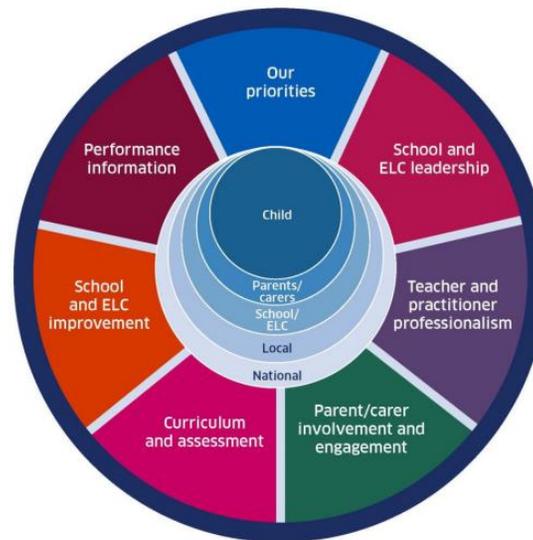


## Education and Learning Directorate

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

(2022 - 2023)



School: Lincluden Primary School

Date: 2022-2023

## 1. Vision, Values and Aims

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

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

## Our Vision, Values and Aims

### School Statement

#### *Our Vision, Values and Aims*

**Our agreed school vision statement:** Today and in the future, never give up, being the best we can be

**Our agreed values:** Respect, Honesty, Self-belief & Effort

#### **Our Aims**

1. Create a supportive and safe environment where all our children have the opportunity to become *successful learners*.
2. Develop pupils' respect for themselves, for others and for property as they work towards becoming *responsible citizens*.
3. Work in partnership with parents, carers and the wider community to deliver a rich learning experience for all our children.
4. Encourage pupils to become resilient, independent learners who value their own achievement and have the skills and abilities to be *effective contributors* in school and beyond.
5. Develop *confident individuals* who pursue a healthy and active lifestyle, while making informed decisions and communicating their own beliefs and views.

## 1. Vision, Values and Aims

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**Review Date: 2023-2024**

### **Review Activities (as appropriate)**

With a new Head Teacher taking over Lincluden Primary in October and coming through the other side of a global pandemic, it was an ideal time to review our vision, values and aims and agree on what was important to us as a school community within this new educational landscape. As we were not able to have Assemblies, this was introduced to all pupils within their classrooms. Each class got to decide what was important to them and then we collated the results. A piece of work was done with teaching staff and surveys were sent out to all staff, parents/carers and stakeholders. We are in the process of embedding these values across the school and they are visible in every classroom. They are discussed at Assemblies and during the day-to-day life of the school.

*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><b>School Priority 1: Raising Attainment</b></p> <p><b>NIF Priority 1 &amp; 2</b></p> <p><b>NIF Driver</b> <b>School leadership</b> <b>School Improvement</b> <b>Teacher Professionalism</b> <b>Assessment of children's progress</b></p> <p><b>HGIOS? 4 / HGIOELC? Qis</b> <b>1.1, 1.2, 2.3, 2.4, 3.2</b></p> <p><b>National Standard Criteria</b></p>	<ul style="list-style-type: none"> <li>Our picture of attainment over time identified writing as a key area for improvement. Indeed, in session 2020-2021 only 73% of P1 pupils achieved Early level, 58% of P4 pupils achieved First and 77% of P7 pupils achieved Second. Year on year writing is the curricular area we are reporting as the lowest % of pupils achieving. As a result, we invested our Pupil Equity Funding to train all teaching staff in the Stephen Graham approach to teaching writing. All staff have now been through the first round of training.</li> <li>All staff have embarked on play pedagogy and outdoor learning training through the DGOWl project. The aim of which was to enhance pupil wellbeing, creativity, and development at what has</li> </ul>	<p>WTA to facilitate continued training for teaching staff. Pupil Equity Funding to be allocated to support this.</p> <p>SLAs to be given a condensed overview of the training during an Inservice day.</p> <p>Approach to be built into Learning and Teaching policy to ensure consistency across the school.</p> <p>Classroom observations by SLT and through our Teacher Learning Community, to focus on the writing.</p> <p>New school level tracking format will be introduced to aid with the tracking of progress.</p> <p>Continue to develop approaches to planning and implementing play based and outdoor learning.</p>

