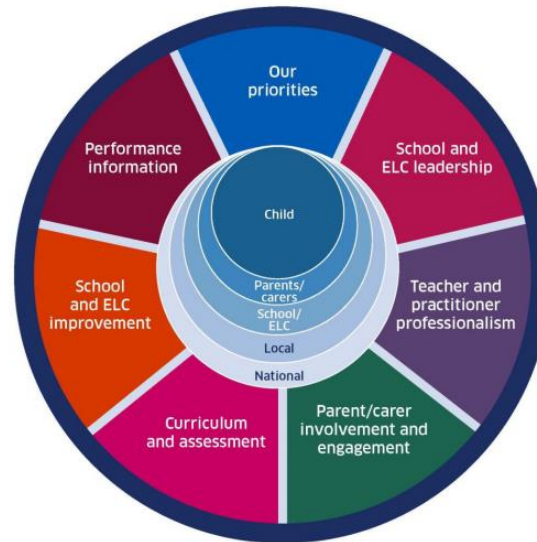


Education and Learning Directorate

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

(2022 - 2023)



School: Gretna Primary School

Date: June 2022

1. Vision, Values and Aims

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

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

Our Vision, Values and Aims

School Statement

We reviewed our values again in September 2021. We involved pupils and staff but did not extend this further due to COVID guidelines.

Be all you can be!

Growth. We strive to develop a love of learning, inspired by quality teaching, building and developing all of our individual talents.
Respect. Appreciating one another with fairness, honesty and acceptance.
Equality. We promote equality, equal opportunities, respect, diversity and value the contributions everyone can make.
Tolerance. We promote tolerance through providing a safe, supportive & inclusive community where we value everyone.
Nurture. We are a nurturing school offering a safe, happy and caring and stimulating environment with a positive ethos.
Achievement. We work hard to ensure we are being the best we can be!

Review Date: September 2022; ALL stakeholders will be involved.

Review Activities (as appropriate)

- Pupil Council led by DHT, Mrs McConnachie, will seek the views of the pupils in school.
- DHT, Mrs MacKenzie, will gather the views of the parents as part of a wider task to engage parents
- HT will work with wider school community to review (and share) vision, values and aims.

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

2. School Improvement Progress Report

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

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

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

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1:</p> <p>Raising Attainment through ensuring robust, consistently planned and moderated assessment activities.</p> <p>NIF Priority</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver</p> <p>School Leadership Parental Engagement Assessing Children's progress School Improvement</p> <p>HGIOS? 4 / HGIOELC? Qis</p> <p>1.2 Leadership of learning Professional engagement and collegiate working</p>	<p>Reading</p> <ul style="list-style-type: none"> • All children across P4-P7 have been assessed using Accelerated reading assessments: • The Accelerated Reader STAR Reader baseline assessment has provided an excellent starting point for teachers to plan for the very specific needs of each pupil. The data shows us we have some very high achievers throughout all the stages who will require challenge and has helped us identify those learners who would benefit from interventions such as literacy Ladders and Closing the Literacy Gap. <p>Current March reading data: See below</p> <ul style="list-style-type: none"> • All books in our school library are being banded to support delivery of the Accelerated Reading Programme, to start in August 2022. • Teaching staff will attend training led by DHT Mrs McConnachie to support full implementation in 2022/23. • Data from Accelerated Reading will be used with a range of data sources to support identification of pupils who would benefit from reading intervention. 	<p>Start to implement Balanced Literacy approach across Listening and Talking, Reading and Writing using local authority resources and planning materials.</p>

<p>3.2 Raising attainment and Achievement Attainment in literacy and numeracy Attainment over time</p> <p>2.2 Curriculum Rationale and design Development of the curriculum Learning Pathways Skills for learning, life and work</p> <p>2.3 Learning, Teaching and Assessment Effective use of assessment Planning tracking and monitoring</p>	<p>Reading and Writing Interventions</p> <ul style="list-style-type: none"> Through school tracking and monitoring systems, all children from P1 to P7 who are not on track with their reading have been identified and intervention planning is now taking place to support researched and proven intervention using the Local Authority Literacy Interventions Menu. Local Authority Literacy Ladders have been used successfully to support reading interventions for a small group in P4 and P5. In P1-P3, additional phonics-based reading schemes have been purchased to support the application of phonics skills through reading. All P1 and P2 staff contributed to researching the best options for this and a P1 and P2 Class Teacher have worked to create a progression for the use of the resources. This is enabling a more coherent and joined-up approach to the teaching of reading and phonics. It will enable reading books to be introduced at an earlier stage in Primary 1 and the purchase of several reading schemes has provided additional resourcing in the P2 and P3 stages for children requiring further consolidation in their application of phonics decoding in reading. <p>Numeracy</p> <ul style="list-style-type: none"> Through professional learning sessions delivered at Inset and collegiate sessions, All P1-P7 staff are developing an increased knowledge to embed the adopted approach of Developing Number Knowledge within their classrooms. Nicola Dalgliesh, CNG Trainer, has undertaken a practical session to support teachers in considering how to plan for learners using DNK. Staff took part in a GROW evaluation to identify what would support them in moving forward with the implementation of the Developing Number Knowledge Framework. In Term 4, all P1-P7 staff have developed skills in using the DNK assessment resources to identify the phases pupils are working at for 	<p>DHT (Mrs Mackenzie) to lead and monitor implementation of Closing the Literacy Gap, Fastlane, Literacy Ladders, and other interventions from the Local Authority Literacy Interventions Menu.</p> <p>Learning Assistant staff and DHT (Mrs Mackenzie) to undertake Closing the Literacy Gap training in Autumn 2022.</p> <p>Learning Assistant staff and DHT (Mrs Mackenzie) to undertake Fastlane training in Autumn 2022.</p> <p>Pupils in P1 to be introduced to phonics reading scheme once they are confident in the first set of sounds taught in the phonics programme.</p> <p>Staff to fully implement the Developing Number Knowledge planning framework from August 2022.</p> <p>Staff to make use of Numeracy Launch Pads within the DNK framework to support teacher-led interventions/ parental support for pupils.</p> <p>Professional Learning sessions to take place to ensure resources available are well utilised in learning and teaching in school.</p> <p>Opportunities for staff to observe each other for parts of DNK lessons to share</p>
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	<p>an identified strand. They have used a strand from the DNK programme to plan a block of work as a 'small test of change' in using the DNK approach. Feedback from this will inform the next stages of implementation.</p> <ul style="list-style-type: none"> • Implementation of DNK is promoting coherence between whole-school Maths learning and teaching and the intervention groups taking place. • Resource kits and Maths Recovery books have been purchased to support staff in the implementation of DNK. Professional learning related to these kits has been supported by CNG Trainer, Nicola Dalgliesh. • Times Tables Rockstars has been purchased to support digital learning opportunities in Maths. The print booklets have been prepared for next year to enable pupils to support frequent practice of times tables. This is effective in supporting basic skills required across Maths operations. Pupils have been engaged and responded well to school Times Tables Rockstars competitions. • DHT, Mrs Mackenzie, is a member of the Excellence and Equity group for Numeracy and is part of a local working groups to develop Maths progressions. This raises the capacity of the school in taking forward improvements to our Numeracy curriculum. <p>Numeracy Interventions</p> <ul style="list-style-type: none"> • DHT (Mrs Mackenzie) and Learning Assistants have been trained in Phases 1-4 of the Closing the Numeracy Gap intervention from January to June 2022. This has resulted in 4 trained LAs in addition to an LA who was already trained which has increased the capacity of the school to support CNG interventions. More staff trained in CNG will also be beneficial as LA support to pupils in whole class DNK lessons will also be more coherent. • A larger number of CNG interventions have been organised across the school (P1-P5) due to increased staff trained in the approach. This has been effective in closing learning gaps for pupils. • Numeracy Launch Pads have also been used successfully in P3 to support intervention groups. 	<p>good practice.</p> <p>DHT (Mrs Mackenzie) to work with staff to update curriculum bundles and overviews along with resourcing information to support implementation of DNK.</p> <p>DHT (Mrs Mackenzie) to lead and monitor implementation of Closing the Numeracy Gap and other researched and proven interventions.</p> <p>Learning Assistant staff and DHT (Mrs Mackenzie) to complete remaining Phase 5 & 6 training and Numeracy Launch Pad training in Term 1/ 2 2022.</p>
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- Learning Assistant staff have provided ideas and feedback for planning how to effectively implement and monitor CNG groups in the next academic year.

Application of Skills in Developing Young Workforce

- Mrs Graham, Class Teacher, is working with cluster colleagues to develop a programme for DYW for all our cluster schools. She has developed a Learning Passport for use in second level.
- GPS will host a 'World of Work Day' in June for all pupils, inviting partners, parents and community links to work with us across the school.
- This will support pupil engagement in understanding how their Literacy and Numeracy skills are applied within the world of work and the relevance of their learning across the curriculum, promoting positive attitudes to learning.

Moderation to Support Raising Attainment

- DHT, Mrs Mackenzie, in her role as a Local Authority QAMSO and school's moderation lead has been part of a group leading cluster moderation. Class Teacher, Mrs Ansbro, has been involved in providing evidence for the moderation process and supporting work on moderation in our cluster. This work has focused on progression of Listening and Talking and the development of a pupil-friendly assessment tool.
- DHT, Mrs Mackenzie, is involved in work to support a Listening and Talking progression for the local authority as part of the Balanced Literacy approach. This will support capacity in the school in moving forward with this approach and in improving our school's curriculum and in supporting moderation around planning and assessment of Listening and Talking using the Four Stage Model.
- Professional Learning of staff has taken place in using the Four Stage model to support consistency in teacher judgements about progress towards and achievement of a level.

Undertake planned work to review curriculum overview to identify opportunities for learning through skills progression framework.

Develop the work with cluster colleagues to build consistent curricular approach to skills framework.

HT to develop curricular overview for assessment and Learning/Teaching policy. HT review use of evidence folders.

DHT, Mrs Mackenzie, to develop moderation policy.

DHT, Mrs Mackenzie, and Class Teacher, Mrs Ansbro, to build on cluster moderation work in Listening and Talking alongside local authority Balanced Literacy work, to share and support cluster approach to assessment of Listening and Talking.

Plan opportunities into the school working calendar on a termly basis to ensure regular opportunities for

- Some staff have increased their confidence in using a range of assessments to arrive at their professional judgements for data collection on an individual's progress towards achievement of a level. More staff are aware of how to use the Local Authority Literacy Ladders, Balanced Literacy Reading Correlation information, Developing Number Knowledge assessments and PM benchmark assessments to support their professional judgements.

moderation of planning and assessment evidence related to the Four Stage model to develop accurate and robust reporting of attainment and progress.

Robust tracking and data tools, led by DHT (Mrs Mackenzie) to be developed to enable SLT, Class Teachers and ASLT access to a range of data to ensure that decision making is data informed.

