning. 88% were happy with the amount of work they received. 97% of parents felt their child was motivated to learn most of the time. 74% were supported by recorded teaching videos from teachers. 92% felt that the school supported their child's wellbeing during lockdown. 66% of parents felt the school supported them during lockdown whilst 28% felt they did not require any support.</p> <ul style="list-style-type: none"> We consult with parents/carers and work in partnership with other services to share relevant information on individual family's needs. We use this information to ensure appropriate timely interventions. Needs are identified and reviewed in consultation with families and partners. Some families benefit from strong collaboration with colleagues from other sectors to ensure appropriate referrals to and from services. These engagements help to build confidence, trust and respect. We need to track outcomes over time. The school continually seeks to involve parents and carers in shaping policy and services to improve impacts via the Parent Council and other consultation opportunities. Parents have been involved in developing the new School Rationale and Respect for All policy, where their opinions and views were taken on board to ensure they have their say. Feedback from QLC parents was positive regarding Class Dojo and supported our understanding of the effectiveness of the information we share. This has informed our strategic planning for future engagement of parents in their child's education provision. In QLC we maintain strong positive relationships with our families and multi-agency partners based on a child centred approach and the information. 	<p>Higher level priorities in bold</p> <p>We need to develop innovative approaches to home learning across the school and provide support for parents/carers with this.</p> <p>Further consultation on the School Vision Values and Aims (including rationale) with parents and the wider community is required.</p> <p>In QLC we aim to develop further the sharing of targets, strategies and learning opportunities between home and school, keeping consistent approaches, contributed to by other agencies, regarding, for example, Functional Movement and Communication. This will help us on our journey towards a 'Total Communication' approach. It will also help to develop and maintain social skills and independence in areas such as use of cutlery and specific communication devices. These all need a consistent, meaningful and relevant approach to achieve success across all areas.</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 Higher level priorities in bold	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> Nursery practitioners identified that a number of children have gaps in their language and communication development. Supported by speech and language colleagues, all practitioners have undertaken training in 'total communication' support. This is helping children to communicate better in the most accessible way for them. 		

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 <i>(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)</i>
<p>Cluster Priority = Digital Literacy</p> <p>NIF Priority: Improvement in attainment, providing learners with the right skills to succeed</p> <p>NIF Driver: Teacher Professionalism; Parental Engagement; Assessment of Children’s Progress.</p> <p>HGIOS?4 / HGIOELC QIs 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 2.6 Transitions; Collaborative planning and Delivery</p> <p>Global Goals:</p>	<p>Improve staff skill and confidence in the software and hardware now available to us. This will then ensure high quality learning and teaching of digital literacy both in school and across the cluster.</p> <p>Using the Education Scotland documents “Features of Highly Effective Digital Learning, Teaching and Assessment in Schools” (January 2022) and “What Digital Learning Might Look Like” will support each school to ascertain where they currently are within their Digital Schools Journey. This will build consistency across the cluster schools to ensure that all our learners are offered the same range of applications to equip them with the necessary skills for life and work.</p> <p>Provision of high quality learning and teaching in a range of applications will equip pupils with digital skills, creativity and flexibility. This will support attainment and achievement both within the digital literacy curriculum, and across the curriculum. Learners will be able to enrich their learning accordingly.</p>	<p>Digital reps from the cluster schools to meet and review the situation following the W10 rollout: establish where each school is currently in their Digital Schools Journey.</p> <p>Each school to audit their practice using the Education Scotland documents “Features of Highly Effective Digital Learning, Teaching and Assessment in Schools” (January 2022) and “What Digital Learning Might Look Like”.</p> <p>Cluster Digital Leaders to collate results and identify priorities for each school and across the cluster.</p> <p>Cluster Digital Leaders to audit the Digital Literacy Strategy to identify gaps in software and hardware, and to highlight alternatives if a piece of software is no longer available to us.</p> <p>A cluster Whiteboard to be set up to allow sharing of information if a member of staff has found an excellent replacement: this will build up over time.</p> <p>Work across stages, and across the cluster to build staff skills with the new programmes in order to deliver high quality learning and teaching.</p> <p>Staff to review progress and identify next steps.</p>	<p>School digital reps and Cluster Digital Leaders March to May 2022</p> <p>School digital reps, whole staff in each school May 2022 (allocated collegial time)</p> <p>Cluster Digital Leaders June 2022 (released by cluster- 2 days)</p> <p>Cluster Digital Leaders April to June 2022 (released by cluster)</p> <p>Cluster Digital Leaders June 2022; all staff to add on an ongoing basis.</p> <p>School digital reps, all school staff August 2022 to February 2023</p>

<p><u>UNCR Rights</u></p>	<p>Identify pupils who demonstrate flair and expertise in Digital Literacy: enhance their achievement in this area through mentoring other pupils.</p> <p>Build parent confidence in and across Digital Literacy. This will enable parents to support their child's learning appropriately.</p>	<p>Refine and extend our pupil Digital Leaders group: building pupil expertise in this area. The pupil Digital Leaders to then act as mentors for other pupils and staff as we implement new approaches and software.</p> <p>As soon as safety mitigations allow, develop and offer digital workshops for parents and inter-generational, led by pupils and staff.</p> <p>Development of parental guides for key programmes/applications.</p>	<p>3x collegial cluster across the session- dates to be decided</p> <p>Whole staff audit Feb INSET 2023</p> <p>School digital reps, class teachers Initiate June 2022 Implement August 2022 Review Feb INSET 2023</p> <p>Ongoing through the session</p> <p>As each unit is developed</p>
---------------------------	---	---	---