	<p>been a particularly challenging time for all our young people. Staff are using the local area to enhance curricular opportunities, expand the children’s knowledge and understanding of the world around us and to reap the wellbeing benefits research suggests outdoor learning brings. Active and play based learning is evident within all classrooms across the school.</p> <ul style="list-style-type: none"> <li>• Restrictions this year have not allowed for a return to the close working relationship that had been developed between school and home over the years. We have found new means of engaging with our families, some of which have been very successful (Edmodo, Class Dojo, Microsoft forms) but we have not had parents and carers through the door as we would wish.</li> <li>• Working groups have been established to develop whole school planning and approaches to literacy and numeracy. Agreements were made with these groups and then planning further developed by SLT.</li> <li>• TLQ, Closing the Literacy Gap, Closing the Numeracy Gap, Fast Lane and Numeracy Launch Pads have been used to close identified attainment gaps. Pupil Equity Funding has largely been used to employ and train Learning Assistants to deliver these highly effective interventions. More widely they have been used within classroom bubbles, not only to support learning, but also to provide social and emotional support when and where our young people need it after our return from COVID lockdowns.</li> </ul> <p><b><u>Impact</u></b>  Classroom observations and jotter reviews have shown that the Stephen Graham approach to writing is being embedded in all classrooms across the school. SLT are now observing high quality teaching of writing. However, we will be required to see a year on year improvement in writing levels in order to be confident in the improvements this approach makes. This session 9 P1 children embarked on TLQ and averaged 2 years and 3 months improvement.</p>	<p>Baseline assessments (wellbeing webs) to be used to gather evidence of impact.</p> <p>Leadership opportunity to be funded through PEF to focus on parental engagement and family learning next session.</p> <p>Work on planning and programmes of learning will continue with working groups next session. These will be implemented across the school as we progress and built into L &amp; T policy.</p> <p>Targeted interventions will continue to be delivered by SLT and PEF funded SLAs.</p> <p>New school level tracking system to be introduced that all staff take ownership for and forms a key part of our attainment and progress discussions.</p>
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	<p>Closing the literacy gap proved successful again with an average improvement of 13 months, closing the numeracy gap 10 months and numeracy launch pads 12.8 months.</p>	
<p><b>School Priority 2: HWB</b></p> <p><b>NIF Priority: 3</b></p> <p><b>NIF Driver:</b>  <b>School leadership</b>  <b>School Improvement</b>  <b>Parental Engagement</b></p> <p><b>HGIOS? 4 / HGIOELC? Qis</b>  <b>3.1, 2.4</b></p> <p><b>National Standard Criteria</b></p>	<ul style="list-style-type: none"> <li>All staff embarked on outdoor learning training as part of the DG Owl pilot. This in turn developed staff confidence in taking pupils outside to engage in both outdoor learning and learning outdoors. Staff now have their young people outside on a daily basis.</li> <li>Throughout the challenging times we have all faced over the last two years, staff wellbeing has continued to be an area of focus for the management team. We introduced corridor coffee, where staff could meet after school, outside their classroom doors so socially distanced, have a coffee and a chat to unwind at the end of the school day. We also gave time during the Inservice day for the whole staff team to go out for lunch together (when restrictions allowed) and staff to do something for themselves (baking, reading a book, going a walk etc).</li> </ul> <p><b>IMPACT</b>  Wellbeing webs were used as a baseline measure for nurture and play therapy support sessions. All children identified improvement in the majority of areas at the end of their block or sessions.</p>	
<p><b>2.1.1 Report on the impact of PEF</b> <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> <li>Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</li> <li>How well are you removing barriers to learning and ensuring equity for all?</li> </ul>	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>'At Lincluden Primary School, Pupil Equity Funding is used to ensure equity and excellence for all our young people. Due to the demographic of the area in which the school sits, knowing our families and our community, the funding is used to support <b>all</b> our young people achieve all they are capable of and to provide them with equity of experience. As a whole school community, we aim to raise attainment, with a particular focus on literacy, numeracy and health and wellbeing.'</p> <p>(Extract from Lincluden Primary, PEF Rationale overview)</p> <p>During session 2020-2021 the parent/carer body made it quite clear that they did not wish any one child to be singled out as attracting Pupil Equity Funding and felt that the funding should be used across the school to ensure that all our young people are achieving all they are capable of. Indeed, the data on our demographic and knowing our families as we do, we know that even many of our working families sit just above the criteria for attracting equity funding. To this end we continue to work with this philosophy at the</p>	

heart of our everything we do. We are flexible in the way we use our PEF, in that we are reactive to families and young people's circumstances and needs. This allows us to close the attainment gap, remove barriers to learning and ensure equity for all.

