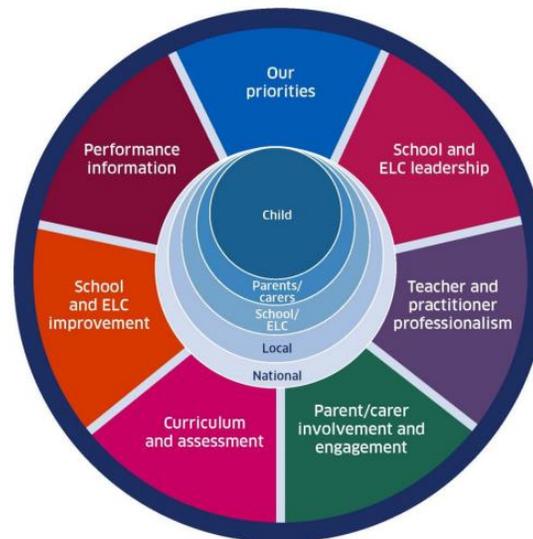


## Education and Learning Directorate

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

(2022 - 2023)



School: LOCHARBRIGGS

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

Our vision is to develop wellbeing through understanding our strengths as individuals and as a school community. This will help us to become the BEST version of ourselves within an environment which values:

<b>WELLBEING</b>	<i>safe, fair, respectful, nurturing, relationship-rich</i>
<b>INNOVATION</b>	<i>new ideas, adapting, forward thinking</i>
<b>INDIVIDUALITY</b>	<i>listened to, trust, helping each other, successes recognised, uniqueness celebrated, aspirational</i>
<b>TEAMWORK</b>	<i>valued, leadership by all, belonging, making decisions together</i>
<b>BUZZ</b>	<i>welcoming, happiness, enjoyment, challenge, warmth</i>

Review Date: September 2023

#### Review Activities (as appropriate)

*Workshops for parents and pupils to explore shared values and a renewed vision following the school's refurbishment.*

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

## 2. School Improvement Progress Report

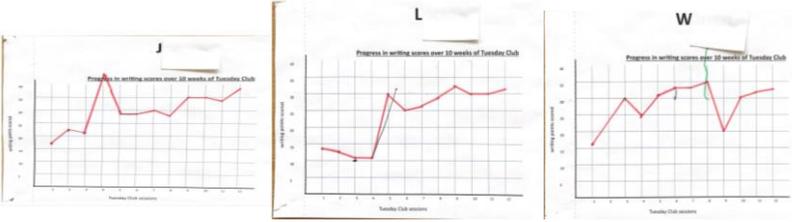
*Include evaluative statement/s on the impact of Covid-19 on priorities.*

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

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

### 2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
<p><b>School Priority 1: Raise attainment in Writing</b></p> <p><b>NIF Priority</b> improvement in attainment, particularly in literacy and numeracy closing the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Driver</b> School improvement School leadership HGIOS? 4 / HGIOELC? Qjs 1.1 Self-evaluation for self-improvement</p>	<p>Stephen Graham training attended by teachers and methodology beginning to be adopted in most classes. Four lesson observations indicate that approaches are leading to better outcomes for learners. Evidence of improved standards was found through jotter monitoring. Professional dialogue with three teachers indicates positive adoption of methodology. This will be continued next year as teachers continue the training.</p> <p>Library has been updated with inclusive texts. New reading scheme has been purchased to further develop the range of texts pupils are accessing.</p> <p>Assessment portfolios have been revised with new tracking sheets and a folder for evidence of progress. This includes tracking of reading, phonics and spelling. Developing Number Knowledge and Closing the Numeracy Gap assessments are also included. Writing assessments have been updated in line with the four stages of progress.</p> <p>The Pupil Friendly criteria for target setting in writing is now based on the new tracking sheets with data captures in September, January and April/May to coincide with attainment meetings and reporting.</p> <p>A writing intervention was used with two pupils from Primary 5 and 8 pupils from Primary 7. This was based around a VCOP scoring system which enabled learners to self-assess and peer-assess. Knowing how to increase their score each week motivated pupils and allowed them to track their own progress and celebrate success. Examples:</p>	<p>Further Stephen Graham training sessions scheduled next session.</p> <p>Moderation of pupils writing samples planned for 22/09/22 and 12/01/23 before the February data capture. This will include teachers from other schools.</p> <p>Improving attainment in writing and embedding the Stephen Graham approach will feature in school improvement plan 2022/23.</p> <p>Arabic texts to be added to library.</p> <p>A workshop for parents to be</p>