3.2 Raising attainment and Achievement Tracking and monitoring data

Achievement of a Level June 2022				
Cohort	L & T	Reading	Writing	Numeracy
P1	79.0%	55.8%	55.8%	60.4%
P4	83.3%	63.3%	56.6%	56.6%
P7	93.3%	60.0%	46.6%	62.2%
Achievement of a Level June 2021				
Cohort	L & T	Reading	Writing	Numeracy
P1	95%	81%	84%	79%
P4	47%	40%	23%	28%
P7	65%	37%	30%	35%
Achievement of a Level June 2019				
Cohort	L & T	Reading	Writing	Numeracy
P1	96%	96%	91%	96%
P4	71%	63%	59%	56%
P7	78%	73%	70%	75%
Achievement of a Level June 2018				
Cohort	L & T	Reading	Writing	Numeracy
P1	76%	61%	56%	83%
P4	77%	84%	63%	74%
P7	68%	66%	53%	55%

	<ul style="list-style-type: none"> • Two newly appointed DHTs are now in post and all SLT members have responsibility to track and monitor attainment at level stages across the school. • Attainment meetings have evolved and now focus on progress and achievement data and support staff in identifying and planning for addressing gaps in learning. This will stand us in better stead for next session, following the turbulence of the last two years. Attainment meetings are providing an opportunity to ensure teaching staff have ownership of using data to plan and review interventions to support attainment. • The introduction of monthly consultations between class teachers and ASLT is enabling quicker intervention to support learning and identification of further assessment needed to understand barriers to learning. 	<p>Continue to build working relationships across new team with all stakeholders and school community.</p> <p>Support collegiate whole staff approach in shaping attainment meeting agendas.</p> <p>Build on ASLT consultations to build staff capacity in reducing barriers to learning.</p>
<p>School Priority 2:</p> <p>Raising Attainment through ensuring high-quality learning experiences for all our pupils</p> <p>NIF Priority</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver</p> <p>School Leadership Teacher Professionalism School Improvement</p> <p>HGIOS? 4 / HGIOELC? Qis</p> <p>2.3 Learning, Teaching and Assessment Learning and engagement Quality of teaching</p>	<p>Using HGIOURS and through our strong focus on UNCRC, we have been encouraging professional dialogue among all stakeholders around the importance of pupil voice and learner participation. Mrs McConnachie, DHT has established a new Pupil Voice group including representatives from all stages and classes and voted for in a fair and democratic whole school election. We are beginning to develop learner participation in school evaluation for continuous improvement and working collaboratively with our pupils to improve learner participation.</p> <p>Outdoor and STEM Learning</p> <p>Learning opportunities have been widened though Mr Dolderson delivering STEM sessions in Term 1-3 in upper school. This approach is being built upon next year with a member of staff undertaking outdoor learning with lower/middle classes and a member of staff undertaking STEM learning with upper pupils.</p> <p>Outdoor learning plan was not carried forward this session and has been identified as priority next session.</p> <p>Pupil Council</p> <p>Opportunities for learner participation have been developed and extended. Our newly established Pupil Voice group have actively participated in organising whole school events including for charity and the Queen's</p>	<p>DHT to further develop our use of HGIOURS with staff and pupils to promote a culture and ethos of learner participation.</p> <p>Provide time for Outdoor Learning lead teacher and STEM lead teacher to develop practice. Identify training needs in school.</p> <p>Parental Communications and</p>

<p>National Standard Criteria</p>	<p>Platinum Jubilee. Pupils from P1 – 7 are represented on our Pupil Voice and Rights Respecting Schools groups where they are involved in decision-making processes. For example, our Pupil Voice are working in partnership with our Parent Council to address road safety issues at our pupil entrance. They will be working with the council's Network Strategy and Road Safety, Roads and Infrastructure and Communities department and the Police. Pupils' confidence is increasing and the school's profile continues to be raised in the community and beyond.</p> <p>Parental engagement</p> <ul style="list-style-type: none"> • Various whole school events, including the Heritage Lottery funded Church Project, Sports Day and Jubilee, have encouraged parents to be involved in the life and ethos of the school. This has increased our contact with parents after the difficult period over the last two years. This has provided opportunities to build relationships and a basis to re-embed parental involvement and engagement in school. • New DHTs have started to build positive working relationships with parents, staff and the school community. • DHTs have built on areas identified in Parent Council meetings to support improvements to the school, including funding applications. • DHT, Mrs McConnachie, undertook a review of homework and updated the homework policy. Another review is planned for 2022/23 to build on areas identified. • DHT, Mrs Mackenzie, worked with a member of the Parent Council to plan a communications survey for parents in June 2022 and a communications review and working group 'blethers' are planned for August 2022. There has been a positive response to this survey and this feedback will inform practice moving forward including the development of a parental engagement plan, communications policy and annual reporting overview to highlight the various reporting activities available over the school year. 	<p>approaches to Parental Engagement to be a priority in the SIP for next academic session.</p> <p>Pupils to be involved in sharing information with parents about the life and work of the school, using the four capacities to support awareness of the Curriculum for Excellence refresh.</p>
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	<p>P3 Play- Based Learning Approaches and Small Group Teaching</p> <ul style="list-style-type: none"> Resources have been purchased to support the extension of play based approaches already utilised in P1 and P2 into P3. P3 staff have attended play pedagogy training and have been supported by the local authority play pedagogy Principal Teacher to move forward practice. This practice has supported developmentally appropriate learning environments for P3 pupils and this is particularly beneficial given the impact of lockdowns in which the current P3 cohort experienced lockdowns in both P1 and P2 school years. Small group teaching approaches have been developed within the learning environment where appropriate to support more personalised learning and quick feedback to learners during the learning process. This has supported efforts to raise attainment. 	<p>Local Authority Play Pedagogy Principal Teacher, Andrea Mallaby, to be involved in supporting and developing play based approaches/ practice in P1, P2, P3 and P4 stages.</p> <p>Build on resourcing available to support play based learning. Extend challenge and open ended opportunities in play.</p>
<p>School Priority 3:</p> <p>To ensure a shared understanding to the wellbeing which underpins our children's ability to achieve success.</p> <p>NIF Priority</p> <p>Improvement in children's health and well being</p> <p>NIF Driver</p> <p>Teacher professionalism School improvement</p> <p>HGIOS? 4 / HGIOELC? Qis</p> <p>3.1- Ensuring wellbeing, equality and inclusion Wellbeing 1.3 Leadership of Change Developing a shared vision, values</p>	<p>Progress with Nurture</p> <p>Our Nurture Den continues to be well planned and well delivered with positive impact on children's wellbeing evidenced through baseline and post-intervention Boxall Profiles. Mrs McConnachie, DHT is our Nurture lead and has benefitted from Nurture UK training; we are in the process of reviewing our framework and policy.</p> <p>Rights Respecting Schools Award</p> <p>Our P7 teacher, Miss Johal, supported by Mrs McConnachie, DHT has continued to lead our journey towards Silver Rights Aware UNICEF accreditation. The UNCRC is embedded in practice across our ELC and whole school through lessons, class charters, assemblies, homework, communication with parents and in the way we manage challenging behaviour. Comparison data from before RRS journey and most recent stakeholder surveys.</p>	<p>Re-visit and re-embed Emotion Works cogs and develop consistency of use across school.</p> <p>Consistent use of Emotion Works language across all staff in discussions with children about situations, including playground incidents.</p> <p>Re-visit school values with all stakeholders.</p> <p>Embed UNCRC/Rights Respecting School ethos across whole school values. Undertake whole-school RRS charters for playground and hall. Incorporate UNCRC into all policies and once we have achieved Silver accreditation, begin working towards Gold</p> <p>Review positive relationships policy in light of Rights Respecting School with</p>

<p>and aims relevant to the ELC setting and its community</p> <p>National Standard Criteria</p>		<p>a view to undertake a whole-school charter. All staff, parents and pupils to have a shared understanding of how positive relationships is promoted in the school.</p>																																															
<p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school's approach to providing robust evidence of closing the attainment gap? • How well are you removing barriers to learning and ensuring equity for all? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <table border="1" data-bbox="577 430 1465 771"> <thead> <tr> <th colspan="3">2021/22 PEF PLANNING SUMMARY</th> </tr> <tr> <th colspan="3">(From PEF Planning Sheets submitted as part of SIP)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Developing Literacy</td> <td>£33,000.00</td> </tr> <tr> <td>2</td> <td>Developing Numeracy</td> <td>£7,500.00</td> </tr> <tr> <td>3</td> <td>Nurture/Breakfast Club/Sensory Garden</td> <td>£1,000.00</td> </tr> <tr> <td>4</td> <td>Developing Play Based Learning P3</td> <td>£3,000.00</td> </tr> <tr> <td>5</td> <td>P1 Phonics Based Reading</td> <td>£4,500.00</td> </tr> </tbody> </table> <table border="1" data-bbox="577 803 1339 1356"> <thead> <tr> <th colspan="2">Pupil Equity Fund 2021/22 (Spend)</th> </tr> </thead> <tbody> <tr> <td>Total Staffing</td> <td>£41,645.43</td> </tr> <tr> <td>Total Resources</td> <td>£28,433.14</td> </tr> <tr> <td>Total</td> <td>£60,450.77</td> </tr> <tr> <td colspan="2">Breakdown</td> </tr> <tr> <td>Health & Wellbeing - Staffing</td> <td>£14,287.55</td> </tr> <tr> <td>Health & Wellbeing - Resources</td> <td>£6,698.65</td> </tr> <tr> <td>Literacy - Staffing</td> <td>£24,378.55</td> </tr> <tr> <td>Literacy - Resources</td> <td>£13,620.86</td> </tr> <tr> <td>Numeracy - Staffing</td> <td>£2,514.05</td> </tr> <tr> <td>Numeracy - Resources</td> <td>£6,898.35</td> </tr> <tr> <td>Other - Staffing</td> <td>£465.28</td> </tr> <tr> <td>Other - Resources</td> <td>£1,215.28</td> </tr> </tbody> </table> <p>Some Breakfast Club activities did not go ahead which impacted the final spend and finalised staffing costs are still being calculated due to current pay update which means that an exact figure can't be provided at present.</p>	2021/22 PEF PLANNING SUMMARY			(From PEF Planning Sheets submitted as part of SIP)			1	Developing Literacy	£33,000.00	2	Developing Numeracy	£7,500.00	3	Nurture/Breakfast Club/Sensory Garden	£1,000.00	4	Developing Play Based Learning P3	£3,000.00	5	P1 Phonics Based Reading	£4,500.00	Pupil Equity Fund 2021/22 (Spend)		Total Staffing	£41,645.43	Total Resources	£28,433.14	Total	£60,450.77	Breakdown		Health & Wellbeing - Staffing	£14,287.55	Health & Wellbeing - Resources	£6,698.65	Literacy - Staffing	£24,378.55	Literacy - Resources	£13,620.86	Numeracy - Staffing	£2,514.05	Numeracy - Resources	£6,898.35	Other - Staffing	£465.28	Other - Resources	£1,215.28	
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How rigorous is the school's approach to providing robust evidence of closing the attainment gap?

