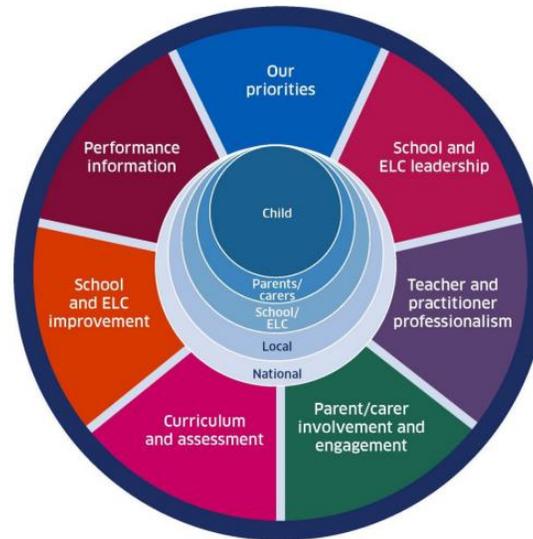


Education and Learning Directorate

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

(2022 - 2023)



School: Kelloholm Primary School

Date: June 2023

1. Vision, Values and Aims

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

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

Our Vision, Values and Aims

School Statement

Kelloholm Primary strives to be a positive, happy and inclusive environment where there are opportunities for the whole community to Work Together, Grow Together and Learn Together. This last year has brought new challenges for our school community. It is more important than ever that we build on the resilience of our community, to carve a path to recovery.

We value the contribution of everyone, we aspire to be honest, caring and respectful to each other, both in school and in the wider community.

At Kelloholm Primary, we aim to be ready to learn, to be safe and to be respectful, to ensure our collective potential can be realised.

Review Date: February 2022 (next Due January 2024)

Review Activities (as appropriate)

All stakeholders involved in review of appropriateness and effectiveness of the VVA, through online surveys, and pupils focus groups.

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: Improvement in Literacy and Numeracy Attainment across the school. Within primary - Stretch aim across literacy 80% of all learners will be on track. (NIF stretch aim 86% by 2024/25)</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's progress and performance information.</p> <p>HGIOS? 4 / HGIOELC? Qis 1.1 1.2, 1.3 1.5, 2.2, 2.3, 3.2 1.1 1.2 1.3 1.5 2.2 2.3 3.2</p> <p>National Standard Criteria</p>	<p>All staff participated in the Primary cluster moderation (7th January 2022). All staff were able to evidence benchmarks and discuss achievement, or progress within, a particular level. Early level staff focused on listening and talking and creating verbal texts, rather than providing written evidence, for early writing. This supported an increased understanding of the process of creating verbal text leading into creating written text. Cluster observations were not completed due to a range of factors, including time restrictions, staff absence and leadership changes.</p> <p>Learners were able to demonstrate their skills across the curriculum, through the planning and evaluation of teaching staff and Early Years Practitioners. Learners are more confident in discussing the process of creating a text and are more confident in applying this for a particular purpose. Attainment data shows a positive impact of staff development on teacher judgements for achievement of a level data, although further embedding of these processes will continue next session. P7 data shows, 65.4% of pupils achieved 2nd level in writing, 69.2% achieved second level in reading and 92.3% achieved second level in Listening and Talking. P4 data shows 76% of pupils achieved First level writing, 88% achieved First level reading and 96% achieved First level listening and Talking. P1 data shows, 55.6% achieved Early Level Writing, 63% achieved Early Level Reading and 88.9% achieved Early Level Listening and Talking.</p>	<p>Continue with the Cluster Development plan, focusing on Writing. Staff will attend the remaining Stephen Graham sessions (4 sessions, each staff member will attend one and feedback). WTA – 2hrs development</p> <p>Continue with targeted intervention - PEF funded 0.4 LA</p>

Targeted Intervention, took place for a mix of learners across SIMD 1 and 2. Some results were negatively influenced by the absence of a few learners.