<p>1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment</p> <p><b>National Standard Criteria</b></p>	 <p>Learning Assistants were timetabled to support writing in classrooms. Additional 0.6 Learning Assistant funded through PEF to support more children with Closing the Literacy Gap.</p> <p>Our plan to set consistent writing homework for P3-P7 was not completed as we felt discussion was needed with parents. Homework for writing was used by all teachers but not regularly.</p>	<p>held on writing criteria, target setting and how to support your child. Consult parents on plans to introduce writing homework at P3-P7.</p> <p>A workshop for parents on reading, how we assess and plan for progression as well as what parents can do to support their child.</p>
<p><b>School Priority 2: HWB Resilience and Self-Esteem Wellbeing</b> <i>To ensure the wellbeing of all in our school community</i></p> <p><b>NIF Priority</b> Improvement in children and young people's health and wellbeing</p> <p><b>NIF Driver</b> School Leadership Parental Engagement</p> <p><b>HGIOS?4 / HGIOELC</b></p>	<p>Treehouse digital resource was purchased through Pupil Equity Fund and used in all classes. Emotion Works language is continued to be used by some teachers when dealing with challenging situations and continues to underpin restorative interventions.</p> <p>A group of children were surveyed at two points within the year. The Wellbeing Web and A Resilience Rating scale was used with the pupils. Care Experienced children were also a focus group used to measure impact of wellbeing interventions. Of the 15 children providing feedback, all indicated improved resilience and feeling better able to cope with challenges. One child suggested that Treehouse and the Wellbeing lessons were of significant help.</p> <p>Following on from this, the reintroduction of whole school assemblies used the tag line We Are All Different But Equal. Weekly assembly themes have been decided by the children with one or more children leading the assembly each week. The wellbeing themes chosen by the children include Anxiety, Dyslexia, Autism, ADHD, PTSD and Asthma. Pupil voice is strong and children are very able to speak in front of the whole school about wellbeing issues relevant to them.</p> <p>Teaching staff attended online training on Coping With Loss and Grief Recovery Training led by Laura Downey.</p>	<p>Treehouse will continue to be used and funded via PEF.</p> <p>Assembly themes will continue to focus on Wellbeing. Microsoft Form to be used to gather children's views / ideas.</p>



SWEIC’s four stage model.

**Progress & Achievement**

**Whole Cohort and PEF/Non-PEF ‘Gap’  
Based on May 2022 Snapshot Data**

Expected Level	Listening & Talking								Reading								Writing								Numeracy								
	May 2022		Cohort		PEF		Non-PEF		Gap		Cohort		PEF		Non-PEF		Gap		Cohort		PEF		Non-PEF		Gap		Cohort		PEF		Non-PEF		Gap
P1 E.b	5/12	42%	0/3	0%	5/9	55%	55%	7/12	58%	1/3	33%	6/9	67%	34%	4/12	33%	0/3	0%	4/9	44%	44%	6/12	50%	1/3	33%	5/12	42%	9%					
P4 1.b	20/20	100%	4/4	100%	16/16	100%	N/A	5/21	24%	1/5	20%	3/16	19%		0/21	0%	0/5	0%	0/16	0%	0%	2/21	1%	0/5	0%	2/16	13%	13%					
P7 2.b	24/25	96%	10/11	90%	14/14	100%	10%	19/25	76%	6/11	55%	13/14	93%	38%	17/25	68%	5/11	45%	12/14	80%	35%	20/25	80%	7/11	64%	13/14	93%	29%					

This May data suggests that the poverty-related attainment gap in Primary 1 has widened for Literacy and Numeracy. In Primary 4 the overall attainment appears to have lost pace since February. These results illustrate the challenge for teachers in assimilating the new Progress and Achievement codes with the current assessments and grading we use. Work is required to support teachers as they match PM Benchmarking, Big Writing and Numeracy assessments to the Progress and Achievement Four Stage Model. Extensive conversations have taken place to clarify and moderate grades. Further moderation involving other schools will improve teacher confidence and accuracy. The June data below highlights a concern about reading attainment in Primary 4 – the whole cohort and not specifically a poverty-related attainment gap. The primary data for June does not point to any real attainment gap based on Free School Meals. However, the cohort in general is performing below stretch aims. A number of learners are identified as experiencing barriers to learning and as such receive interventions. This snapshot also indicates a general short fall in attainment for Numeracy with improvements evidenced as children progress through the school. The school’s statistical summary will help us monitor each class as they move through the school years. Because of disruptions during previous years, this information is unavailable but over the next three years, statistical summaries will be invaluable.