Staff take part in regular attainment meetings to discuss pupil progress and to identify interventions to support closing the attainment gap. Staff use a range of information to inform assessment judgements including standardised assessment. We track pupil progress across Literacy and Numeracy to understand the progress learners are making and we have started to develop a system for next academic year to enable staff to compare a range of assessment information and to identify more quickly where children would benefit from more support, challenge or assessment. We have reviewed systems and are making improvements to utilise a range of data more effectively including SNSA data. In the next academic year, we will build on this work to ensure systems enable staff to take ownership of the assessment and data information to identify children who would benefit from intervention and support in their learning in a timely way. More consistent tracking of interventions has been put in place this year. Staff are taking ownership of interventions for learners within their classes, with the support of SLT and ASLT. This will be further improved next year with a dedicated SLT lead for PEF and ASL interventions and a clear system of short blocks of intervention with built in monitoring and adaptation to ensure that a wide range of data is informing who would benefit from intervention and how effectively interventions are closing the gap.

Year		Criteria	Listening and Talking	Reading	Writing	Numeracy
2021-22	% of pupils achieving CFE levels at P1	PEF	70.0%	20.0%	30.0%	30%
		All	79.0%	55.8%	55.8%	60.4%
	% of pupils achieving CFE levels at P4	PEF	91.6%	66.6%	58.3%	58.3%
		All	83.3%	63.3%	56.6%	56.6%
	% of pupils achieving CFE levels at P7	PEF	75.0%	50.0%	8.3%	41.6%
		All	93.3%	60.0%	46.6%	62.2%

School data suggests that there is still an attainment gap for pupils identified through PEF. There is also a gap in the attainment of all pupils at Greta and the local authority average. Children in our school community may experience an attainment gap for various reasons and we use a range of information e.g. ACEs, SIMD, etc to inform our understanding beyond PEF/FME data. There is an attainment gap in numeracy, writing and reading. The attainment gap appears to widen particularly in writing as pupils reach the upper stages.

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

The school knows learners and families well and has quickly responded to remove barriers related to the cost of the school day and to provide practical support to families where appropriate. The school actively supports families with signposting to a range of information and other agencies where further family support is needed. The health and

	<p>wellbeing needs of learners and families are prioritised and the school strives to address these. Parents and families develop good working relationships with teachers and SLT which helps to promote engagement.</p> <p>Significant work has taken place over the year to improve the data and information available to staff to ensure that staff, Additional Support for Learning Teacher and SLT have knowledge of how effectively we are meeting the needs of all pupils and ensuring equity for all. Systems are now in place to support robust monitoring of children experiencing barriers in learning and to identify actions that need to be put in place or where further assessment from ASLT or support from other agencies may be helpful. Additional learning plans have been put in place for children that would benefit from support. 'It helps me when' and positive behaviour planning documents have been used to support staff to identify what is working well for pupils and reduce barriers to enable improved engagement in learning. Senior staff work closely with families to support engagement in learning and put in place additional plans where needed. Attendance concerns are monitored and work takes place to promote attendance at school.</p> <p>How much progress have you made in reducing the poverty related attainment gap?</p> <p>The school has a range of HWB/Nurture approaches in place to support pupils to be settled to learn and to be further engaged in the learning environment. Significant work has taken place this year in supporting professional learning and resourcing for a range of whole-school and intervention programmes for Literacy and Numeracy, e.g. DNK, CNG, Fastlane, CLG and Accelerated Reading which are at the early stages of implementation and therefore it is early in the process to make assessment judgements on how effectively these are reducing the poverty related attainment gap. These will be closely monitored in the next academic year to identify the positive impacts being made for learners.</p>
	<p>PEF Project/ Spending area: Closing the Literacy Gap, Implementation of Literacy Ladders Intervention, Fastlane Reading and purchase of phonics based reading schemes to support phonics based teaching approaches in P1-3.</p> <p>Rationale: To support accelerated progress in Literacy for pupils identified through PEF and children identified through our school data as benefitting from closing the poverty related attainment gap. Many difficulties that children are experiencing in Literacy can be attributed to concerns around phonics and comprehension.</p> <p>Impact:</p> <p>Closing Literacy Gap- It is too early to provide attainment data as only professional learning and resources purchased at this stage.</p> <p>Literacy Ladders Intervention-</p> <p>The Literacy Ladders intervention has been put in place for 8 weeks with a group taking place in 2 classes twice a week. The intervention is still in process. Example of impact: The children assessed in GROUP A were at starting PM level 20 and are now working at approx. PM level 21. They were assessed at PM level 22 and although accuracy was very high (ranging from 92% to 99%, the comprehension level did not meet PM level 22. The intervention is in the early stages and assessment data in the next academic year will provide a more robust overview of the impact of this intervention.</p>

Fastlane Reading-

The Fastlane intervention has been carried out with several children. Assessment example to indicate progress:

Fastlane Intervention (Child A); Length of Intervention- March to June 2022; Child identified through PEF			
PRE Intervention			
Age at assess	Accuracy percentile rank/standard score/ age equiv	Reading rate percentile rank/standard score/ age equiv	Comprehension percentile rank/standard score/ age equiv
9yr:06	5	2	8
	6yr:05	6yr:04	6 yr: 04
	76	70	79
POST Intervention			
9yr:10	10	3	10
	7yr:03	6yr: 10	6yr:10
	81	72	82

Phonics based reading approach with phonics based texts in Primary 1 and 2:

Children identified through PEF.	Reading Level February (Intervention from late March- June- Length delayed by getting books ready once delivered)	Reading Level June
Group A	PM Level 0 – wordless texts P+A Level: 0.s	PM Level 1 – Pink (cvc blends) P+A Level: 0.g
Group B	PM Level 0 – wordless texts P+A Level: 0.s	PM Level 2 – Pink (cvcc/ccvc blends) P+A Level: 0.g/ 0.v
Group C	PM Level 3 – Red 2A (digraphs) P+A Level: 0.v	PM Level 3- Red 2A (digraphs) P+A Level: 0.v *PM Level 4 assessment: 80% accuracy; therefore, reading level too difficult but comprehension at Level 4.
Group D	PM Level 3 – Red 2A (digraphs) P+A Level: 0.v	PM Level 4- Red- Red 2B (digraphs) Decoding assessment indicates almost ready to move on from this

		stage but PM Level 5 assessment shows 80% accuracy; therefore, reading level 5 too difficult but comprehension at Level 5.
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Some of the children in all groups (A-D) were identified through PEF.

Group A – Children struggled to identify all single sounds at the start of the intervention. Phonic readers have allowed us to begin reading much earlier with these children as they do not need to identify all single sounds/ digraphs to begin blending and reading. These resources have supported faster progress in their learning and reduced barriers to accessing current reading resources. This has enabled application of reading skills.

Group B/D – Children have become much more confident in blending CVC words through access to the resources. This has allowed us to progress to digraphs and blending much more quickly than when using our core texts. The phonic readers have allowed us to recap and teach digraphs alongside building confidence and ability in reading, rather than as a separate entity which makes the learning more abstract.

Group C/E – Children have become much more confident in blending words with digraphs through access to the resources. This has allowed us to help children apply their use of digraphs in their reading daily in context.

Evaluative comment:

Phonics Reading Scheme: Reading books were purchased to support phonics based approaches at P1-P3 stages, with focused intervention time from March using the books with LA staff for identified learners, and these are contributing to improvements in supporting both application of phonics learned in class and comprehension of texts in the P1-3 stages. This resourcing has allowed us to provide reading experiences for children at an earlier stage due to their decodable nature, allowing for a love of reading to be fostered whilst the children are showing an early interest and high level of engagement. The range of books we have purchased also allows for us to continue to provide access to decodable books when a small number of children are continuing to require further practice and support with their reading. Having the resources to provide this in a clear, logical manner is having a positive impact on reading ability: the children have the opportunity to use the skills they learn during class phonics lessons, develop them through additional opportunities to practise these skills and link them to prior knowledge from previous books in the series. Due to the level of challenge being at an appropriate level, the children are also engaging at a higher level than previously witnessed; they are showing enjoyment in reading the texts and are enthused by their success in reading independently. This is also enhancing their comprehension of texts as they can decode and understand the shorter sentences. The intervention started later in Term 3 than planned due to COVID related absence and time needed to prepare the new texts before they could be used. It will be more effective to monitor attainment data when this new reading approach can be used consistently from early in the academic year, especially where they will support contextual application of the first phonics sounds within applied reading experiences early in Primary 1.

Closing the Literacy Gap: This academic year, some of the resources required for the implementation of Closing the Literacy Gap interventions have been purchased and the Additional Support for Learning Teacher has been trained in this area. As part of a phased approach, Learning Assistant and DHT, Cathy Mackenzie, will be trained to implement this intervention in 2022/23 with the remainder of resources required being purchased for this in the upcoming academic year.

Fastlane Reading: Books and resources purchased to support Fastlane intervention. Pupils supported with Fastlane in upper Primary have been more engaged and interested in reading and have responded well to individual reading time with a Learning Assistant.

PEF Project/ Spending area: Early Intervention in P1 classes- Talking Listening Questions group

Rationale: Intervention to support early communication skills, develop structure of language and support comprehension skills. Identified that children would benefit from focused intervention for talking and these basic skills are required for accessing the Literacy curriculum.