Year Group	Overall Ach of Level data for year group	SIMD 1	SIMD 2	Gap
P1 – Early level Literacy	69%	100% (4 Learners)	59%	41%
P4 – First Level Literacy	86.7	75% (4 Learners)	86%	11%
P7 – Second level Literacy	75%	100% (4 Learners)	66.7%	33.3%
P1 – Early level Numeracy	81.5%	100% (4 Learners)	77%	23%
P4 – First level Numeracy	84%	50% (4 Learners)	90%	40%
P7 – Second Level Numeracy	61.5%	75% (4 Learners)	62%	13%

Early Years Practitioners have taken part in two attainment meetings (October 2021 and January 2022). This raised a need for further support in understanding and facilitating learning experiences linked to the benchmarks. 2 further development sessions were facilitated by the Numeracy lead in school.

TLQ/Pre-TLQ/words together sessions took place for Early Years pupils. 13 pupils were targeted for TLQ; this resulted in gains for 12 pupils, in the Information element ranging between 9months and 3years 3 months and for 11 pupils, resulted in gains for the grammar element, from 6months to 4 years 3 months. 24 pupils were targeted for Pre-TLQ; beginning with 6 children beginning on RED and 16 beginning on AMBER for Listening and understanding ratings and finishing with 1 on RED, 7 on AMBER and 14 on GREEN. This results in greater success in the environment, more interactions and those around the child understand their needs, wants and preferences, increased confidence within learners as their communication skills are more secure and continue to expand. Words Together interventions resulted in mixed outcomes, very dependent on a child's attendance

Nursery Manager and Senior Practitioner to facilitate development sessions with EY Practitioners in tracking and monitoring progress and achievement.

Three further sessions, led by NM and SP, to support three data collection points across 2022/2023

Focus for parents/carers – improving attendance in school and ELC.

HT, PT, NM and SP to promote and manage this in line with the Authority policy.

Continue to implement the annual plan for reporting on learners' progress and achievements; **review this April – May 2023, led by P and NM.**

	<p>and therefore participation. Greater focus is now required to improve attendance in ELC and to share the importance and impact of regular attendance with parents/carers.</p> <p>A whole school review of reporting on learners progress took place from September 2021 – November 2021, led by the NM and PT. Views were sought from all stakeholders and results fed back through letters, newsletters, assembly, and meetings. A new programme of reporting on progress was drawn up and implemented from term 4 (as a result of restrictions in term 3). Learners were able to engage in conversation about progress and personal achievements; parents/carers reported that they valued the opportunity to meet in person, alongside their child, with the class teachers and Key Workers. 90.4% of parents/carers engaged in the opportunity to meet with their child's class teacher/key worker. Pupils, whose parents did not engage, have high absence rates; there is now a need to consider how we improve attendance and share the impact of absence with parents and carers.</p>	
<p>School Priority 2: Recovery Across the Curriculum NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement</p> <p>HGIOS? 4 / HGIOELC? Qis 1.2 1.3 1.5 2.2 2.5 2.7 3.1 3.3 1.2 1.3 1.5 2.2 2.5 2.7 3.1 3.3</p> <p>National Standard Criteria</p>	<p>Breakfast club, free to all (supported by PEF) has been in operation for this whole session. Very well attended, to support, working parents, low-income families and to help increase what some pupils eat in the morning (reported by parents, that a few pupils eat more in breakfast club than at home). Breakfast club is attended, on average by 26 pupils; some pupils attend every day, others only certain days.</p> <p>Extension of Breakfast club established – Toast club; as a HWB intervention to improve the readiness of learning for targeted pupils. A total of 16 pupils attended toast clubs groups and 2 more attended as individuals.</p> <p>Attendance across the school needs further attention. Attendance averages at 86.4% across P1-P7, from August 2021 to March 2022. Monitoring capacity was limited last session, as no Attendance Liaison Officer available. Reviewed practices for 2022/23; shared with parents/carers in May 2022; shared with staff June 2022 (and planned in August 2022).</p>	<p>Continue next session, costs met by PEF.</p> <p>Continue as targeted intervention next session, costs met by PEF</p> <p>New monitoring procedures for 2022/2023, with a view to increasing school attendance to 90%, from the current 86.4%.</p>