**Progress & Achievement**

**Whole Cohort and PEF/Non-PEF ‘Gap’  
Based on June 2022 Snapshot Data**

Expected Level	Listening & Talking								Reading								Writing								Numeracy								
	March 2022		Cohort		PEF		Non-PEF		Gap		Cohort		PEF		Non-PEF		Gap		Cohort		PEF		Non-PEF		Gap		Cohort		PEF		Non-PEF		Gap
P1 Eb	11/12	92%	3/3	100%	8/9	89%	N/A	7/12	58%	1/3	33%	6/9	67%	34%	7/12	58%	2/3	67%	6/9	67%	N/A	6/12	50%	1/3	33%	5/12	42%	9%					
P4 01.b	17/21	81%	3/5	60%	14/16	88%	26%	9/21	43%	3/5	60%	6/16	38%	N/A	15/21	71%	4/5	80%	11/16	69%	N/A	11/21	52%	4/5	80%	7/16	44%	N/A					
P7 02.b	24/25	96%	10/11	90%	14/14	100%	10%	20/25	80%	7/11	64%	13/14	93%	29%	17/25	68%	5/11	45%	12/14	80%	35%	18/25	75%	6/11	55%	12/14	80%	35%					

Focusing on Care Experienced Children

**Whole Cohort and LAC/Non-LAC 'Gap'**  
Based on February 2022 Snapshot Data

Expected Level	Listening & Talking								Reading								Writing								Numeracy							
	March 2022	Cohort		LAC		Non-LAC		Gap	Cohort		LAC		Non-LAC		Gap	Cohort		LAC		Non-LAC		Gap	Cohort		LAC		Non-LAC		Gap			
P1	00.g	6/12	50%	1/1	100%	5/11	45%	N/A	8/12	67%	0/1	0	7/11	67%	67%	7/12	58%	0/1	0	6/11	55%	67%	9/12	75%	1/1	100%	5/11	45%	N/A			
P2	E..b	13/13	100%	1/1	100%	12/12	100%	N/A	12/13	92%	1/1	100%	11/12	92%	N/A	12/13	92%	1/1	100%	11/12	92%	N/A	13/13	100%	1/1	100%	12/12	100%	N/A			
P3	E..s	16/17	94%	1/1	100%	11/16	69%	N/A	11/17	65%	1/1	100%	10/16	63%	N/A	15/17	88%	1/1	100%	14/16	88%	N/A	9/17	53%	0/1	0%	9/16	56%	56%			
P4	E..g	20/20	100%	0/0					17/20	85%						16/20	80%						14/20	70%								
P5	01.b	16/23	70%	1/2	50%	15/21	71%	21%	14/23	61%	2/2	100%	12/21	57%	N/A	12/23	52%	0/2	0%	12/21	58%	N/A	14/23	61%	0/2	0%	14/21	67%	67%			
P6	01.s	10/15	66%	1/3	33%	9/12	75%	42%	12/15	80%	3/3	100%	9/12	75%	N/A	8/15	53%	1/3	33%	7/12	58%	25%	11/15	73%	2/3	67%	9/12	75%	8%			
P7	01.g	24/24	100%	2/2	100%	22/22	100%	N/A	16/24	60%	0/2	0%	16/22	73%	73%	16/24	60%	2/2	100%	14/22	64%	N/A	18/24	75%	2/2	100%	16/22	73%	N/A			

Numbers of care experienced children are small and the above data will relate to one or two within each class. From this table we learn that Care Experienced children within Primary 7 are significantly below target in reading. This equates to two children who already have interventions and Individual Education Programs.