Impact:

Talking Listening Questions (TLQ) group; Length of Intervention: Jan 22-June 22 (The group was given a longer intervention period due to staffing issues related to COVID which impacted the intervention.)					
Information Score and Progress					
	Before TLQ		After TLQ		
	Total score	Age equivalent	Total score	Age equivalent	Progress achieved
Child A	22	<3yr 6 mth	18	<3yr 6 mth	minus
Child B	13.5	<3yr 6 mth	24	3 yr 9 mth	+3 mth
Child C	20	<3yr 6 mth	24	3 yr 9 mth	+3 mth
Child D	14	<3yr 6 mth	23	<3yr 6 mth	Score +9 but age equiv not improved
Child E	17.5	<3yr 6 mth	31	5 yr 9 mth	+2 yr 3 mth
Talking Listening Questions (TLQ) group; Length of Intervention: 11 weeks (Sept-Dec 2021) (The group was given a longer intervention period due to staffing issues related to COVID which impacted the intervention.)					
Information Score and Progress					
	Before TLQ		After TLQ		
	Total score	Age equivalent	Total score	Age equivalent	Progress achieved
Child A	21	<3yr 6 mth	30.5	5yr 3 mth	+1 yr 9 mth
Child B	23	<3yr 6 mth	35	7yr 3 mth	+3 yr 9 mth
Child C	26.5	4 yrs 1 mth	31	5 yr 9 mth	+1 yr 8 mth
Child D	22.5	<3yr 6 mth	33	6 yr 3mth	+2 yr 9 mth
Child E	16.5	<3yr 6 mth	25	3 yr 11mth	+5 mth

Talking Listening Questions (TLQ) group; Length of Intervention: Jan 22-June 22 (The group was given a longer intervention period due to staffing issues related to COVID which impacted the intervention.)					
Grammar Score and Progress					
	Before TLQ		After TLQ		
	Total score	Age equivalent	Total score	Age equivalent	Progress achieved
Child A	13	<3yr 6 mth	13	<3yr 6 mth	-
Child B	6	<3yr 6 mth	19	4 yr 2 mth	+6 mth
Child C	7	<3yr 6 mth	15	<3yr 6 mth	-
Child D	12	<3yr 6 mth	15	<3yr 6 mth	-
Child E	14	<3yr 6 mth	24	5 yr 9 mth	+2 yr 3 mth

Talking Listening Questions (TLQ) group; Length of Intervention: 11 weeks (Sept-Dec 2021) (The group was given a longer intervention period due to staffing issues related to COVID which impacted the intervention.)					
Grammar Score and Progress					
	Before TLQ		After TLQ		
	Total score	Age equivalent	Total score	Age equivalent	Progress achieved
Child A	7	<3yr 6 mth	22	5 yr	+1 yr 6 mth
Child B	12	<3yr 6 mth	27	6 yr 6 mth	+3 yr
Child C	10	<3yr 6 mth	25	6 yr	+2 yr 6 mth
Child D	8	<3yr 6 mth	20	4 yr 3 mth	+9 mth
Child E	9	<3yr 6 mth	17	3 yr 11mth	+5 mth

Evaluative comment: Significant gains were demonstrated for most children that took part in the TLQ group and this has helped them to access the Literacy learning within Primary 1. It has increased their vocabulary which will support comprehension in their reading skills.

PEF Project/ Spending area: Accelerated Reading to support reading in P4-P7 stages.

Rationale: Our ACEL data since 2018 tells us that our pupils' attainment in reading decreases from P1 to P4 and that this generally declines further in P7. Our data shows us that our pupils in receipt of PEF are not attaining as well in reading as the year group average. All pupils will benefit from Accelerated Reader. Engagement and success in reading will in turn have a positive impact on attainment across Literacy.

Impact: It is too soon to provide data to support the impact Accelerated Reader can have on attainment; however, all pupils from P4 – 7 have been assessed and teachers now have a wealth of data and tools to support their pupils.

Evaluative comment:

As we implement AR fully, teachers will benefit from the rich data it provides, and pupils will benefit from being able to access appropriately challenged books therefore enhancing their enjoyment of reading and in turn, raising attainment. Using the robust data AR provides, alongside other assessment data including SNSAs, in school assessments including Literacy Ladders and CLG; teachers have an abundance of data to ensure all learners' individual needs are being identified and addressed quickly and effectively. The introduction of AR has also provided leadership opportunities for some of our support staff who led the organisation of the books on the system and in our library.

PEF Project/ Spending area: Closing the Numeracy Gap intervention

Rationale: Proven and researched local authority intervention put in place to support identified learners to make progress and close learning gaps. In some cases small groups, rather than individual interventions, were put in place to enable more pupils to benefit from the intervention.

Impact:

CNG Intervention	Time Scale	Attainment level at start	Attainment level at end	Gains
Group A	Oct- Dec 21, Feb- April 22	Phase 1	Phase 2	1 phase
Group B	Oct- Dec 21, Feb- April 22	Phase 2	Phase 3a	1 phase
Group C	Jan- May 22	Phase 1	Starting Phase 3a	1-2 phases
Child D	Jan- May 22	Phase 1	Phase 3a	2 phases
Child E	April- May 22	Phase 2	Phase 2	Same phase
Child F	April- May 22	Phase 2	Phase 4	2 phases
Group G	March- April 22	Phase 1	Phase 1	Same phase (P1)
Group H	April -May 22	Phase 1	Phase 1	Same phase
Child I	March -May 22	Phase 1	Phase 2	1 phase
Child J	March- May 22	Phase 2	Phase 3a	1 phase
Child K	March- May 22	Phase 2	Phase 3a	1 phase
Child L	March- May 22	Phase 1	Phase 2	1 phase
Child M	April- May 22	Phase 1	Phase 3a	2 phases
Child N	March- April 22	Phase 2	Phase 3a	1 phase
Child O	March- April 22	Phase 1	Phase 3a	2 phases
Child P	March- June 22	Phase 1	Phase 4	3 phases
Child Q	March- May 22	Phase 2	Phase 3a	1 phase
Child R	Feb – March 22	Phase 1	Phase 2	1 phase

Evaluative comment: Children involved in CNG groups have all made progress within the phases they are working in

	<p>and most children have made gains in the phases in a short period of time. Children working on a 1-1 basis have made particularly good progress due to the personalised nature of the intervention. The CNG approach has been effective in closing learning gaps for children in the P2-P5 stages this year. At the start of the year, 1 teacher and 1 LA were trained in CNG but another teacher and 4 Learning Assistants have received training in CNG from January to June 2022. Therefore, most of the intervention groups were implemented while staff were receiving training later in the year, resulting in most of the CNG groups starting in Term 3 or later. Staffing issues and COVID related absence impacted intervention time in January to March and delayed full implementation for staff that were undertaking training. With a larger group of staff trained in CNG, it will be more effective to analyse attainment data in the next academic year when a range of assessment resources and clearly defined timescale for intervention and assessment will support a more consistent implementation across the school. Next year, there will be a focus on improving the range of data sources used to identify children in a timely manner that may benefit from the CNG intervention and the intervention will benefit from the DNK planning being implemented at whole class level to support coherence and a shared language. An additional assessment resource, Sandwell Numeracy Test, will be purchased to support detailed assessment of children undertaking interventions to identify progress. Learning Assistants have reported high job satisfaction in undertaking CNG groups and observing the progress learners are making; they value the training which has upskilled them in providing support to learners and in engaging in professional dialogue with teaching staff about numeracy learning.</p>
	<p>PEF Project/ Spending area: Developing Number Knowledge whole school approach and Maths resourcing to support DNK programme/ Maths digital resources</p> <p>Rationale: Whole school DNK programme implemented to ensure children develop a more concrete understanding of number and to reduce learning gaps. Whole school DNK approach will also support consistency with CNG intervention groups with a higher impact of whole class, group and individual interventions. Digital and print resources will support fluency and practice in basic skills, e.g. times tables, as this knowledge is impacting progress across number in upper stages.</p> <p>Impact:</p> <ul style="list-style-type: none"> • All staff have now implemented one strand of DNK planning and are therefore more confident to deliver full programme in August 2022. • More staff are reporting increased confidence in May 2022 using the DNK approach which was newly introduced in January 2022. • Support of Numeracy learning in Maths by LAs and Teaching Staff is becoming more coherent due to developing a shared language and methodology. • Staff have undertaken a DNK assessment for one strand in each class which is enabling more accurate grouping and this has increased staff confidence to make use of the DNK assessment resources to support progression in learning in next session. • It is too early in the implementation of DNK to report an impact on attainment data but this will be monitored closely in 22/23 as programme is fully implemented. <p>Evaluative comment:</p>

	<p>Training has been implemented in the Developing Number Knowledge approach to support teaching and learning approach that encourages concrete/pictorial/abstract understanding of Maths concepts. Local Authority CNG trainer has supported training that has taken place with DHT. GROW evaluation with staff has identified where staff are confident and areas where they feel further professional learning or school development work will support the improved learning and teaching approaches. This informed a staged approach to implementation, with staff using one strand for planning in Term 4 with a view to implementing the full DNK planning in August 2022. Higher ratio of staff reporting confidence in DNK approach in May 2022. A more detailed staff confidence survey in DNK in August will inform professional learning and confidence survey will be re-evaluated on a termly basis alongside analysis of progress in Numeracy. Pupil survey to be undertaken in August and re-visited to understand impact on pupil confidence.</p> <p>Times Tables Rockstars programme has been introduced across the school in Term 4 and engagement was high in recent competitions. This programme is helping to support practice and fluency in times tables. Teachers report that learners are keen to engage with the programme. Baseline data has demonstrated that there is a need to improve times tables knowledge. The programme is in the early stages of implementation and it is too early to demonstrate meaningful progress. Times Tables Rockstars print resources will be used 4 times per week in P4-P7 stages to support increased confidence in use of times tables. Parental engagement planned to support increased use of Times Tables Rockstars at home. Baseline, pupil confidence observation and updated times tables data will be used to monitor impact in next academic year</p>
	<p>PEF Project/ Spending area: Nurture Den/ Boxall Profile</p> <p>Rationale: 35% of our pupils are in receipt of PEF. The pandemic made a lot of hidden poverty more evident and significantly impacted the wellbeing and mental health of many of our pupils and their families. Furthermore, the current cost of living crisis affects many of our families. This has a significantly detrimental impact on many of our pupils' ability to learn and attain. The positive impact and outcomes that nurturing interventions have is well researched and evidenced.</p> <p>Impact/ Evaluative Comment: The positive and significant impact our nurturing interventions have is evidenced by Boxall Profile data. The number of children requesting to visit The Den and the number of pupils teachers have identified for next session's groups show us that it is perceived as worthwhile and valuable.</p>
	<p>PEF Project/ Spending area: Developing play-based and small group teaching approaches in P3</p> <p>Rationale: As the P3 year group was impacted by lockdowns in both their P1 and P2 school years, learning approaches needed to be adapted to support pupils in their play skills and in enabling developmentally appropriate teaching and learning approaches. Staff identified that a change in approach to support more small group teaching would enable better intervention to support attainment efforts to close the gap. It was observed that children would benefit from increased opportunities to play and develop social skills whilst also having more open ended opportunities in learning through play.</p> <p>Impact:</p>