Much of our funding is used to employ Learning Assistants to deliver targeted interventions. The interventions implemented are ones that have evidence of impact – TLQ, Closing the Literacy Gap, Closing the Numeracy Gap and Fast Lane. For all our interventions we carry out baseline assessments and then pupils are re-assessed at the end of the programme. These interventions are short term (usually over a 6-8 week period) at which point the pupils are re-assessed and next steps in their learning are agreed through attainment meetings. On average we are seeing impacts of:

TLQ – 2 years 3 months  
 Closing the literacy gap = +13 months  
 Closing the numeracy gap = +10 months  
 Numeracy Launch Pads = +12.8 months

All interventions are reviewed with Support for Learning Teacher, class teacher and the SLT at our termly attainment meetings. We recognise that the long term impact for all children is not sustained, so through attainment meetings and alternative is identified and implemented.

At the beginning of the session we employed a play therapist one day a week. However, it was quickly identified that this was not meeting the needs of our school. Children were going back into class in a heightened state. As a result we looked for alternative nurture provision. We appointed a LA four days a week to work with pupils at key transition points (first thing in the morning, after intervals and lunch). The overview of the work was undertaken by a member of staff as part of their ISL project. Wellbeing webs were used as a baseline assessment and completed again after a block of 6 weeks. Almost all children identified improvement in all areas.

We were approached by a qualified teacher who was undertaking play therapist training. She volunteered to work with individuals and groups of children from our P2/3 class. These children had been identified as having behaviour that was presenting a challenge in class, were having family difficulties or were struggling with friendships after lockdown. As a result we have continued her work within the school one day a week.

All teaching staff have been trained in the Stephen Graham approach to teaching writing. As writing is the area that both school and national data trends identify as being inconsistent in pupil achievement, it was pertinent that all staff focused on this area. Staff have begun to implement these strategies within the classroom and the impact should be identifiable next academic session. Classroom observations show that all teachers have embedded the pedagogy within their learning and teaching.

To run alongside the Stephen Graham approach to writing, we have also invested in PM reading and writing.

These will be launched in August and the impact identified next session.

Through SNSA assessments and classroom observations, it was identified that there was no consistent approach to the teaching of mental maths skills. Therefore, gaps in learning were being identified. During the Inservice day, Neil Armstrong from SAMSON maths presented to the staff. This consistent approach to the teaching of mental strategies was approved by the team. We have invested in the programme and will launch it in August.

Digital technologies – although we have utilised 'The Bridge' for our digital technology approach. It was quite clear that we were lacking facilities within the school. We have used pupil equity funding to build an ICT/STEM suite and have purchased 25 desktop computers. Although still in the process of being built, we will be ready for a grand opening in August.



## 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><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p><b>Learning and engagement</b> Through the periods of lockdown and emergence from COVID-19, the ethos of the school changed. The interactions between staff, pupils, parents/carers and partners was affected by Scottish Government guidance. However, throughout terms 3 and 4 we have re-established a positive ethos, with everyone working together to achieve the best outcomes for our young people. Staff and pupils are becoming more aware of children's rights, and they form a key element of our ethos.</p> <p>Digital technology across the school is lacking. This is in part due to COVID-19 and the length of time it takes to get parts, current infrastructure and investment. However, each class has four pupil computers and staff are skilled in using those to enhance the learner's experience. This session we have utilised digital technologies at 'The Bridge' through the STEM team to ensure our young people received the experience and learning they deserve.</p> <p>Learners contribute to the life of the school through meaningful, well planned activities.</p> <p><b>Quality of teaching</b> Self-evaluation is at the heart of everything we do. Staff are challenged and challenge themselves, to reflect on the quality of learning and teaching within</p>	<p>Children's rights to be embedded within everything we do and understanding shared with parents/carers and community partners.</p> <p>Digital technologies – improve resources (create ICT suite, use iPads on BYOD, digital leader leadership opportunity, pupil digital leaders) and the effective use of digital technologies across the school. Work towards the Digital Schools Award.</p> <p>We need to re-establish community links and develop these further. As a school we need to make links with Lincluden Community Council and develop a whole community approach with the school and our young people playing a key role.</p> <p>Learning and Teaching policy to be developed which will ensure consistency of approach in all classes.</p>	<p>4</p>