**Progress & Achievement**

**Whole Cohort**  
Based on February 2022 Snapshot Data

Expected Level	Expected Level March 2022 (on-track 85% of learners)	Listening & Talking				Reading				Writing				Numeracy				Average % of achievement of a level per class
		Cohort	LAC	Non-LAC	Gap	Cohort	LAC	Non-LAC	Gap	Cohort	LAC	Non-LAC	Gap	Cohort	LAC	Non-LAC	Gap	
P1	00.g	6/12	50%	5/11	45%	8/12	67%	7/11	67%	7/12	58%	9/12	75%	63%				
P2	E..b	13/13	100%	12/12	100%	12/13	92%	11/12	92%	12/13	92%	13/13	100%	96%				
P3	E..s	16/17	94%	11/16	69%	11/17	65%	10/16	63%	15/17	88%	9/17	53%	75%				
P4	E..g	20/20	100%			17/20	85%			16/20	80%	14/20	70%	84%				
P5	01.b	16/23	70%	15/21	71%	14/23	61%	12/21	57%	12/23	52%	14/23	61%	61%				
P6	01.s	10/15	66%	9/12	75%	12/15	80%	9/12	75%	8/15	53%	11/15	73%	68%				
P7	01.g	24/24	100%	22/22	100%	16/24	60%	16/22	73%	16/24	60%	18/24	75%	74%				
Average % of achievement of a level in school			83%				73%				69%		72%					

# Progress & Achievement

## Whole Cohort Based on June 2022 Snapshot Data

	Expected Level June 2022 (on-track 85% of learners)	Listening & Talking		Reading		Writing		Numeracy		Average % of achievement of a level per class
<b>P1</b>	OV	8/8	100%	8/8	100%	8/8	100%	8/8	100%	100%
<b>P2</b>	ES	10/12	85%	11/12	92%	9/12	75%	9/12	75%	82%
<b>P3</b>	EG	15/16	94%	12/16	75%	13/16	81%	9/16	56%	77%
<b>P4</b>	EV	19/19	100%	13/19	68%	17/19	68%	13/19	68%	76%
<b>P5</b>	01S	7/22	32%	8/22	36%	7/22	32%	7/22	32%	33%
<b>P6</b>	01G	8/14	57%	9/14	64%	6/14	43%	12/14	86%	63%
<b>P7</b>	01V	24/24	100%	20/24	83%	21/24	88%	20/24	83%	86%
Average % of achievement of a level in school			81%		74%		70%		71%	

### Literacy Interventions

Over the course of the school year to date 29 pupils from P2 to P7 have accessed 1:1 literacy support through the specific literacy interventions Closing the Literacy Gap and Fastlane. Both interventions are intensive 1:1 sessions, which take place every day for between 30 and 50 minutes led by a trained learning assistant. The interventions run for a period of 8-12 weeks. 15 pupils have completed a block of Closing the Literacy Gap and 14 pupils have completed a block of Fastlane.

Pre and post intervention assessment provides data, which demonstrates the positive impact these interventions have had on pupils' progress in learning.

- Of the 29 pupils who participated in interventions, 25 had an increased standardised score in reading accuracy within a range of +1 to +17 months of progress. Of the other 4 pupils, 3 had their standardised score decrease by -1 and the other maintained the standardised score.
- All 29 pupils who participated in the interventions had an increase in their reading accuracy age, with gains ranging from +2 months to + 28 months.

Of the 29 pupils who took part, 17 completed assessments demonstrating their reading comprehension:

- Of these 17 pupils, 14 had an increase in their standardised score in reading comprehension within a range of +1 to +10. Of the other 4 pupils all had their standardised score decrease by -1.
- Of these 17 pupils, 15 had an increase in their reading comprehension age, with gains ranging from +2 months to + 27 months. The other 2 pupils maintained their reading comprehension age.

The 15 pupils who completed Closing the Literacy Gap completed the Single Word spelling test and had the following results:

- All 15 had an increase in their standardised score in spelling within a range of +1 to +26.
- Of these 15, 12 had an increase in their spelling age of between +1 month to + 30 months. The other 3 pupils maintained their spelling age.

Of the 29 pupils who took part, all pupils had an increase in their PM reading level within a range of +1 to +15 levels.

#### **Closing the Numeracy Gap Intervention**

All who have received intervention made an average 1.2 (yr/m) gain.

P4s through intervention made an average 0.9 (yr/m) gain.

P7s receiving intervention made an average 1.2 (yr/m) gain.

The most significant gain was 2.4 (yr/m) over 3 months of intervention.

The least gain was 0.3 (yr/m) over 3 months of intervention.

All children who received intervention made progress.

**Wellbeing Interventions**

Treehouse by Tree of Knowledge offers online modules for all classes to investigate wellbeing themes including resilience, self-esteem and managing stress. Teachers have used these modules regularly as part of Health and Wellbeing Provision and some modules have been used at whole school assemblies.