	<ul style="list-style-type: none"> • Observation of engagement in learning has increased with more pupils visibly engaged in their learning tasks. • Staff report difference between pre-intervention and post-intervention in the amount of quality time spent with individuals and small groups to support attainment. • Small group teaching has enabled more personalised and focused approaches to teaching which has enabled staff to more easily identify and work on learning gaps with pupils. • Staff report that following the implementation of play based approaches and small group teaching, progress was accelerated in Maths and Literacy, as they were able to give feedback directly to pupils during learning sessions. • Staff have observed the benefit of play for children's development in their social skills and practical skills, e.g. fine motor development. <p>Evaluative comment: The school has implemented play based and small group teaching approaches in P1 and P2 and this approach has now been extended into P3. Small group teaching enabled through play-based approaches has supported COVID recovery and intervention. Work now needs to take place with the Local Authority PT for Play Pedagogy to improve and develop challenge and continue to build on the quality of play learning environments to support learning and teaching in P1-4.</p>
	<p>PEF Project/ Spending area: Breakfast Club (35% of our pupils are in receipt of PEF).</p> <p>Rationale:</p> <ul style="list-style-type: none"> • To provide a welcoming, safe and secure environment for pupils before the beginning of the school day. • To enable pupils to eat a healthy breakfast before school in a friendly, relaxed environment. • To provide affordable childcare for parents/carers of pupils at the school. <p>Evaluative comment: This school year started with continued COVID mitigations in place which meant that we could not restart planned activities, pre Breakfast Club. This impacts on the number of children who attend. Staffing issues when restrictions eased meant that we could not run activities. Next session, activities will run three times a week 8 – 8.30am on a Monday, Wednesday and a Friday (Breakfast offering begins at 8.30am). Free fresh fruit is still on offer all day for children and this is well received daily by some of our pupils.</p>

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<ul style="list-style-type: none"> • Staff understand and take into account our social, economic and cultural context. • There is an ethos of mutual respect based on positive relationships in the school, for almost all. • Most staff plan and manage the pace of change very well. Most take collective ownership for school improvement and support one other very well in a culture of collegiality. • PEF Interventions such as support for children with attachment and trauma related difficulties and training for staff in approaches has led to improved attainment for some children evidenced in achievement of a level data and better engagement in learning for children facing adversity. Nurture continues to have a positive impact on the behaviour and engagement of pupils working in our base (The Den). • PEF interventions to support attainment in Literacy and Numeracy are starting to show gains for identified pupils. • The school will restart work towards maintaining Attachment & Trauma sensitive Schools Award (ATSSA) Silver Award. • Assemblies will continue to reinforce the school values. • Pupils are beginning to adopt leadership roles within the school through Pupil Council led by DHT and Rights Respecting School Committee. 	<ul style="list-style-type: none"> • Through PRDs, encourage further leadership opportunities for staff. • Further develop a shared understanding of school's Vision, Values and Aims. • With SLT and staff, look at a focus for class raising attainment – writing, reading and numeracy. • Begin the new session with a robust and well planned monitoring calendar. • Build on culture of mutual respect by developing whole-school charter and reviewing 'Supporting Social and emotional development' policy. • Build on pupil leadership through involving pupils in communication with parents about the life of the school and learning taking place. • Pupils to be involved in more leadership opportunities through action groups to bring about positive changes, e.g. eco projects, school grounds, playground, etc. 	<p>3</p>

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> Some staff are willing to take the lead in school development, where possible and appropriate. Termly discussions between staff and the SLT have a stronger focus on raising attainment and expectations. These discussions help to build staff knowledge and confidence to help them in planning, tracking and assessing children's learning. We have very strong partnership working. Support and interventions with partners are very well planned to meet the universal and individual needs of children. Staff routinely seek the views of partners as part of their self-evaluation approaches. As part of Annan Cluster, GPS began their journey to be a Rights Respecting School. We attained Bronze Award last year and are working towards silver level, led by P7 teacher. Weekly focus on rights and display board / sharing of learning is working positively. 		
2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> <i>Learning and engagement</i> <i>Quality of teaching</i> <i>Effective use of assessment</i> <i>Planning, tracking and</i> 	<ul style="list-style-type: none"> Positive relationships between staff, children and families. Our school has a very caring and nurturing ethos. All pupils have a very good understanding of fairness, achievement and respect and are developing an awareness and appreciation of their responsibilities. Engagement in the Children's Rights Charter allow connections to be made 	<ul style="list-style-type: none"> Revisit 'Supporting Social and Emotional Development through attachment informed and relationship led practice' policy with all stakeholders. Develop whole-school charter as part of work on UNCRC. Further develop connections between GPS values & Children's rights and we need to 	4

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<i>monitoring.</i>	<p>between Gretna Values and the Rights of the Child</p> <ul style="list-style-type: none"> • Across the school, children who require additional support for learning are supported well by an experienced ASL team. This has been challenging again this year with staff absence and an increase in 1:1 need as well as a rising school roll. • Improvements have been made to the monitoring and tracking procedures for ASL to ensure children requiring support or further action to reduce barriers to learning are identified in a more timely way. • Most children are motivated and well engaged with tasks; these are, on the whole, appropriately differentiated and match children's needs. • Curriculum is responsive to interests of pupils and staff adapt opportunities. Play based learning in P1-3 supporting more personalised learning and better differentiation through small group teaching. • We listen to children's views, and children know this. All children get the opportunity to contribute to the life of the school. • Curriculum is responsive to interests of pupils and staff adapt opportunities to what pupils need. This is observed in conversations with staff. • Teachers and Learning Assistants know their children well; they provide inclusive 	<p>talk more about how our school values can help our pupils develop as successful learners.</p> <ul style="list-style-type: none"> • DHT will continue to build on improvements to ASL and develop strategy for school with ASLT. • More ADHD and Dyslexia Friendly approaches overall may support learning environments for all. • Feedback to pupils will be one of the foci for monitoring next session. • Continue to build on quality of play based learning and small group teaching approaches in P1-P4 to support learners to gain feedback in a timely way in their learning. • Pupil groups will be developed next session to enable children have more opportunities to be involved with school improvement. • More moderation is needed to support shared understanding of standards and hope to improve this by encouraging more stage planning and collegiate working. • Next year as part of communications and Digital Leaders, P6 pupils to be 	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>and supportive learning environment. These positive relationships have been crucial at this most challenging time.</p> <ul style="list-style-type: none"> • Teachers and Learning Assistants are making more use of 'It helps me when' documents and individual pupil positive behaviour plans to support strategies to reduce barriers to engagement with learning. • Opportunities increasing for pupils to attend extra-curricular activities i.e. Active Schools' events, Eco Choir. • Teachers have meaningful, termly and focused professional dialogue with SLT. These meetings are effective in identifying appropriate interventions for children who require support and / or challenge. Teachers / Support staff have a detailed understanding of the needs of all the children. The focus of these meetings has changed to provide more opportunity to discuss and monitor interventions to raise attainment. • Audit undertaken on ASL and attainment data to understand where we currently are and staff are becoming much more involved in planning interventions. We will build on this in a focused way next year. • ASLPs in place for targeted interventions – written and reviewed by member of staff responsible for carrying out intervention. This has improved over last 2 terms with staff much more involved in this process and upskilling taking place to encourage 	<p>involved in leadership of communication using four capacities to share learning happening across the school. This will promote engagement with the refreshed curriculum narrative. We will be able to survey pupils, staff and parents to understand the impact this is having. We need to continue to develop staff digital technology skills through CPD, team-teaching and the use of digital leaders to enhance pupil and staff confidence and experience confidence.</p> <ul style="list-style-type: none"> • Review of IDL at this point would help to re-focus on refreshed curriculum narrative for four capacities and to support a curriculum overview that develops more opportunities for application of Literacy and Numeracy skills across the curriculum to raise attainment. • Need to develop a tracking system for learner participation. Approaches to wider achievements and participation to be part of review of communications approaches with parents led by DHT. • Continue to measure impact of interventions implemented to close the attainment gap and meet the government's stretch aim. 	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>this. Staff being encouraged to be more aware of and in ownership of their data.</p> <ul style="list-style-type: none"> • Implementation of Developing Number Knowledge from January with a strand implemented in Term 4 as a test of change to support planning for full implementation in next year. • Introduction of Accelerated Reader has given us a wealth of data and helped inform teachers' professional judgement with Progress and Achievement data. • Core reading books for P1 – 3 purchased to support phonics based approach to reading. LA time has been given to provide additional reading sessions for pupils identified by teachers to boost attainment and confidence and this has been effective. These will also ensure much earlier application of phonics skills within reading books from an early point in P1 helping to support Early Intervention and overcome some of the phonics related issues developing in middle stages in reading/writing. • Pastoral notes are updated regularly/daily, when appropriate, by all staff. • We have used Pupil Equity Funding (PEF) to acquire appropriate resources to enhance learning for identified individuals across the school. • Profile of school being raised with whole school events and Family Learning opportunities e.g. Church Project, 	<ul style="list-style-type: none"> • Now need to fully implement AR and use the robust data effectively to inform teaching and learning P4-P7. 	

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
	Platinum Jubilee celebrations, etc. <ul style="list-style-type: none"> • • 97% of parents surveyed feel that their children are making good progress with their learning. • (97%) of parents feel that they can approach staff for feedback on learning and progress. • 97% of parents are satisfied with the school. 		
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<ul style="list-style-type: none"> • GIRFEC principles are embedded and SHANARRI indicators are central in ensuring children's wellbeing. • SEEMIS recording system for Pastoral Notes (and Wellbeing Application) are used across school & nursery to record pastoral notes, Child's Plans, IEPs, Matrices of Need, Identification of Concern forms and information from partner agencies. • Tracking approach has been developed to clearly identify actions taken for children with ASL in each cohort and to ensure information can be accessed quickly when identifying further actions that may be needed. • School Data folders created on ICT system for each cohort to provide ease of access for Class Teachers to pupil individualised plans, strategies and resources as well as previous paperwork, 	<ul style="list-style-type: none"> • Revisit Silver award, 'Attachment & Trauma Sensitive School Award'. • Re-visit STEP training to support staff in their work with children and families. • Improve tracking of SHANARRI wellbeing indicators undertaken by pupils and use this to inform intervention. • Improve pupil understanding of wellbeing indicators. 	4

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>etc.</p> <ul style="list-style-type: none"> • Parental feedback is positive. • Good links exist with partner agencies. Eg Social Services, Psychological Service, CAMHS, SALT, Occupational Therapy. Further consultation is planned with other agencies in August 2022. Good transition arrangements P7-S1, are in place. • Nursery –P1 transition activities take place and involve local nurseries. Who have been actively involved in the planning of this transition programme. • Clear policies on Child Protection exist in accordance with authority and national guidelines. All staff have up to date Child Protection training (will be refreshed in September 2022) • Inclusion and equality are embedded within our vision, values & aims and evident in all aspects of the work of the school. • Teaching staff engage in regular discussions to help us better understand our school's context and potential/actual barriers to learning, attainment & achievement. • Children show a good awareness of their rights and take on responsibilities willingly. This is a good foundation to build our RRS work on. • Post Pandemic, we are once again working to ensure children have good opportunities to build social networks with peers out with their school through after 		