## 2.2 Summary of Key Strengths and Areas for Improvement

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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>their rooms and across the school. Is this the best we can be for our young people? Is the question at the core of everything we do. We have an incredibly positive, effective staff team who learn with and from each other.</p> <p>Supported by DG Owl training, staff utilise a range of learning environments. We have made good use of both our outdoor learning environments and The Bridge throughout the session. In term 4 children are venturing further afield through educational visits.</p> <p>Classroom observations in term 4 identified areas for revision and improvement (LI, SC, HOTS, target setting). These areas to be developed through our Learning and Teaching Policy. The overall level of teaching was good with examples of excellent practice across the school.</p> <p>Across the school pupils were able to talk about their learning and target setting was evident.</p> <p><b>Effective use of Assessment</b> Both formative and summative assessment is used effectively across the school. It is evident through attainment meetings that staff know their pupils well and are using assessment effectively to ensure they are all being challenged at an appropriate level.</p> <p>Baseline assessments are carried out prior to interventions and completed again at the end of a unit of work. Evidence from these assessments allow for the identification of next steps.</p>	<p>Working groups established to work on core programmes of learning.</p> <p>Development nights to be used to share good practice and agree consistent approaches across the school.</p> <p>Assessment and moderation to form a key part of our improvement priorities. INCAS and PIPS assessments to be re-introduced as part of our baseline assessments and triangulation of evidence.</p> <p>Learning trios to be re-established across the cluster.</p> <p>Through a robust moderation policy, plan and process we will ensure that staff</p>	

**2.2 Summary of Key Strengths and Areas for Improvement**  
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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><b>Planning, tracking and monitoring</b>                      We have a flexible approach to planning in that it can be change and adapted across different timescales to meet learners needs.</p> <p>Learners progress in monitored and discussed by HT, SLT and class teachers at termly attainment meetings. Teacher tracking is in places across the school. HT tracks progress over time as well as attainment for specific cohorts and groups (boys, girls and care experienced pupils).</p>	<p>confidence in identifying where our learners are in their learning journey will increased.</p> <p>A new school level tracking system will be introduced which ensures the centralisation of all data and that all staff take responsibility for pupil progress.</p> <p>Centralised tracking system will ensure responsibility for all in relation to pupil progress.</p> <p>Develop our Learning and Teaching Policy to incorporate the most up to date and relevant findings in educational research to maximise attainment and achievement for all and review its use by teachers through learning rounds.</p> <p>Develop pupil voice through 'Brunch and Blether.</p> <p>Continue to implement the Whole School Self Evaluation Calendar to ensure Learning and Engagement, Quality of Teaching, Effective use of Assessment and Planning Approaches are having a positive impact on learner's progress.</p> <p>Re-introduce TLC across the school and cluster</p> <p>Continue to develop a shared understanding</p>	

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
		<p>of progress within and achievement of a level. Work to build staff confidence across the cluster.</p> <p>Pupil profiles</p> <p>Work on programmes of learning that ensure a seamless curriculum.</p>	
<b>3.1 Ensuring wellbeing, equality and inclusion</b> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<p><b>Wellbeing</b> As a whole school community we have developed a climate of mutual trust and respect. We work with our young people to ensure their voices are heard, they feel valued and respected. Pupils across the school know where they can get support and readily access it when required. Our support is not limited to the class teacher but rather is the responsibility of staff at all levels. We talk about the whole team and pupils have developed relationships in such a way as to know that everyone is there to support them if they need it.</p> <p>Primary 1 pupils have become Nursery buddies to support their transition into Primary 1.</p> <p>We encourage all young people to participate in the wider life of the school. In term 4 we began to build up wider experiences again with the re-introduction of extra-curricular opportunities.</p> <p><b>Fulfilment of statutory duties</b> Our small leadership supports the sharing of statutory guidance and duties pertaining to GIRFEC and to ensuring wellbeing, equality and inclusion. Due to the pandemic staff have not been fully trained in Child Protection for a couple of years.</p>	<p>Wellbeing indicators to be used on a regular basis for pupil reflection. To be used at key reporting times and when appropriate, shared with home. Wellbeing webs to be tracked across the school and appropriate interventions and supports identified.</p> <p>Work with the local community to enhance the pupils respect for their local environment and engagement with those outwith the school eg litter picking projects.</p> <p>Child protection training for all staff – 15<sup>th</sup> November 2022. Clear remits of HT and DHT to be established to ensure roles and responsibilities of GIRFEC and child</p>	4