Data gathered to measure impact of the general wellbeing of the school includes:

Data from classroom disruptions where management is called to intervene.

**Number of times SMT is called upon to intervene with a classroom disruption or incident**

Month	Aug 21	Sep 21	Oct 21	Nov 21	Dec 21	Jan 22	Feb 22	Mar 22	Apr 22	May 22	Jun 22
SMT intervention	0	1	3	3	2	0	0	0	1	2	

**Compared with data from previous years****2020-2021**

Month	Aug 20	Sep 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun 21
SMT intervention		4	4	7	3				1	5	4

**2019-2020**

Month	Aug 19	Sep 19	Oct 19	Nov 19	Dec 19	Jan 20	Feb 20	Mar 20	Apr 20	May 20	Jun 20
SMT intervention		4	1	6	4		3				

**2018-2019**

Month	Aug 18	Sep 18	Oct 18	Nov 18	Dec 18	Jan 19	Feb 19	Mar 19	Apr 19	May 19	Jun 19
SMT intervention	no record	6	14	8	15	15	26				

Conclusion : The months leading up to Christmas have the higher number of incidents. Compared with previous years, this session has seen a significant reduction of classroom incidents where management is called to intervene. This is evidence of a more settled and calm school.

Impact of Wellbeing Interventions on numbers of accidents / injuries recorded monthly.

### Number of accidents / injuries recorded each month 2021-2022

Month	Aug 21	Sep 21	Oct 21	Nov 21	Dec 21	Jan 22	Feb 22	Mar 22	Apr 22	May22	Jun 22
SMT intervention	1	6	4	7	1	12	2	8	2	4	

Compared with data from previous years

### 2020-2021

Month	Aug 20	Sep 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May21	Jun 21
SMT intervention	5	4	3	7	8		1	2	1	3	1

### 2019-2020

Month	Aug 19	Sep 19	Oct 19	Nov 19	Dec 19	Jan 20	Feb 20	Mar 20	Apr 20	May20	Jun 20
SMT intervention	2	4	3	2	6	13	6				

### 2018-2019

Month	Aug 18	Sep 18	Oct 18	Nov 18	Dec 18	Jan 19	Feb 19	Mar 19	Apr 19	May19	Jun 19
SMT intervention	no record	5	2	7	5	4	10	4	2	4	7

### 2017-18

Month	Aug 17	Sep 17	Oct 17	Nov 17	Dec 17	Jan 18	Feb 18	Mar 18	Apr 18	May 18	Jun 18
SMT intervention	no record	20	21	7	9	1					

Conclusion:

The numbers of accidents and incidents dropped significantly four years ago when we moved all children to the field for playtimes. Since then, numbers have stabilised with annual averages staying around 40 incidents per year. Lockdowns obviously affected these numbers.

Nothing we currently do is reducing the number of accidents and incidents. Numbers are at an acceptable level given that children will fall, bump into each other and experience minor injuries during active play. Our records also indicate that a small number of children repeatedly report injuries with one child in primary 6 responsible for around a fifth of the reported injuries / accidents.