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<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>school clubs, inter-school festivals, competitions and residential excursions in P6 and P7.</p> <ul style="list-style-type: none"> Children continue to access to Breakfast Club in the morning. Breakfast is free for PEF children. Numbers were steady over the session; we have over 105 children on the register. School will revisit criteria for Silver 'Attachment, Trauma and Sensitive Schools Award'. 97% of surveyed parents feel that the school supports their child's emotional wellbeing. 97% of parents feel the school helps their child become confident. 		
3.2 Raising attainment and achievement <ul style="list-style-type: none"> <i>Attainment in literacy and numeracy</i> <i>Attainment over time</i> <i>Overall quality of learners' achievement</i> <i>Equity for all learners</i> 3.2 Securing children's	<ul style="list-style-type: none"> Overall, attainment in literacy and English and numeracy and mathematics has been impacted by COVID but gains can be seen for pupils where interventions are taking place. Overall there is a gap between where pupils are achieving and the Local Authority average. Data has dropped below pre-COVID levels. However, further moderation needs to take place regularly to ensure the data being reported is consistent and accurate. Staff are knowledgeable about the wide 	<ul style="list-style-type: none"> Build on whole school approaches to improve Literacy and Numeracy attainment across the school through consistent learning and teaching, appropriate pace and progression, and timely intervention to close attainment and learning gaps. Implement more regular and rigorous moderation to improve reliability of attainment data. Consolidate phonics teaching and 	3

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>ranging individual needs of all children.</p> <ul style="list-style-type: none"> • Attainment meetings are more focused; staff are taking more responsibility for attainment data. • Across the school, most children are making appropriate progress but there remains a need to address the attainment gap which develops further during First Level and into Second Level. • A few high attaining children are making very good progress through second level. • Children requiring support in literacy are making appropriate progress. • In the early years, most children are making good progress in reading. They engage with a variety of fiction and non-fiction texts. This has been improved by the implementation of phonics based reading resources. • At the early level, most children identify initial sounds and a few apply this skill to read unfamiliar words. • At first level, the majority of children read with confidence and expression. By second level, most children are developing skills in response to complex (HOTS) questions about what they have read. <p>Writing</p> <ul style="list-style-type: none"> • At the early level, most children are developing confidence to write independently. The majority form letters and attempt to write simple words accurately. 	<p>learning approaches as some pupils requiring further phonics opportunities in middle stages of school which is impacting progress.</p> <ul style="list-style-type: none"> • Address reading comprehension through curriculum and intervention along with Accelerated Reading approach. • Implement Balanced Literacy approaches to support coherent learning and teaching leading to raised attainment in reading and writing in particular. • Continue to implement learning and teaching approaches for writing in earlier stages which reduce use of scribing and increase approaches to independent writing through shared writing in small group teaching approaches. • Staff to make timely use of SNSA assessments as a diagnostic tool. SNSA to be used early in P7 and P4 to inform learning gaps in these stages. P2 staff to make use of P1 SNSAs completed in June to support learning gaps. • SLT and Teaching Staff to analyse SNSAs and identify adaptations and improvements needed to the school curriculum. • Improve tracking and communication of wider achievements. • Consistency in school approach to positive behaviour needs to be 	

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<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"> Children are supported very effectively by the teaching and support staff and we strive to ensure high expectations are set for all children. As learners progress from early level into first level, they continue to be supported in small group teaching approaches for writing to enable feedback to be provided and to support the development of shared and independent writing. At first level, most children use an increasing variety of connectives and are developing writing skills for a range of purposes. At first and second levels, children use a range of strategies to improve spelling. At second level, most children use paragraphs appropriately and apply a wide range of punctuation and interesting vocabulary to engage the reader. <p>Attainment in Numeracy and Mathematics</p> <ul style="list-style-type: none"> We use focused and standardised assessments, as well as formative and summative assessments, to support teachers' professional judgements in assessing children's progress. Overall, children are making satisfactory progress in numeracy; however, the rate of children's progress varies across the school. Teachers across the school use a common approach, SAMSON, to develop children's skills in using mental calculations. This is having a positive impact on how children, at all stages, can identify and use different mental 	<ul style="list-style-type: none"> developed to ensure more children are settled to learn and contribute to a calm, settled school ethos. Hardware and connectivity impacts the effectiveness of digital learning approaches. I pads have been purchased but signal of mifi units impacts effective use of these at times. 	

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

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	<p>strategies to complete calculations. This is being resource matched to the new Developing Number Knowledge approach to support consistency of approach across the school.</p> <ul style="list-style-type: none"> PEF has allowed an additional Learning Assistant time to be employed to facilitate the DNK approach (Developing Number Knowledge). An overview of the impact of this is provided in the PEF report. <p>Attainment over time</p> <ul style="list-style-type: none"> The school employs a range of assessment approaches, including formative, summative and focused and standardised assessments, to inform children's progress. Staff participation in moderation activities has restarted in relation to their professional judgements. As a result, data relating to children's progress will start to become more reliable. Staff / SLT have 'attainment meetings' each term SNSAs have been completed at P1, P4 and P7 <p>Overall Quality of Learner's achievement</p> <ul style="list-style-type: none"> All staff know children and families very well and Gretna Primary School offers children many wide-ranging opportunities for personal achievement. Individual achievement is displayed and celebrated at assemblies, on school's social media and next year, we will be able to display on the TV in the foyer once again for visitors to school. Throughout the school, learners 		

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>experience a wide range of opportunities to help them develop confidence and self-esteem, encouraging them to develop their personal interests.</p> <ul style="list-style-type: none"> •Continuing work on attachment and trauma and nurture has had a very positive impact on most children's behaviour and self-confidence, and self-regulation. Staff have adopted different approaches to behaviour management that are far less punitive. •Learners develop leadership skills through a range of responsibilities in the school. •We have a school app, Facebook page and make effective use of Groupcall to communicate with parents and our local community. The school has collaborated with the Parent Council to plan improvements to our communications approaches and review is planned for 2022/23. •The school will work towards a Digital Schools' Award to encourage the development and use of digital technology to support learning throughout the school. All pupils will now receive streamlined information with the digital learning resources that they can access at home. <p>The profile of Digital Learning has been increased through focused STEM sessions by Mr Dolderson in Terms 1-3 and by a digital learning element in the Heritage Church Project which promoted professional learning and capacity in using digital approaches to enhance learning.</p> <p>Digital Tools, e.g. Purple Mash and Times Tables Rockstars, have been purchased to support digital learning.</p>		

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Equity for all learners</p> <ul style="list-style-type: none"> • Sensitive interventions and nurturing principles are evident across our school. • Additional supports are focused appropriately on a few identified learners who have barriers to learning. • Residential trips for children in Primary 6 and Primary 7 will restart next session to help them to develop skills such as team working and outdoor learning. No child misses out on this opportunity due to poverty. Unfortunately, this year, these experiences have been cancelled. • Pupil Equity Funding (PEF) has enabled us once again to provide additional support for identified children who have barriers to learning. Our staff demonstrate a clear understanding and detailed knowledge of children who face barriers due to socio economic circumstances. All staff know the pupils, their families and community very well. This knowledge and understanding of any potential barriers or disadvantages supports staff to ensure that all children are treated fairly and with equity. • Additional staffing continues to allow a full-time nurture class, 'The Den', and staff working within the Den are highly trained. The impact of the nurture intervention is measured through Boxall Profiling. • Whole school strategies and approaches are beginning to improve the life chances of our children as Boxalls show marked improvement in 		

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<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	Evaluation of this QI using the HGIOS?4 six-point scale
	all children who have experienced interventions. All staff use Boxalls where appropriate.		
2.2 Curriculum: Theme 3 Learning Pathways	<ul style="list-style-type: none"> • Gretna has an established Nurture Base which is staffed by trained assistants and led by PEF funded Nurture Lead Assistant. • We have a few children with high levels of need, following a curriculum that is designed for, and with them. This is partnership working, and nurture at its best. • Children are identified by teachers and are given a Boxall Profile. This is used to plan HWB targets/ areas of learning. • We have put in place a plan to improve outdoor learning opportunities and raise profile of outdoor learning through a teacher focusing on this for lower and middle classes. Similarly a teacher will build on an effective model used this year to provide STEM learning for upper school pupils. • Our improvement work in DNK and Balanced Literacy will support improved coherence in learning. • Staff are flexible in their implementation of the curriculum to meet the needs of learners. The curriculum is adapted to the 	<ul style="list-style-type: none"> • IDL and learning progressions/ pathways to be updated to improve application and clear focus of Literacy, Numeracy, HWB and Digital Literacy across learning. • Review IDL curriculum to ensure it is progressive in Es and Os and meets needs of learners in Gretna. • Build on curriculum by reviewing progressions and challenge to support efforts to raise attainment. • Reflect with staff team and pupils ways to build on using prior learning, especially at transition points. • Ensure protected time for professional learning, e.g. to support implementation of DNK framework as an update to Maths curriculum. • Strategic oversight of the development of the curriculum to support a curriculum that meets the needs and aspirations of children at Gretna and prepares them for their future. • Identify areas where review of school curriculum will support attainment, e.g. reading comprehension, phonics. 	

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<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	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> needs and interests of learners. Children are consulted about their interests and personalise learning topics. 		
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's learning.	<ul style="list-style-type: none"> Children and families are truly at the heart of all work at Gretna Primary School and staff strive to work effectively with partners and parents to meet pupil and family needs. School staff have a strong understanding of the local community and work with local partners in the community to improve services. Our partnerships with other agencies and families are based on a shared vision to support improvements to wellbeing and parents value this work of the school. Parents often approach the school for support in a range of family or financial difficulties or situations. Staff demonstrate high levels of commitment and our partnerships with parents are particularly effective in supporting health and wellbeing. We have improved our learning provision through partnership with parents and work with the Parent Council, taking on board ideas and feedback. The Parent Council has supported the school to a large degree with very effective fundraising and this has had a notable impact on the learning experiences and other opportunities that the children experience. The children 	<ul style="list-style-type: none"> Work is planned with the Parent Council to review communications. This will take place as a longer term piece of work to put in place a parental engagement strategy. Parents would like more information about what their child is learning and how they can support their child in their learning. We need to build a parental engagement strategy that supports a stronger impact of parental engagement on attainment and achievement in Literacy and Numeracy. Make more use of local authority resources, e.g. Numeracy Launch Pads to support parental engagement. Work with STEP, Annan Academy and other relevant organisations to support positive destinations. Work with STEP to support effective parental engagement. Increase parental engagement in supporting interventions for Literacy and Numeracy. Increase direct involvement of parents now that covid restrictions are reduced in aspects of school improvement and PEF planning. 	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>have had access to wider experiences and trips due to funding in place from the Parent Council.</p> <ul style="list-style-type: none"> • Staff and the Parent Council have worked jointly on funding applications which have been successful in improving our learning environment. • Work with the Parent Council has taken place to plan a review of communications with the wider parent forum. This partnership is helping to support improvement. • Homework review has taken place to support parental engagement in Literacy and Numeracy and further work is planned for this area. • Work on the DYW is beginning to support skills for learning, life and work and preparation for positive destinations. • Parents and carers have had limited opportunities to shape school policy this school years; this could be and will improve greatly next session. • Complaints are responded to in a timely manner and staff collaborate with parents to resolve concerns. • Reporting and parent conversations in place but could improve how effectively parents understand the progress children are making in their learning and how to support them in their learning. • Review of reporting approaches and parental opportunities to discuss pupil learning with Class Teachers is planned. 		