<p>School Priority 1 To develop a clear learning and teaching pedagogy across all stages of the school.</p> <p>NIF Priority</p> <p>NIF Driver</p> <p>HGIOS?4 / HGIOELC Qis</p> <p>Global Goals: GG 3 – Health & Wellbeing GG 4 – Quality Education GG 5 – Gender Equality</p> <p>UNCR Rights: Article 28/29 - Right to education & goals of education Article 31 – Right to play & Rest</p>	<p>A clear learning and teaching policy will be in place to support staff in their pedagogy.</p> <p>Play will be embedded from nursery to P7.</p> <p>Staff will confidently use Outdoor learning and Play in their daily teaching practice.</p> <p>Georgetown Primary will be a Rights Respecting School.</p> <p>Children will become successful learners, confident individuals, responsible citizens and effective contributors.</p> <p>Improved wellbeing of children and adults across the school</p> <p>Children will experience engaging, exciting and active learning which promotes STEM, Learning for Sustainability and Skills for Learning, Life & Work.</p> <p>Children will can apply skills in various contexts.</p>	<p>Create Whole school Learning and Teaching policy alongside staff and pupils – then share with all stake holders.</p> <p>Working development groups will be identified Term 1 (staff & pupils).</p> <p>Staff training and continued development in play/outdoor learning.</p> <p>Development of play resources P2-7</p> <p>Development of a play policy – working group</p> <p>Working group will develop literacy bank of resources for Outdoor lessons.</p> <p>Staff will take part in at least two outdoor learning sessions per week.</p> <p>Continue with wellbeing questionnaires to measure improved wellbeing.</p> <p>Develop a STEM skills lab for whole school use.</p> <p>Engage in self evaluation with staff and children to review Play/Outdoor learning throughout the year.</p> <p>SLT to support staff through the use of TLC approaches.</p>	<p>Responsible/Lead Persons = SLT</p> <p>Time Allocations =</p> <p>Funding (include PEF) £ 0</p> <p>Expected Completion Date = June 2023</p>
---	--	--	---

		<p>Collegiate working to discuss pedagogy and how we provide opportunities for children to embed and transfer skills.</p>	
--	--	---	--

<p>School Priority 2 To develop a well-rounded curriculum, which supports our visions, values and aims for our children in our ever changing world.</p> <p>NIF Priority</p> <p>NIF Driver</p> <p>HGIOS?4 / HGIOELC Qis</p> <p>Global Goals: All goals – LFS L3 3-Good Health & Wellbeing 4- Quality education 10- Reduced inequalities</p> <p>UNCR Rights All rights will be explored as part of this priority.</p>	<p>Children and staff will become familiar with UNCRC.</p> <p>Each class will have their own UNCRC charter</p> <p>Our School will achieve Bronze Rights Respecting School award.</p> <p>Global Goals will permeate throughout our school curriculum and pupils will can talk about these readily.</p> <p>Clear Vision, Values and Aims which focus clearly on Learning for sustainability and in particular – Climate action.</p> <p>L3 language - Almost all (90%) children and all adults in our school can begin to communicate with others using Sign – a – long.</p>	<p>Refresh of IDL planning to support creativity and opportunities to embed skills, Global goals and Rights of the Child.</p> <p>Refresh and update our schools Vision, values and aims with pupils, staff and stakeholders.</p> <p>Staff training – via signing up for Rights Respecting School</p> <p>Collegiate working based upon GG/ Rights and our school pedagogy.</p> <p>Develop staff awareness on LfS – through further training, WOSDEC support and Ed Scotland and GTCS LfS Hub.</p> <p>Explicit teaching around LfS</p> <p>Collegiate training sessions lead by Sign a Long SALT for all staff within the school – Teaching staff will then deliver this training to their classes.</p>	<p>Responsible/Lead Persons = SLT in consultation with all staff & stakeholders</p> <p>Time Allocations =</p> <p>Funding – (include PEF) = £0</p> <p>Expected Completion Date = June 2023</p>
<p>School Priority 3 To develop and support staff understanding in raising attainment in Literacy & Numeracy.</p>	<p>Almost all learners (90%) will have achieved or exceeded their predicted CfE level by June 2021</p> <p>Almost all PEF learners (90%) will close their attainment gap through focused intervention & support</p>	<p>Staff development on ACEL and data and tracking systems.</p> <p>Training on using SEEMIS tracking systems for all teaching staff.</p>	<p>Responsible/Lead Persons = SLT in consultation with all staff</p> <p>Time Allocations =</p>

<p>NIF Priority</p> <p>NIF Driver</p> <p>HGIOS?4 / HGIOELC Qis</p> <p>Global Goals: GG 4- Quality education GG 10 – reduced inequalities</p> <p>UNCR Rights: Article 29 – Goals of education</p>	<p>Increased attainment levels will support more positive leaver destinations.</p> <p>Increased engagement in lifelong learning and skills</p> <p>Increased staff engagement in the use of Data to support next step/interventions.</p> <p>Pupils will be challenged and supported effectively.</p> <p>Increased staff understanding of ACEL.</p> <p>All staff will be confident making informed decisions regarding assessment and tracking</p>	<p>Clear assessment guidance for Literacy and Numeracy.</p> <p>Moderation opportunities (in particular Numeracy) for staff at school and cluster level.</p> <p>Learning and information opportunities for the parents to support attainment in numeracy & literacy.</p> <p>Staff to include DYW in IDL planning</p> <p>Measure staff confidence through Forms.</p> <p>Regular attainment meetings to support staff with focused interventions, tracking and engagement in data.</p> <p>Track PEF pupils story throughout their school journey.</p>	<p>Funding – (include PEF) = £0</p> <p>Expected Completion Date = June 2023</p>
---	--	--	---