	<p>Consideration should be given to supporting this one child with balance and body awareness. This would reduce accident numbers.</p>
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## 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><b>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li><i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li><i>Strategic planning for continuous improvement</i></li> <li><i>Implementing improvement and change.</i></li> </ul>	<p>We are committed to ensuring that we achieve the highest possible standards and success for all learners. Regular professional dialogue ensures our shared understanding of learners' needs including the child's wellbeing and home circumstance. All staff show commitment to shared educational values and professional standards.</p> <p>The school and wider community continually try to develop, promote and sustain an aspirational vision for the school and close working relations with the Parent Council is crucial to this.</p> <p>Strategic planning for the decant into the old tower block and preparing for the refurbishment involves regular communication with the community. The support from Ward Officer, Education Officers and parents is integral to a smooth transition. Staff play an important role in this development and actively use opportunities to express their views. This collegial approach is a strength here at Locharbriggs.</p> <p>Our evolving vision for what success looks and feels like in Locharbriggs is brought into sharp focus during this period of change and opportunities to reimagine a motto and a new vision will be explored when we move into the improved facility.</p>	<p>Practitioner enquiry is encouraged through an invitation for staff to submit a PEF project idea with a maximum of £2000 available to implement their idea. Measuring impact of any intervention or project is something we need to refine and perhaps seek advice on. With this offer to staff, we hope to encourage creative approaches to improving teaching and learning. We must also better include the children in such collaborative work. Learners should also become more confident in suggesting ways to improve outcomes. Staff, learners and partners need to engage more regularly in critical and creative thinking.</p> <p>Self-evaluation based on HGIOS4 has been by in large the responsibility of teaching staff. By working more closely with the Parent Council, we would aim to explore QI 2.7 Partnerships and QI 3.2 Raising Attainment and Achievement during joint workshops in December 2022 and February 2023.</p> <p>Writing attainment continues to be a priority. This in part relates to the coding of attainment and the Four Stage Model – which we had wrong this session. A recalibration is the first step followed by development work with staff to increase confidence around grading children's work.</p>	<p>5</p> <p>12</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>As a result of this active collaboration, the school and community will have ownership of the vision, values and aims.</p> <p>Through effective leadership at all levels, including the empowered pupil voice, our school community works well together to turn the shared vision into reality. The challenges of moving a school into temporary accommodation are significant. Realizing a refreshed vision for the school will be timed to coincide with a move back into improved facilities.</p> <p>The Head Teacher strives to create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. Teachers and Learning Assistants contribute ideas to improve outcomes for all learners and most staff lead on aspects of school improvement. From identifying new resources to creating programs of work and tracking formats, the staff team exemplify the empowerment agenda.</p> <p>The Head Teacher manages the strategic direction and pace of change. We protect time for professional dialogue, collegiate learning and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement.</p>	<p>Implementing the temporary move to the tower block demands a clear strategy and regular evaluation of needs. The collaborative approach is crucial and all staff are required to share views and contribute to the organization of resources, AVI equipment and furniture. Community partners will also be called upon because we may be without access to the stage.</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>Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work. Our Playground Supervisor and Facilities Assistant also contribute to the life of the school by sharing their unique perspectives and offering solutions. Both are members of the Health and Safety Committee and the Playground Supervisor has been part of a CYPIC Children and Young People's Improvement Collaborative as well as a member of the Justice Squad.</p> <p>We have effective strategies in place to monitor and evaluate the impact of changes on outcomes for learners and the work of our school. The Four Stage Model and sole use of Progress and Achievement as the Pupil Progress Tracker are recent changes which will continue to embed next session. Refining the attainment meeting to make it simpler and more targeted is something we are developing currently. This includes a tweak to our coding of attainment in reading and writing.</p>		
<h3>2.3 Learning, Teaching and Assessment</h3> <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</i></li> </ul>	<p>The ethos and culture of our school reflects a commitment to children's rights and positive relationships. Our children have investigated The Charter for The Rights of The Child through the Rights Respecting Schools programme. Learners exercise choice, including the appropriate use of digital technology, and take increasing</p>	<p>We can use questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. A refresh of HOTS and what makes a good question becomes a development area for next session.</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
<i>monitoring.</i>	<p>responsibility as they become more independent in their learning. They have some opportunities to lead the learning. Our learners are becoming successful, confident and responsible. They contribute effectively to the life of the school and wider community in a range of well-planned activities including Pupil Council, RotaKids and The Justice Squad. Assembly themes come from children's ideas. They know that their views are sought, valued and acted upon.</p> <p>Our teaching is underpinned by our shared school vision and values. We use a range of learning environments and creative teaching approaches. The school's Teaching and Learning Policy was revised in 2021. Learning is enriched and supported by our effective use of digital technologies. Parent Council and the PEF budget have funded additional devices. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning. Our assessments have continued to evolve with strengths in reading. A Reader Leader has time to carry out PM Benchmarking across the school.</p> <p>Assessment is integral to our planning of learning and teaching. We use a variety of assessment</p>	<p>Assessments in Numeracy are time consuming and teachers will require the support of Learning Assistants to carry out Developing Number Knowledge assessments. Working with Nicola Dalgliesh next session, we aim to embed DNK at the early stages and better manage assessments.</p> <p>We plan to use InCAS assessments to gather attainment data for those learners falling just below average levels.</p> <p>At key milestones, P1, P4 and P7, our assessments must provide reliable evidence which we use to report on the progress of all children and young people. The Big Writing criteria must now be aligned to Progress and Achievement grades. Similarly, PM Benchmarking and Numeracy assessments also require an update so that the February and June data capture reflects attainment accurately. Listening and Talking is an area in which teachers need to grade progress with greater confidence. This should involve development sessions investigating Es &amp; Os and Benchmarks. The authority is creating a progression pathway next session which will support us with this.</p> <p>Working with colleagues from other schools, we can expand our moderation arrangements.</p>	