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<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"> Teachers are pro-active in contacting families regarding any concerns in learning or behaviour and work with families to improve opportunities. 		

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

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

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

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1 Improve learning and teaching approaches to raise attainment in Numeracy, Balanced Literacy and Reading, and MLPS. Learning and Teaching approaches to be based on shared understanding of standards. Develop increased pupil and parent engagement in learning to support attainment.</p> <p>NIF Priority Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being</p> <p>NIF Driver School improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information</p> <p>HGIOS?4 / HGIOELC Qis</p>	<p>Numeracy</p> <p>Raise attainment over time in numeracy, based on attainment data for all children. Reduction in the gap between GPS average and DG average. Aim to move closer to being on track with overall stretch aims of 85% and SIMD stretch aims for attainment in Numeracy.</p> <p>Improvements in attainment using a range of data sources, e.g. Phase assessments, SNSAs, other standardised assessments.</p> <p>Provide professional learning to further develop teachers' understanding of progression of knowledge and skills in Number using concrete, abstract, pictorial approach underpinning Developing Number Knowledge Framework. The aim is to have 85% teachers indicating increased confidence in using this approach over the year.</p> <p>Support teachers in identifying learners' understanding of number and next steps in learning using DNK assessment</p>	<p>P1-P7 implement Developing Number Knowledge planning framework.</p> <p>Class Teachers work with Lead DHT (Mrs Mackenzie), ASLT and LAs to implement Closing the Numeracy and Numeracy Launch Pad interventions to support attainment in Numeracy.</p> <p>Staff to use a range of data to identify progress pupils are making in Numeracy.</p> <p>Professional learning sessions to support implementation of DNK and review and adaptation of approach to Gretna Primary School.</p> <p>Staff undertake collegiate moderation of planning and assessment evidence in Numeracy to support consistent approach to assessment in Maths.</p> <p>Information about DNK to be shared with parents to support engagement with learning at home. Views of all stakeholders to be collected through</p>	<p>Led by HT, Mr McDowall and DHT, Mrs Mackenzie.</p> <p>Inset session in August (DHT, Mrs Mackenzie) to support practical implementation of DNK. Follow up collegiate or Inset session mid-year to evaluate progress and make changes where necessary.</p> <p>DHT, Mrs Mackenzie, to work with Nicola Dalglish CNG Trainer, to implement Professional Learning Sessions (4 overall- 1 per term at cost of £142 per session.)</p> <p>DHT, Mrs Mackenzie, to work with Lindsay Boyd CNG Trainer to develop wider maths curriculum progression linked to DNK. (Several days of supply funding from local authority to be provided for this, 2022-23 and possibly 2023-24).</p> <p>Stage partners to meet and engage in shared planning and moderation of evidence at points in academic year as part of 35 hr week calendar.</p>

<p>1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3</p> <p>National Standard Criteria</p>	<p>materials and CNG materials.</p> <p>Develop consistency in learning and teaching of numeracy across the school. Classroom observations should indicate increased implementation of DNK approaches with pupils reporting increased levels of confidence and ability to explain their learning and next steps in Numeracy.</p> <p>Develop coherence between whole-class teaching and intervention groups for Numeracy.</p> <p>The attainment gap between the most and least disadvantaged children will be reduced through teachers using data to analyse gaps in children’s learning within the context of numeracy and planning support interventions through PEF.</p>	<p>surveys about pupil learning in Numeracy to identify what would support parents in helping their child in Numeracy.</p> <p>Curriculum overview and planning bundles to be updated to support DNK implementation.</p> <p>Resource mapping to take place to support clear understanding of core Numeracy work and consolidation materials that are available for each stage who require extra support in learning.</p> <p>Coherent implementation of CNG intervention blocks by Learning Assistants for children that would benefit from this.</p> <p>Develop consistent use of SAMSON resources and Heinemann Active Maths planning and learning resources, both print and digital, to be coherent with DNK and support implementation of DNK.</p> <p>Start to adapt wider Maths curriculum to be coherent with DNK approach- this will take more than one academic year.</p>	<p>DHT, Mrs Mackenzie, to work with a group of staff in a working group as part of 35 hr wk development time to review curriculum overview/ planning/resourcing for DNK.</p> <p>Procurement of additional Maths assessments- Sandwell Numeracy Assessment. (£350) (Term 1, 2022)</p> <p>Investigate procurement of standardised assessment for Numeracy for whole school. Planning and consultation to take place for this with teaching staff and possibly cluster over 2022-23 with new assessment for 2023-24, possibly with a small test of change with a group of pupils earlier than this.</p> <p>Information shared with parents in Term 1 and feedback on DNK approach from parents/ stakeholders by Term 3, 2022/23.</p> <p>Pupil questions to support review at points by December 2022.</p> <p>Pupils to be involved in developing parent surveys by December 2022.</p> <p>Peer observations to take place to support learning and teaching in DNK by March 2023.</p> <p>Nicola Dalgliesh, CNG Trainer, to support implementation and teacher Professional Learning for DNK in specific classes once per term. (approx. £300 per day)</p>
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	<p>Primary Language Learning (PLL) formerly MLPS</p> <p>Through revisiting authority / school programme and delivery children and staff will engage in a more meaningful way with MLPS (L2).</p> <p>Pupils will speak and engage with French with more confidence and improved Pronunciation and comprehension.</p> <p>Staff will feel more confident about the teaching of French at their stage.</p> <p>By being more confident with L2 in practice, P5-7 staff will be better placed to deliver L3 during session 2022/23.</p> <p>Staff and pupil questionnaires will evidence an improved confidence. Pupils questionnaires will reflect a higher level of enjoyment at P4-P7.</p> <p>Target is to have 85% of staff more confident in their knowledge and understanding to deliver French and a Spanish culture topic. Pupil confidence will</p>	<p>Establish skills levels in French (Spanish) amongst teaching staff through Microsoft Forms.</p> <p>HT and Mr Kerr, Languages Teacher, met with staff to discuss programmes for PLL (L2 and L3) and signposted to available resources (June 2022)</p>	<p>Time for some members of staff at each level (Early, First, Second) to observe DNK in other schools by December 2022 and to then share practice in stages. (Supply cover approx. £250-£300 per day per member of staff).</p> <p>Time, e.g. ½ day to support collegiate planning/ professional learning for staff in stages using planned supply cover. (approx. £250-£200 per day of cover per member of staff)</p> <p>Mr Kerr to support classes in P5-P7 with implementation of L3 Spanish.</p> <p>Mr Kerr will support L2 French where required.</p> <p>HT will timetable for Mr Kerr to attend GPS one day a week in term 1 of session 22/23 (approx.. £2000).</p>
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	<p>also be evaluated in June 2023 following learning and teaching.</p> <p>Balanced Literacy</p> <p>Through engagement with the Accelerated Reading Programme, we will create and develop a culture of reading across the P4 – P4 stages.</p> <p>Children will be encouraged to read independently, at their own space.</p> <p>Staff will be able to monitor and track progress to set targets for their pupils. Parents will also have access to this information enabling a shared understanding of where their children are at.</p> <p>Start to implement aspects of balanced Literacy plan, making links between Listening and Talking, Reading and Writing in learning and teaching of Literacy. Start to use local authority materials to support this.</p> <p>Monitoring/Tracking of attainment</p> <p>Improved and regular opportunities for moderation to take place in school at least on a termly basis.</p> <p>Opportunities to engage in moderation as part of a cluster.</p> <p>Increased staff confidence in using Four Stage model to report on progress within and achievement of a level.</p> <p>Increased use of data to inform timely</p>	<p>Plan to be confirmed once consultation has taken place.</p> <p>Development of moderation policy.</p> <p>Moderation opportunities to include collegiate planning with shared standards and discussion of evidence using full moderation cycle.</p> <p>Staff to further develop ownership of data and build on robust use of evidence to support judgements. Use of 'high quality, formally called holistic, assessment to be in place.</p>	<p>Plan to be confirmed once consultation has taken place. Lead: DHT, Mrs McConnachie</p> <p>Led by HT and DHT, Mrs Mackenzie.</p> <p>Clarity of assessment practices and calendar of assessment where appropriate by October 2022.</p> <p>Moderation policy with clarity on school approaches to assessment to be in place by December 2022, following consultation with staff.</p>
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	<p>identification of pupils not on track in their learning or children requiring more challenge/ support in their learning.</p> <p>Parental Engagement</p> <p>Increased coherence in communication approaches between staff and parents.</p> <p>Improved opportunities for parents to understand the learning that pupils are undertaking in class and how to support this learning at home.</p> <p>Staff, parents and children will have clear and shared understanding of the reporting approaches used over the year, both formal and informal.</p> <p>These outcomes will be reflected by an increase in the % of parents that feel this is effective in communications surveys.</p> <p>Increased involvement and leadership of pupils in communicating about the life of the school and learning taking place in</p>	<p>Review and update of school attainment tracking approaches and implementation of clear tools to use Progress + Achievement data alongside other sources of data to understand the progress pupils are making.</p> <p>Moderation of standards and evidence in to support consistent use of Progress + Achievement.</p> <p>DHT, Mrs Mackenzie, to liaise with mini cluster to coordinate dates for moderation sessions.</p> <p>Overview of survey feedback from communications survey issued in June 2022.</p> <p>Development of survey regarding reporting approaches.</p> <p>Development of a parent-friendly reporting calendar detailing informal and formal approaches to reporting taking place throughout year.</p> <p>'Blether' meetings organised for staff and parents to develop ideas for communications policy. Working group to attend 'blethers' with some staff involvement where possible</p> <p>Development of communication policy.</p>	<p>Termly moderation practice built into calendar. Develop opportunities for work with mini cluster.</p> <p>Stage partner moderation of data for Progress + Achievement in late January and late May. Develop opportunities for work with mini cluster. This may involve supply cover if targeted at P1 P4 and P7 stages. Supply cover cost of £250-£300 per day.</p> <p>Staff to engage with and report back to cluster on Listening and Talking assessment tool by December 2022.</p> <p>Parental engagement review led by DHT, Mrs Mackenzie and Parent Council members.</p> <p>Communications Survey feedback analysed by DHT, Mrs Mackenzie, and Parent Council sub-group lead by August 2022.</p> <p>'Blethers' organised for parents in September and October 2022. .</p> <p>Launch refreshed communications approaches in Term 2-Term 3, 2022/23. Review with further 'blethers' scheduled in Term 3.</p> <p>DHT, Mrs Mackenzie, and Class Teacher, Mr Dolderson to lead</p>
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	<p>school with the wider school community.</p> <p>Pupils and parents will have an increased awareness of the refreshed Curriculum for Excellence narrative through the communications from pupils using the four capacities/ four contexts.</p> <p>Purposeful opportunities for all learners to share achievements from home and clear recognition of this within school.</p>	<p>Start to develop parental engagement policy/strategy.</p> <p>Support P6 pupils in developing skills in use of technology, e.g. Sway, website or similar, to use as a communication tool.</p> <p>Start to develop approach to supporting celebration of wider achievements with parent, staff and pupils.</p>	<p>development of Web Wizards for upper school (P6). Web Wizards to be up and running by October 2022.</p> <p>Overall parental engagement policy/ strategy to start to be developed (this may extend into 2023/24).</p> <p>Reporting survey sent to parents/ staff in August 2022. Reporting calendar sent out with year plans for 2022 and adaptations made where feedback given.</p>
<p>School Priority 2</p> <p>Improve the health and well-being of all our learners with increased positive evaluations on tracking, e.g. Boxall, SHANARRI indicators.</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver School Improvement Parental Engagement School Leadership</p> <p>HGIOS?4 / HGIOELC Qis 3:1 – Ensuring wellbeing, equity and inclusion</p> <p>National Standard Criteria</p>	<p>Rights Respecting School (<i>Towards Silver / Gold Award</i>)</p> <p>Through continued engagement with this initiative the aim is to see:</p> <p>Improved relationships and emotional literacy across our school community (increased engagement, reduction in playground incidents / bullying etc).</p> <p>Improved self-esteem and wellbeing Improved engagement in learning.</p> <p>Positive attitudes towards diversity in Society.</p> <p>Increase in opportunities for pupil voice and leadership particularly through weekly lessons and regular RRS Committee meetings.</p> <p>Increase in clarity of understanding of pupils, parents and staff about implementation of positive behaviour approaches and 'better relationships, better learning' in school to ensure that</p>	<p>School's continued engagement with Unicef Rights Respecting Schools Programme</p> <p>Miss Johal will lead RRS across the school on its journey towards Silver / Gold Award (supported by DHT, Mrs McConnachie).</p> <p>Continue to involve pupils and parents in our Rights Respecting Schools Committee.</p> <p>Engage school community in Rights Respecting Schools programme through assemblies, weekly class lessons, events and literature.</p> <p>Review school positive behaviour and relationships policy in light of UNCRC/ RRS.</p> <p>Develop whole-school charter and link as appropriate to areas of the school, e.g. lunch hall, playground.</p>	<p>Miss Johal to continue to lead Rights Respecting Schools programme in GPS, supported by DHT Mrs McConnachie.</p> <p>Miss Johal will attend UNRC training 'Reflect on your Rights Respecting journey and plan future school development' as part of the school's journey towards a Gold Award.</p> <p>HT to complete review of whole-school charter and positive relationships/behaviour policy with all stakeholders by November 2022 and implementation of reviewed approach by January 2023.</p>