	<p>Forest Schools, level three achieved by two members of staff (LA and Teacher). Used as targeted intervention to support 32 learners and to offer regular sessions as part of the curriculum to a further 21 learners. EY practitioner continued to access outdoor learning PL and used this to further develop the outdoor area.</p> <p>Outdoor Learning in Primary 1 informed by Froebel methodology. Continue next session. Changes in staff have stunted the continuation of this in ELC. Expansion of outdoor learning across the school successful.. All classes participate in outdoor learning sessions every week.</p> <p>Green ECO flag achieved. Digital Schools award continued. STEM leaders second element achieved. Continue maintenance plans into next session.</p> <p>RRS – Bronze achieved; silver almost (accreditation visit unavailable until Autumn 2022 due to covid 19 backlog).</p> <p>Family sessions unable to happen throughout the academic session, due to covid restrictions. PEEP and Family learning sessions, from the Family learning team recommenced in term 4. Plan opportunities for 2022/23.</p> <p>Sports Scotland award not achieved – application process closed due to covid. Programme is relaunching in August 2022. Opportunities to be increased through staff and partner led after school groups.</p>	<p>Continue next session – curriculum review to enable design to reflect this. Targeted intervention funded by PEF</p> <p>Froebel training opportunities offered to all ELC staff – no one has taken up the offer. Continue outdoor learning – curriculum review to enable design to reflect this.</p> <p>Request Silver accreditation visit in Autumn 2022. Led by K Gilmour</p> <p>Continue to work in partnership with family learning. Plan and implement further family sessions across the school. Written into WTA/ development hours</p> <p>Plan to be created to enable school to achieve an accredited award by June 2023 S. Milligan WTA – after school groups</p>
<p>School Priority 3:</p> <p>NIF Priority</p> <p>NIF Driver</p> <p>HGIOS? 4 / HGIOELC? Qis</p> <p>National Standard Criteria</p>		

<p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school's approach to providing robust evidence of closing the attainment gap? • How well are you removing barriers to learning and ensuring equity for all? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p><u>HWB</u></p> <p>Targeted to support the individual needs of a small minority of pupils. This has resulted in an enriched curriculum for these pupils, which best supports their progress and achievement through partnership working.</p> <p>Bikeability sessions – In Term 4, 17 Primary 6 pupils and 9 Primary 7 pupils achieved Level one. A further 18 Primary 7 pupils achieved level two. Programme of access to continue into 2022/23 – targeting the P7's for level 2, and P6's for Level 1.</p> <p>Outdoor learning spaces enhanced and developed, to offer additional environment to learn. This complements the Forest Schools programme, which targeted 53 learners, and the nurture programme, which targeted a further 6 learners. New space/resources used by all pupils in school. Continue with maintenance of environment and continue to invest in appropriate consumable resources next session.</p> <p>Continuing to develop our Foodshare (food parcel) initiative, in partnership with other community groups across Upper Nithsdale. Pupils lead this group, alongside school staff, providing food support to families who are in need of assistance. The Foodshare resources also enhance opportunities to cook/bake in school, to offer a regular snack to all pupils three days a week, to support the offerings at Breakfast Club and Toast Club, and offer a source of food for any pupil who requires it.</p> <p><u>Literacy</u></p> <p>All staff engaged in Stephen Graham's Tools for Writing, professional learning. Feedback mixed; adjustments to engagement programme for next session in response to this. Impact for Achievement of a level, in Talking and Listening and Writing was positive. Further engagement planned next session as part of the two year programme.</p> <p>Investment in technology to enhance access to literacy through digital learning. Pupils report much faster access to online through laptop use. Interactive classroom units upgraded in the senior corridor, to modernize the hardware available to our senior pupils.</p>	

	<p>Targeted intervention, with CLG, Fastlane and other literacy based sessions, for 72 pupils. Progress monitored; staff confidence using P and A module increasing, staff confidence with Achievement of a Level is increasing. Further moderation work planned (WTA) to secure this.</p> <p><u>Numeracy</u> Subscription services maintained for Sumdog, during 2021/2022; to be continued into 2022/23. Pupils report high levels of enjoyment, and high levels of engagement in school. Further work now needed to increase engagement out of school. All pupils have access to appropriate devices out of school, as a result of the Authority and SG investment programme.</p> <p>Targeted intervention, with CNG and other Numeracy/Mathematics sessions, for 59 pupils. Achievement of a level data is monitored and tracked.</p> <p>Investment in technology to increase digital access to numeracy tools and software in school. Pupils report high levels of enjoyment when using newer technology (laptops), with quicker processors and increased memory.</p>