2.2 Summary of Key Strengths and Areas for Improvement (What is our capacity for continuous improvement?) <i>In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. This year we used InCAS with Primary four and some primary five pupils. Further roll out of InCAS will be useful when we focus on those learners falling just below expected levels yet are not requiring an intervention. Our assessment evidence is becoming valid and reliable.</p> <p>As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment in literacy and numeracy.</p>	<p>The baton for Rights Respecting Schools has been passed on several times. Despite the work undertaken for Silver Award, the pandemic interfered with this work. A new member of staff will assume lead role next session with a view to collating and auditing progress towards Silver. This will involve surveys for parents, children and staff. Miss Dixon will work with a member of the Nursery Team to progress RRS.</p>	
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Fulfilment of statutory duties</li> <li>Inclusion and equality</li> </ul>	<p>As a result of our approach to ensuring the wellbeing of all children, we are improving outcomes for children, young people and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. The strong focus on Kindness continues. We know and can demonstrate that almost all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>All staff and partners feel valued and supported. Relationships across the school community are positive and supportive, founded on a climate of mutual respect within a strong sense of</p>	<p>Most children demonstrate a clear understanding of kindness to others. A small minority continue to use unkind words and hurt the feelings of other children. Support for these children is intensive and we dedicate a large amount of time to building self-esteem and guiding children. Restorative approaches will continue to be used. Child's Plans and regular communication with parents and carers forms a crucial part of our approach. This will continue next session. Supported Play has been a valuable addition to our toolkit next year and the creation of new playroom will allow that supported play to continue.</p> <p>The Justice Squad will conduct another survey of</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>community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child and young person as an individual with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives. Working with Bernardos Advocacy Service, The Children's Panel and Social Work Services, helps us to capture the views of children at the centre of decisions.</p> <p>We comply and actively engage with statutory requirements and codes of practice. Safeguarding and Child Protection training is undertaken annually. Our three year refresher is scheduled for January 2023.</p> <p>All learners are included, engaged and involved in the life of the school. Where severe anxiety has become a barrier to school attendance, home visits are made and additional support provided through a variety of approaches. Almost all children and young people feel well supported to do their best. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. We understand, value and celebrate diversity and challenge discrimination. The Principal Teacher</p>	<p>children's feelings of safe, respected, included and achieving. This provides a useful snapshot of our progress with wellbeing – something our school values most.</p> <p>We can develop effective strategies to improve attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs. Our Individual Education Programs go some way toward this but by considering learning style and interests, we can better tailor learning experiences for these children.</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
	has completed training on racial literacy and the school library now offers a range of inclusive texts. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.		
<b>3.2 Raising attainment and achievement</b> <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> <b>3.2 Securing children's progress (for Early Learning Childcare)</b> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <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>Learners make very good progress from their prior levels of attainment in literacy and numeracy. We have raised attainment in literacy and numeracy for all learners.</p> <p><i>See June data snapshot on page 5</i></p> <p>Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. A robust tracking system together with effective interventions ensures continuous progress for learners in literacy and numeracy.</p> <p>Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p>	<p>Our tracking of groups' attainment over time is inconsistent because we are now using P&amp;A in a slightly different way. This is our main form of tracking now and while we recognize improved attainment, the data is not comparable. This will be remedied as we use P&amp;A consistently over a number of years.</p>	4
<b>2.2 Curriculum: Theme 3</b>	Learning pathways support children and young		