	<p>learners are settled to learn.</p> <p>Increase in pupils being settled to learn in class.</p> <p>All pupils will feel actively involved in school improvement.</p> <p>NURTURE</p> <p>Staff will be more confident in the use of the Boxall profile to identify learner need. Needs will be identified as early as possible to allow us to tailor nurture interventions as required. Learners will be supported in their emotional, social and mental well-being, and have a bank of strategies to draw upon. Learners will be ready to learn.</p> <p>Staff will be refreshed in attachment / trauma practices after training with Dr Nock, Chartered Psychologist.</p>	<p>Pupil groups will be developed next session to enable children have more opportunities to be involved with school improvement.</p> <p>Boxalls to be updated in June 2022 by current staff, identifying targets to be implemented in August for identified pupils. Review of targets with parents and learners.</p> <p>Led by Mrs McConnachie, a revised framework for nurture provision / policy will be developed with Nurture Assistants.</p> <p>HT Mr McDowall will liaise with Dr Nock on dates and content of a training day at Gretna at the beginning of the school session 22/23.</p>	<p>Mrs McConnachie DHT will build on the success of this session's Pupil Council, to develop Pupil Groups. This will increase learner participation.</p> <p>Led by DHT Mrs McConnachie. Teaching staff and Nurture Learning Assistants: June 2022, implementation of targets August 2022. Supported by PEF where appropriate.</p> <p>DHT Mrs McConachie will undertake 3 day Nurture UK training prior to start of new session.</p> <p>Led by HT, Mr McDowall</p> <p>Views/ knowledge of all stakeholders to be collected, via Microsoft Forms in September 2022.</p> <p>All staff (and invited stakeholders) will be given training (refresh for some) in attachment and trauma practices. Date to be confirmed. PEF funded.</p>
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<p>School Priority 3</p> <p>Close the poverty related attainment gap and reduce barriers to learning for children with Additional Support Needs</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver School Improvement Parental Engagement School Leadership</p> <p>HGIOS?4 / HGIOELC Qis 3:1 – Ensuring wellbeing, equity and inclusion</p> <p>National Standard Criteria</p>	<p>ASL and PEF Identification and Monitoring of Progress</p> <p>ASL paperwork will be utilised as ongoing working documents by all staff. All Learning Assistant and Teaching Staff to have direct opportunities to use, adapt and review these documents to meet the needs of learners.</p> <p>Clear ASL school strategy to be in place with rationale and calendar dates/ review processes and systems/ areas for review with DHT/ASLT each term.</p> <p>Learning targets in group and individualised plans will be parent/child friendly, so that pupils and parents clearly and confidently understand needs and next steps.</p> <p>Learners needs will be identified in a timely way. Data will be easily accessed by SLT, Class Teachers and ASLT to identify children who may have ASL or may benefit from intervention.</p> <p>Identification of pupils with ASL will be data informed.</p> <p>Clear information for ASLT, SLT and Class Teachers regarding level of ASL, identified needs, strategies, additional actions taken and relevant resources to be easily accessible and used to support learners to progress.</p> <p>Increase in turnaround between identification of needs and intervention to support needs.</p> <p>Regular planned consultations between ASLT and Teaching staff.</p>	<p>Review ASL approach and create the ASL strategy with plans, systems and calendar in place and refine as needed.</p> <p>Implement clear timetable of parental and learner review sessions where pupils have individualised plans.</p> <p>Teaching staff and learning assistants to be directly involved in developing learning targets with support of ASLT for individualised plans for pupils.</p> <p>Moderate ASL paperwork to ensure consistency and clarity across the school. Liaise with cluster colleagues to review practices in other schools, and adapt our practices as appropriate.</p> <p>Refine the ASL audit spreadsheets and folders created for each cohort and make adaptations.</p>	<p>Led by DHT, Mrs Mackenzie and ASLT, Mrs Vallance.</p> <p>STEP training session in September 2022 to support staff understanding in meeting parent and pupil needs.</p> <p>Collegiate session by Term 3 lead by ASLT and DHT, Mrs Mackenzie, to support whole school interventions, e.g. dyslexia/ADHD friendly approaches. Support from central team, e.g. Inclusion Team may be helpful. Additional resources purchased to support these whole school approaches (£1000)</p> <p>ASL Strategy to be created by DHT, Mrs Mackenzie and ASLT, Mrs Vallance by October 2022.</p> <p>Parental and learner review sessions for pupils with individualised plans by October 2022, then at review points in the year.</p> <p>Teaching staff and learning assistants: September and then as working document throughout year. Timetable of ASL time to be provided each term. (Cover by additional RICCT teacher time).</p> <p>ASL cluster approach review with mini cluster coordinated by DHT Mrs Mackenzie by December 2022.</p> <p>ASL spreadsheets with needs, strategies and actions/ ASL folders for cohorts reviewed on a termly basis by ASLT/ DHT, Mrs Mackenzie. Spreadsheets reviewed by SLT and</p>
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	<p>Regular planned consultations between SLT/ASLT and Learning Assistants regarding individualized and group plans.</p> <p>Staff to be upskilled through consultation with ASLT to meet learners needs through Class Teacher intervention or where staffing allows, intervention with Learning Assistant.</p> <p>Whole school ASL interventions to be developed further, e.g. dyslexia and ADHD whole-class friendly practices.</p> <p>PEF Interventions to close the attainment gap</p> <p>Interventions will be tailored to the needs of each pupil, using a range of assessment data. These interventions will support pupils to overcome barriers to learning and therefore work towards achieving their potential.</p> <p>Clear tracking of interventions will be in place with a review system to track and amend as appropriate.</p>	<p>Attainment data to be triangulated to ascertain barriers to learning. Whole school attainment data tool and intervention tracking to be developed and in place to support clarity and timely identification.</p> <p>Interventions will be implemented, with impact being evaluated on an ongoing basis.</p> <p>Monthly ASLT consultations & termly attainment meetings will track this impact, and interventions amended accordingly using 'Adopt, Adapt, Abandon' review approach.</p> <p>Where interventions are planned by SLT/ALST, an ASLP plan will be developed and information provided for LAs. Where interventions are planned by Class Teacher, a clear plan and</p>	<p>Teaching Staff as part of attainment meeting processes. Termly.</p> <p>Ipads to support strategies being implemented. (£2000)</p> <p>DHT, Mrs Mackenzie supported by ASLT; Teaching Staff and Learning assistants: August 2022. Interventions commence August-September 2022.</p> <p>Interventions to take place on 6-8 week blocks with built in review. Ongoing 6-8 week interventions throughout year. DHT, Mrs Mackenzie, to timetable Literacy and Numeracy interventions across school with support of ASLT.</p> <p>CNG, Literacy Ladders and Fastlane interventions to start in August/September.</p> <p>CLG/ Numeracy Launch Pad interventions to start on a phased basis once training starts for staff in the autumn term.</p> <p>CLG/ Numeracy Launch Pad/</p>
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		<p>resources will be provided by the Teacher for the Learning Assistant.</p> <p>A clear system that reduces bureaucracy to be created to ensure that data is readily available and used to monitor progress: *Information with assessment and intervention information which DHT, Mrs Mackenzie; ASLT; Class Teacher and Learning Assistants can readily access.</p> <p>Reviewed attainment meeting agenda and intervention tracking documentation that supports joined up discussion about how to raise attainment in each class.</p>	<p>completion of CNG training (approx. £2500)</p> <p>Build on P1-3 phonics reading resources and extend phonics based and dyslexia friendly reading materials for interventions with pupils in middle and upper school (£3500)</p> <p>Ipads to support Numeracy Launch pads (£2000)</p> <p>CLG resourcing (£1500)</p> <p>Collegiate session by Term 1/ start of Term 2 led by DHT, Mrs Mackenzie and ASLT focused on effective planning and monitoring of interventions. Support from ASLT/ PTs working on interventions at local authority level may be helpful.</p> <p>Reviewed attainment meeting agenda and intervention identification trackers in place for attainment meetings in Sept/Oct 2022.</p>
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