2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<p>All stakeholders involved in recent review of VVA and school statement.</p> <p>Areas of school improvement/ development led by staff across the school, and involve pupil groups.</p> <p>Use of online surveys to gain feedback form parents, averages a response rate of 15% for school base surveys. An attempt to renew the parent council was unsuccessful. Further attempts to be made next session,</p> <p>Promoting progress and achievement, partnerships and experiences with parents and wider community has resulted in a greater sense of pride and recognition among our wider community.</p>	<p>Increased involvement opportunities for parental representation. Including re-establishment of Parent Council. Attempts made to increase parental engagement/evaluation activities.</p> <p>Continue the use of action plans for areas of development/improvement in both school and ELC. Action plans created by all staff with responsibility, in partnership with pupil and parent representatives and shared with the wider community.</p>	4
2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>Accredited work, led by staff and pupil groups is continuing and maintained throughout the school; including Digital Schools Award; STEM Leaders; ECO green Flag; RRS.</p> <p>Expectations for all learners are high. Adaptions to the curriculum ensure the needs of all learners can be met; partnerships enhance the learning experiences of all learners. Transitions are</p>	<p>Covid interrupted the timeline for some; now on track and managing the delay with accreditation partners. Expected RRS Silver – Autumn 2022; expecting Sports Scotland Bronze by Jun 2023.</p> <p>Changes in Authority processes mean further work is now required to manage and maintain the IEP's of learners. Staff require training and</p>	4

2.2 Summary of Key Strengths and Areas for Improvement

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>planned effectively, to ensure that learners are prepared for the next stages of their learning journey. Robust planning documents and programmes of learning in place for Literacy, Numeracy and HWB. Standardised assessments in place; planning for assessment in literacy and numeracy more robust following school and cluster development.</p> <p>Quality Assurance calendar in place for this last session, however activities were disrupted by covid-19. Further review and improvement of the QA calendar for 2022/23 in place.</p> <p>Targeted investment in digital technology, resulting in a significant increase in devices in school. Learner's engagement and access to learning online in school is improved. Further investment planned following the curriculum review in place for 2022/23</p>	<p>support to set, review targets and to evaluate progress towards agreed targets.</p> <p>A review of the curriculum as a whole is now required, to ensure our curriculum design reflects our current practices. Particular attention now required in Early level to ensure a seamless programme for learners across ELC and P1. Curriculum overview and learner pathways to be refreshed during 2022/23 – WTA allocated hours</p> <p>QA calendar in place for 22/23</p> <p>Continue to invest in digital technology to enhance and complement our curriculum.</p>	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>Staff understand the wellbeing needs of learners and support is embedded into school life to enable families to be successful and included in school and in the community. Learners and families can access free food in various formats throughout the week.</p> <p>Inclusion is at the heart of our school ethos; staff are highly skilled and trained in interventions and support programmes to ensure all learners have access to the support they require. Partnerships</p>	<p>Changes to LA guidance, means teaching and EY staff now need support in managing IEPS, including setting and reviewing targets and monitoring and tracking progress in line with targets.</p>	4

2.2 Summary of Key Strengths and Areas for Improvement

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>result in informed staff, well managed programmes of support and increased success for children.</p> <p>All pupils are aware of the SHANARRI indicators and can exemplify what each indicator means to them.</p> <p>The development of forest schools and outdoor learning have increased opportunities for learners to lead Risk Assessments. This results in informed children, who are risk aware, and able to manage risky behaviours/play accordingly. In Early years, learners are involved in creating risk assessments for new play equipment, and areas within the ELC. All off site visits are Risk Assessed with learners.</p> <p>Attendance in school continues to be monitored, although staffing difficulties and covid impacted upon the robustness of processed during 2022/23. This has significantly affected the achievement and attainment of a minority of learners.</p>	<p>SHANARRI class assemblies to be included in the assembly calendar again for session 2022/23.</p> <p>Embed learner's involvement in RA processes, and extend opportunities.</p> <p>Focus on reviewing and improving monitoring of attendance during 2022/23; new processes in line with LA guidance. Shared with all staff, during INSET – August 2022; attendance added as a standing item on agenda's for meetings with groups of school staff. Attendance monitoring processes shared with parents/carers (June 2022)</p>	
<p>3.2 Raising attainment and achievement</p> <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> 	<p>Raising Attainment in Literacy and Numeracy has been a focus for intervention this session, funded through PEF and SAC for the duration of the 2021/22 session. Further focus will continue, as planned, for Writing, through the Stephen Graham tools for Writing sessions.</p>	<p>SAC funding no longer available for session 2022/23 – interventions will be scaled back to take account of this reduction in available funds. PEF funded interventions planned to focus on Writing, to reduce the attainment gap.</p>	3/4