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p><b>Inclusion and equality</b> As a school community we ensure that we know our young people and their families very well. We are establishing an ethos where pupils across all classes and areas of the school are the responsibility of all.</p> <p>We ensure that children are not pigeonholed and we have a flexible approach to our support for learning provision and the use of our learning centre.</p> <p>Pupil Equity funding has allowed us to support families and ensure that all our young people have the opportunity to share the same experiences and access the same opportunities as everyone else.</p>	<p>protection are clear.</p> <p>Our new tracking system will support GIRFEC, wellbeing, equality and inclusion.</p>	
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul> <p><b>3.2 Securing children's progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics,</i></li> </ul>	<p>Attainment across the school continues to be varied. We continue to have well above both regional and national average for children on an Individualised Education Plan, 18%. However, targets within the IEPs are being met and children are achieving their individual goals and working through CfE at a pace that is appropriate to them.</p> <p>CfE levels for Primary 1 Reading and Writing have increased by 7% from 2021 to 2022. However, we have seen a slight drop in L &amp; T – 8% and 3% in Numeracy.</p> <p>Primary 4 is our cohort with the largest number of IEPs. We have seen a drop in achievement of a level data across all curricular areas. However, targeted interventions and IEP targets demonstrate that these pupils have made individualised progress.</p> <p>We have also seen a slight drop in our Primary 7 data</p>	<p>A focused approach to raising attainment in Literacy and Numeracy across the school, through the introduction of robust programmes of learning (to ensure continuity and progression). A rigorous approach to learning and teaching pedagogy through the development of a whole school Learning and Teaching Policy. Continuation of targeted interventions. Introduction of a robust mental maths strategy.</p> <p>A robust tracking system, the reintroduction of PIPS and INCAS assessments and termly attainment meetings, will allow us to continue to implement targeted interventions in a timely manner.</p>	4

## 2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><i>health and wellbeing</i></p> <ul style="list-style-type: none"> <li>• <i>Children's progress over time</i></li> <li>• <i>Overall quality of children's achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<p>across the board but this is representative of our cohort of children. Time has been spent with these children thinking about their pathways and how they can maintain their progress at secondary.</p> <p>Our targeted interventions have proven a success again this year with TLQ seeing an average of 2 years 3 months improvement, closing the literacy gap. 13 months, closing the numeracy gap 10 months and numeracy launch pads 12.8 months.</p> <p>As family have come through the challenges of the pandemic and the current cost of living crisis, we have had an increased focus on equity for all our learners. We have used Pupil Equity Funding and the cost of the school day funding, to provide our young people with an array of experiences, such as residentials, educational experiences, cycle scheme, uniform and even electricity.</p>	<p>We need to remain vigilant to the needs of our families and explore further opportunities for our young people. The development of an experiences framework will allow us to do this. We also need to be ready to intervene and provide support or direction to the right support when our families need it. We will benefit from re-establishing relationships with partner agencies who have not been as active during the pandemic.</p>	