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
Learning Pathways	people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Most learners demonstrate these skills at a good level in a variety of meaningful contexts.		
<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>Our partnerships are based on a shared vision, which put the needs of all learners at the core of our partnership working. At Locharbriggs, we have a high number of Child's Plans and Children's Panel meetings. Active Schools support in a variety of ways including 1-to-1 support for a vulnerable child.</p> <p>Engagement and communication between partners is regular, structured, supportive and efficient. Our Parent Council and Fund Raising Committee have regular meetings and communication. We benefit from the Community Hall Committee's enthusiasm and commitment to support the young people of Locharbriggs. The Ward Officer is particularly helpful during this period of change and building work. Volunteers assist with reading in the early years and volunteer groups have worked hard to develop</p>	<p>Our partnerships have increased parental engagement in their children's learning through the Lockdowns. Workshops are planned to provide parents with an understanding of progression in writing.</p> <p>Workload pressures experienced by partners means waiting times have increased. For many children, additional support has to come from the school's allocation of learning assistants from supporting learners. This falls short of our requirements but PEF is used to provide some of that much needed additionality.</p> <p>The challenges associated with the decant into the tower block and the planned refurbishment works should not be underestimated. We will depend on these successful partnerships to manage the next eighteen months.</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
	our outdoor spaces. We are clear about the purpose of our partnerships. Most partners demonstrate high levels of commitment to improving outcomes for all learners. The village hall committee, Dumfries Rotary Club and a local church have contributed a great deal of financial support as well as their time.		

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.*

<p><i>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.</i></p>			
Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area <i>(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)</i>
<p><b>School Priority 1 Writing</b></p> <p><b>NIF Priority</b> improvement in attainment, particularly in literacy and numeracy closing the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Driver</b> School improvement School leadership</p> <p><b>HGIOS?4 / HGIOELC QIs</b> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment</p> <p><b>National Standard Criteria</b></p>	<p>Pupils will progress through the progression pathway for writing using VCOP and the Stephen Graham models for different genres. Pupils will experience success and know what next steps to take in order to improve. Attainment in writing will demonstrate a reduced gap for LAC and FSME pupils.</p>	<p>Stephen Graham training continued for all teaching staff – four sessions remaining : 06/09/22, 04/10/22, 01/11/22, 29/11/22. Embed the Stephen Graham methodology. Teachers to become familiar with the new Progression Frameworks are being developed by the D&amp;G Literacy Groups – Reading, Writing and Talking &amp; Listening expected during session 2022/23. Teachers to familiarize themselves with these documents.</p> <p>Moderation of writing sessions with close reference to Writing Criteria / Target setting which clearly references the Four Stage Model and Progress and Achievement tracking.</p> <p>Closing the Literacy Gap interventions to be carried out by trained Learning Assistants.</p>	<p>Staff Development sessions led by Head Teacher: 15/09/22, 22/09/22, 12/01/23. Attainment meetings in November, January and April to examine evidence of pupil work and grading. September workshop for parents to explain the learning and teaching of writing, how progress is measured and targets set. Head Teacher and Principal Teacher to lead this session.</p>

<p><b>School Priority 2 Numeracy</b></p> <p><b>NIF Priority</b> improvement in attainment, particularly in literacy and numeracy closing the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Driver</b> School improvement School leadership</p> <p><b>HGIOS?4 / HGIOELC Qis</b> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment</p> <p><b>National Standard Criteria</b></p>	<p>Attainment in Numerical Skills and Understanding will improve. Parents will better understand a child's progress and areas to develop.</p>	<p>Developing Number Knowledge, Launch Pads and Closing the Numeracy Gap intervention will continue to be used with increased confidence by practitioners. Training from Nicola Dalgliesh will help teachers explore the content, progression and methodology within these programs. Learning Assistants will be trained to deliver DNK assessments. Further ways to make assessments manageable will be explored i.e. class cover allowing a teacher to work 1-to-1 with learners. Teachers will link phases with the P&amp;A tracking to be better able to evidence where children are in their learning. InCAS and SNSAs to be used to triangulate evidence of attainment. The Four Stage Model will be used effectively so that reporting to parents is accurate and meaningful. The previous tracking system will be closed and only Progress and Achievement to be used.</p> <p>PEF used to buy Nicola Dalgleish training and support. PEF used to increase Learning Assistant time for DNK assessments and CNG interventions.</p>	<p><b>Nicola Dalgliesh consultancy</b> Collegiate sessions 3-4.30pm on the following dates. Thu 22/9 Thu 24/11 Thu 15/12 Thu 12/1 Thu 16/2 Thu 9/3</p> <p>Days in school – Nicola will be in school 9.15-2.45 Mon 26/9 Mon 7/11 Mon 23/1 On these days Nicola will work with staff as needed. She can model, shadow, support, assess groups of kids, look at groupings, talk staff through how to plan a programme from their assessments - we will see after the first collegiate session where we feel staff would benefit most from Nicola's support on these days.</p>
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