2.2 Summary of Key Strengths and Areas for Improvement

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>• <i>Equity for all learners</i></p> <p>3.2 Securing children's 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>Attainment is tracked in partnership with Class teachers, ASLT, Senior LA and SLT. Cluster development in moderation is securing confidence in Teacher Judgements. Further engagement is required to increase parental engagement in learning; feedback from parents/carers highlights a need for further opportunities to support parents/carers in supporting their child's learning.</p> <p>Programmes of learning for literacy, numeracy and HWB are being embedded; resulting in more consistent experiences for learners across the school.</p> <p>Transitions are effective in ensuring smooth experiences for all learners, in, out and within the school.</p> <p>An induction package has been developed by the PT to consider how new staff are supported in school, to ensure learners have a consistent experience in every class.</p> <p>Learner's experiences across the wider curriculum have contributed to a number of accredited awards for the school. These opportunities are led by staff and pupil groups across the school.</p> <p>Parental feedback highlights a desire to be more involved in their child's learning. As we have opened up, following the relaxation of covid restrictions, we have been able to increase opportunities for parents/carers to be inside the building, learning alongside their children.</p>	<p>QA calendar and WTA includes planned opportunities to monitor and track attainment for all learners, to collaborate and moderate across and within a level with colleagues and to engage with colleagues to evaluate the impact of experiences. This now needs to be extended down into ELC.</p> <p>Review of the curriculum planned for 2022/23, to ensure the curriculum overview takes account of recent improvements</p> <p>Induction package to be trialed in 2022/23 and final review May 2023.</p> <p>Continuation and expansion of pupil groups across the school; including a third element of the Digital Schools award, Sports Scotland Award and RRS – Silver Award.</p> <p>Extend opportunities for families to learn alongside their children across the whole school, including ELC.</p>	

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>3.2 Securing children's progress (for Early Learning Childcare)</p> <p>Staff have begun to track progress and achievement for learners in ELC during 2021/22. This is an extension of documentation and evidence collated in learning journeys. EY staff require further support to track and monitor attainment through Early Level.</p> <p>TLQ/PRE-TLQ/Words Together/PEEP sessions take place through-out the week, led by Senior Practitioner. Attainment data shows improvement in grammar, vocabulary and sentence structure for most. Further analysis demonstrates absence as a barrier to improvement.</p> <p>Transition programmes are tailored to meet individual needs, and created in partnership with parents/carers, NM, P1 teacher and HV (where appropriate).</p>	<p>3.2 Securing children's progress (for Early Learning Childcare)</p> <p>Curriculum overview refresh planned for 2022/23. QA calendar includes planned monitoring meetings with Key Worker, SP and SLT. Tracking and Monitoring system needs reviewed and refreshed to align with Early Level benchmarks and to ensure appropriate progression and pace.</p> <p>Further expansion of programmes across the staff team, to increase target groups.</p> <p>Attendance monitoring required to help support parent/carers understanding of the link between attendance and attainment.</p>	
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>Learner pathways, in literacy, numeracy and HWB are considerate of the needs of community and the context in which our learners live. Learners are encouraged and supported to be aspirational across the school; positive role models and experiences are celebrated to foster aspirational attitudes,</p>	<p>The design of our curriculum now needs to be reviewed, as a result of new and innovative practices, new experiences and adaptations made during the covid 19 period. Planned work for 2022/23.</p>	