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <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>			
<b>Quality Indicator</b>	<b>How well are you doing? What's working well for your learners? (Include evidence of impact.)</b>	<b>Areas for Improvement</b>	<b>Evaluation of this QI using the HGIOS?4 six-point scale</b>
<b>2.2 Curriculum: Theme 3 Learning Pathways</b>	<p>Our curriculum is flexible and personalised to reflect our context and pupils' own interests to promote engagement. Children from Nursery and throughout the school help to direct the focus of their learning. Outdoor learning is an integral approach within Nursery and throughout the school.</p> <p>Pupil wider achievement is celebrated through assemblies and Class Dojo. Opportunities to develop skills for learning life and work are developed throughout the school. We have not been able to fully re-establish all our opportunities to celebrate and recognise pupil achievement and success (such as Posh Tea and responsibility groups) but we have started to take safe and responsible steps in the process.</p> <p>We have utilised not only outdoor learning but also facilities at The Bridge to enhance pupil learning experiences.</p>	<p>Develop our approach to the teaching of literacy and numeracy across the school through the introduction of new programmes of learning. Continue to develop the school's approach to writing through Stephen Graham training. Introduce SAMSON maths to develop mental agility and maths confidence across the school.</p> <p>Create a skills programme for Primary 7 pupils that utilises the facilities usually used by secondary pupils at The Bridge. The aim of which is to develop and highlight further pathways and opportunities for employment.</p>	
<b>2.7 Partnerships – Theme 3: Impact on Learners</b>  <b>The impact of parental involvement on improving children and young people's learning.</b>	<p>COVID restrictions have impacted on engagement with parents/carers and partners. Although we have found other ways to engage parents/carers they have not been allowed in the school. However, Stakeholder Surveys demonstrate that the parents are supportive of the school, feel well informed and included in the process of self-evaluation and school improvement.</p> <p>Learning conversations were carried out virtually across the school using Microsoft Teams and telephone calls. Although uptake was 100% from parents/carers staff have reported that conversation</p>	<p>Re-establish a parent council and introduce a parent/carer policy group.</p> <p>Make a connection with Lincluden Community Council and develop pupil inclusion.</p> <p>Staff working group to be established to review our approach to reporting to parents/carers and to look at the impact of learning conversations.</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
	was more stilted in this format and that involving the child fully was not always successful.		

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

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

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

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area <i>(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)</i>
<b>School Priority 1</b>			
<p><b>Raise attainment in literacy and numeracy with a focus on closing the attainment gap</b></p> <p><b>NIF Priority</b></p> <p>Improvement in attainment, particularly literacy and numeracy</p> <p><b>NIF Driver</b> <b>Assessment of children's progress</b></p> <p><b>Performance information</b></p> <p><b>HGIOS 4 / HGIOELC QIs:</b> 1.1 1.3 1.5 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.2 3.3</p> <p><b>National Standard Criteria – 2</b> Development of children's cognitive skills, health and</p>	<p>Learners will benefit from high quality learning and teaching. Attainment in writing will improve as a result of a more structured approach to learning and teaching using the Stephen Graham approach.</p> <p>All learners will experience rigorous programmes to improve literacy and numeracy levels – observations of learning / attainment data will evidence this. Staff / pupil /parent evaluations of impact of new literacy and numeracy approaches will be positive.</p> <p>A consistent approach to learning and teaching across the school.</p> <p>Moderation activities will provide opportunities for sharing practice with peers and ensure a consistent level of pace and challenge to maintain high levels of attainment</p> <p>Staff confidence in determining achievement of a level will increase - % achieving expected levels to increase.</p>	<p><i>6 Workstreams</i></p> <p>All teaching staff to complete 2<sup>nd</sup> phase of Stephen Graham writing training. LAs to complete condensed training to allow them to support effectively within classrooms.</p> <p>Embed English and Maths programmes across the primary and ensure continuity and seamless progression.</p> <p>Extend and embed key learning and teaching methodologies based on research, across the whole school eg retrieval, active learning, modelling through the development of a learning and teaching policy</p> <p>Extend opportunities to moderate/share national standards for literacy and numeracy across all curricular areas at school, cluster, regional and national</p>	<p>Training dates facilitated through working time agreement and paid for through Pupil Equity Funding:</p> <p>5<sup>th</sup> September 3<sup>rd</sup> October 31<sup>st</sup> October 28<sup>th</sup> November LA training to take place on Inservice day.</p> <p>AM – Maths programme and SAMSON maths lead RJ – Literacy and English lead</p> <p>AM</p> <p>AM – supported by staff team</p> <p>AM – to be supported by JG, RN and cluster QAMSOs</p>