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

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

Quality Indicator	How well are you doing? What’s working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Programmes of learning, in Lit, Num and HWB are now more consistent across the school. EY practitioners and Class teachers are empowered and encouraged to apply research based, small tests of change, to improve learner’s experiences and raise attainment.</p> <p>Curriculum includes sustainable approaches to outdoor learning, forest schools and digital learning.</p>	<p>Programmes of learning to be reviewed inline with the new curriculum overview, during the sessions 2022/23.</p> <p>Some staff need further support to e encouraged to engage in practitioner enquiry and to act upon this enquiry to deliver new approaches tailored to learner’s needs.</p>	
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people’s learning.</p>	<p>Significant developments have been made in re-establishing previous and new partnerships across the school, which contribute to enhancing learner’s experiences.</p> <p>Feedback from all partners, acknowledges that partnership working works well. 100% of partners reported that communication was effective between their organization and school. 69% of respondents agreed that their partnership working with school, contributes to raising attainment and/or closing the attainment gap. 69% of partners, reported that their partnership with school results in a wider curricular experience for our pupils.</p> <p>Partnership working with Family Learning has increased engagement for our ELC and P1 families, as we have come through covid restrictions. In p1, 71% of parents engaged with</p>	<p>These links continue to be nurtured. Further opportunities to work collaboratively are planned for every class next session. Class teacher and nominated EY practitioners to take the lead in planning, delivering and evaluating partnership working during the session 22/23.</p> <p>46% of partners reported that they are not involved in the evaluation of joint working with our school. This requires improvement during session 22/23, as 85% of partners report being involved in the planning of partnership working. In order to ensure the continued effectiveness of joint working, partners need to be involved in both the planning and evaluation of joint working.</p> <p>Further opportunities for families to learn together to be planned for every year group during session 22/23. Class teacher and EY practitioners to be responsible for family learning sessions for their class/key worker group.</p>	

2.2 Summary of Key Strengths and Areas for Improvement

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>STEM activities delivered in partnership with family learning.</p> <p>A significant piece of work was led by PT and NM to identify a renewed programme for reporting learner's progress to parents. This involved all stakeholders, views were gathered, analysed and results fed back, again to all stakeholder groups. A new programme of reporting to parents has been created. Delivery was hampered as a result of covid restrictions – this programme now needs to be delivered in its entirety.</p> <p>After school groups delivered by all teaching staff during 21/22 (WTA) to complement those offered by partner agencies. Pupils in all age groups (P1-P7) offered opportunities for wider achievement.</p>	<p>Deliver entire year programme of reporting progress to parents/carers. Final review April/May 2023, led by Pt and NM.</p> <p>Continue with inclusion of after school group hours in WTA for all teaching staff. Expansion of opportunities available form partner agencies in light of removal of covid restrictions.</p>	

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

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

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

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1 Raising Attainment in Literacy and Numeracy</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver School and ELC leadership Teacher and Practitioner professionalism Curriculum and Assessment School and ELC improvement Performance information</p> <p>HGIOS?4 / HGIOELC QIs 1.5 Management of Resources to promote equity 2.2 curriculum 2.3 Learning , Teaching and Assessment 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion</p>	<p>Closing the Attainment Gap for those with identified additional barriers to learning. All learners are successful and supported to make progress. In ELC Literacy and Numeracy provocations are open-ended, and scaffolded well by informed and confident staff. Targeted literacy sessions in ELC to be expanded through an increase in staff to deliver.</p> <p>Interactive resources to promote engagement and enjoyment available to all, in school and at home.</p> <p>All teaching staff will use Stephen Graham Informed Pedagogy when teaching writing across the school. All writing intervention will echo the terminology and structure of this.</p>	<p>Targeted pupils identified through attainment meetings with SLT, CT, Senior LA. Attainment tracked by CT (in class) and Senior LA (targeted intervention).</p> <p>All staff are confident in accessing software and understand the capabilities in terms of adapting to pupil need, and use this to support the needs of individuals. In ELC, staff contribute to the requisition procedures, identifying resources appropriate for the needs of our ELC pupils.</p> <p>All staff complete the remaining four sessions with Stephen Graham.</p> <p>For Early Level Staff, the focus will continue to be on creating verbal text; focusing on skills for Talking and Listening.</p> <p>Cluster moderation session for all teaching and EY staff to engage.</p>	<p>PEF funded – 0.4FTE LA (£8,000) ELC – Numeracy development session ELC – targeted TLQ/Pre-TLQ/Words Together/PEEP; A. Scott, K. Park</p> <p>PEF funded Subscriptions (£1000) ELC Budget - as required</p> <p>PEF to cover the cost of training for staff (£600) Teaching staff – WTA ELC staff – Management time Cluster Moderation Session – during INSET Planned, delivered and Evaluated by Moderation leads – A. Lennox, J. White, A. Scott</p>

<p>3.2 Raising attainment and achievement 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 3.2 securing children's progress</p> <p>National Standard Criteria</p>	<p>Attendance in school will increase to 90% for the year. Processes for tracing and monitoring attendance are reviewed. Continue the free Breakfast club; continue targeted Toast Club, to support learners in being ready to learn.</p> <p>Tracking and monitoring of progress to be further developed for Early Years staff.</p>	<p>Updated attendance monitoring processes shared with all staff, parents/carers and pupils.</p> <p>Breakfast Club and Toast club staffed by school staff. Targeted pupils for toast club, identified through Attainment meetings.</p> <p>Data collections three times per academic year, in line with pupils in school, to monitor progress over time through Early level. Attainment meetings to include SLT, Senior Practitioner and Key Worker.</p>	<p>Role/Responsibility of CT, Admin team, SLT clearly defined and actioned. INSET session and Attendance added to staff meeting standing items by HT</p> <p>PEF funded 0.4FTE LA (£8,000)</p> <p>Tracking and monitoring system to be developed and introduced through INSET and 2 x Development sessions led by NM. Data to be collated three times per year, by Key Workers. Funded by ELC management allocation</p>
<p>School Priority 2 Review curriculum design</p> <p>NIF Priority Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and well being Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement</p>	<p>Curriculum overview will reflect the experiences and pathways of learners. The design of our curriculum will encompass the recent changes we have made following the impact of covid 19. Pupils will experience a rich curriculum, which deliver opportunities in all four contexts, to develop skills linked to the four capacities.</p> <p>Forest Schools and outdoor learning included into our curriculum overview, both as a programme and as an intervention. This will improve wellbeing, transferability of skills and confidence.</p> <p>RRS reflected in our curriculum design, placing the rights of all children and young</p>	<p>Curriculum review, what does our curriculum look like now, how do learners pathways align to their experiences, what role do partners play in the delivery of our curriculum. Produce a refreshed curriculum overview.</p> <p>Pupils in P3 will participate in Forest schools as part of the P3 curriculum; in addition, further targeted groups of children, from P4-P7, will participate in Forest schools. Children will have access to waterproofs, from school, to contribute to reducing the cost of the school day. Outdoor learning will continue every day for ELC children and weekly for primary pupils.</p> <p>Request Silver accreditation visit during term 1 (22/23)</p>	<p>WTA – Development sessions x 6 (9hrs) ELC – Development sessions x 8 (8hrs) INSET session – al staff (2x2hrs, August 22 and January 23)</p> <p>PEF funded staff 0.2FTE LA (£4,000) 0.2FTE Teacher (£12,000)</p> <p>Waterproofs PEF (£5,000)</p> <p>PEF funded staff 0.2FTE teacher (£12,000)</p>

<p>HGIOS?4 / HGIOELC Qis 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.5 Family Learning 2.7 Partnerships 3.3 Increasing creativity and employment 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.5 Family Learning 2.7 Partnerships 3.2 Securing children's progress 3.3 Developing creativity and skills of life and learning</p> <p>National Standard Criteria</p>	<p>people at the heart of our curriculum. Offering a curriculum, which delivers learning and teaching about, through and for rights.</p> <p>Gain accreditation within the Sports Scotland award. Increasing opportunities for all our children, before, during and after school.</p> <p>Expand opportunities for pupil leadership, increase opportunities for parental representation and involvement with school improvement groups. Recognising and celebrating the work of our school community.</p>	<p>Continue to work towards RRS – achieving silver, action plan.</p> <p>After school groups, planned across the school and throughout the year, facilitated by school staff and partners.</p> <p>Review of PE equipment to ensure all necessary equipment is in place. Create an action plan, complete application process and share plan with all stakeholders for accreditation.</p> <p>All improvement/leadership groups to create an action plan, shared with stakeholders. Attempt to re-establish Parent Council.</p>	<p>After school groups: from teachers – WTA support staff – Additional hours (PEF) Partners – (PEF)</p> <p>Equipment review and Sports Scotland award bid, led by S. Milligan</p> <p>Leadership groups – additional planning time available to staff leads, as agreed across the year, to support the delivery of action plans. HT to attempt to re-establish parent council – term 1.</p>
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