<p>wellbeing</p>	<p>Attainment for specific groups to increase (Care experienced, boys)</p> <p>A continued focus will be analysing data to ensure closing of attainment gaps</p>	<p>level.</p> <p>Extend and evaluate literacy intervention programmes with targeted pupils – e.g. Closing the Literacy Gap and continue to build capacity with learning assistants to deliver programmes</p> <p>Introduce new school level tracking to support the analysis of data and target interventions.</p>	<p>GS, GB RN and PEF PT</p> <p>AM – supported by staff team</p>
<p><b>School Priority 2</b> Improve learning and teaching and the curriculum</p> <p><b>NIF Priority</b> Improvement in attainment, particularly literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><b>NIF Driver</b> Teacher professionalism School improvement School leadership Assessment of children’s progress Performance information</p> <p><b>HGIOS4 / HGIOELC QIs:</b> 1.1 1.2 1.3 1.4 1.5 2.2 2.3, 2.5, 2.6, 2.7, 3.1 3.2 3.3</p> <p><b>National Standard Criteria – 5</b> Parent and carer engagement an involvement in the life of the setting</p>	<p>We need to ensure that employability skills are referred to and built upon across the school.</p> <p>Working with partner agencies and employers will enhance pupils understanding of their pathways into employment and the skills they need to develop.</p> <p>Lincluden Primary Alumni set up through the new school website, will allow pupils to identify the successes and opportunities for them and others from the local area.</p> <p>Development of our digital approaches to enhance learning and teaching and digital skills development</p> <p>Opportunities for families to engage with the school and their children’s learning will be re-established and evaluations will be positive</p> <p>Use of social media to engage parents will</p>	<p><i>6 Workstreams</i></p> <p>Develop an employability skills framework.</p> <p>Employer visits/day to be set up so children begin to understand the opportunities available to them</p> <p>Establishment of school website and then Alumni area.</p> <p>Digital Leadership opportunity for member of staff. Opportunity to include the creation of an ICT suite, digital technologies programme of learning and achievement of our Digital Schools Award.</p> <p>Parental engagement leadership opportunity offered through PEF.</p> <p>Activities such as PEEP sessions, stay and ..., shared finish, skills sharing and other opportunities to engage</p>	<p>Leadership opportunity - RJ <i>Pupil Equity Funding</i></p> <p>Digital leadership opportunity – AM <i>Pupil Equity Funding</i></p> <p>Digital leadership opportunity – AM oversight <i>Pupil Equity Funding</i></p> <p>Leadership opportunity - RJ <i>Pupil Equity Funding</i></p> <p>KB and RJ</p>

	<p>be extended – parent surveys will evaluate success</p> <p>Continue to develop our approach to play and outdoor learning through the DGOwl project.</p>	<p>parents/carers in the life of the school and their child’s learning to be explored.</p> <p>All staff will continue to develop play pedagogy both within their classrooms and outdoors</p>	<p>Individual staff members – AM and RJ oversight</p>
<p><b>School Priority 3</b> Extend nurturing approaches across the school</p> <p><b>NIF priority</b> Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people’s health and wellbeing</p> <p><b>NIF driver</b> Teacher professionalism Assessment of Children’s Progress Performance information</p> <p><b>HGIOS 4 / HGIOELCC? QIs</b> 1.1 1.3 1.5 2.1 2.3 2.4 2.7 3.1 3.2</p>	<p>Skills for life programme fully implemented across the school to support our nurture approach. Children will be more settled in class and ready to learn.</p> <p>Quiet reflective areas developed within classrooms to support de-escalation and pupil wellbeing. Staff self-evaluation and pupil focus groups will identify impact.</p> <p>Relationships and feelings to be explored through Play Therapy and nurture support LA. Children will be more settled both in and out of class and able to deal with situations with greater resilience.</p> <p>Further develop our approach to UN Convention on the Rights of the Child and move towards Rights Respecting Schools silver award. Children will fully understand their rights and how it impacts their everyday life.</p>	<p><i>4 Workstreams</i></p> <p>All teaching staff to fully implement and review Skills for Life programme.</p> <p>Staff to develop quiet areas within classrooms alongside the pupils.</p> <p>Play therapist and nurture support LA to engage with groups of pupils identified by staff as finding relationships and resilience a challenge.</p> <p>UNCRC introduced to all parents/carers and Children’s Rights explored within the classroom and assemblies. RRS committee established to move school towards bronze and silver status.</p>	<p>All teaching staff – RJ</p> <p>All teaching staff – RJ and AM</p> <p>Weekly sessions from Play Therapist and daily with nurture support LA. Funded through PEF – RJ and AM</p> <p>Leadership opportunity - AM <i>Pupil Equity Funding</i></p>