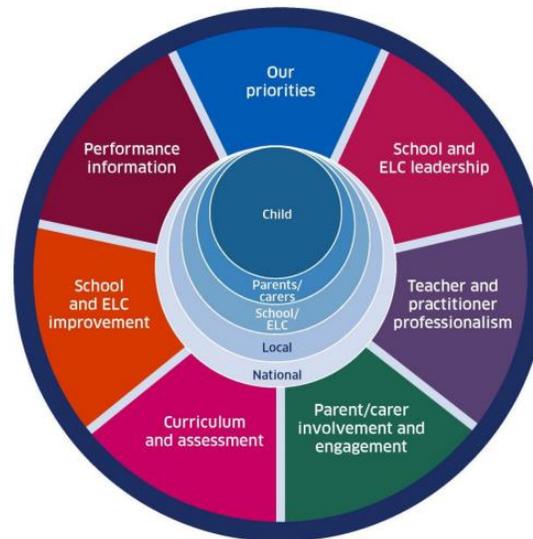


Education and Learning Directorate

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

(2022 - 2023)



School: Noblehill Primary

Date: May 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, Values and Aims



School motto is **Be all you can be!**

Our vision is to:

- ✓ Inspire everyone to work to his or her full potential in a safe and nurturing environment.

Our school aims are:

- ✓ Together we will create a welcoming and inclusive environment.
- ✓ Through meaningful and positive reflection, we ensure a sense of achievement for all.
- ✓ In our learning we will be creative and motivate and challenge each other

Our school values are:

- ✓ Respect
- ✓ Effort
- ✓ Care
- ✓ Trust
- ✓ Teamwork



We aim to raise attainment and deliver excellence and equity through ensuring that all children receive access to a supportive, challenging and progressive curriculum to achieve their full potential.

Review Date:

1. Vision, Values and Aims

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Review Activities (as appropriate)

Throughout the pandemic, we supported the promotion of our vision, values and aims through:

- ✓ A continued focus on developing awareness regarding Rights Respecting Schools
- ✓ We celebrated and supported our children in their achievements and learning
- ✓ We supported children with access to services and materials to support accessibility to learning
- ✓ Teachers differentiated learning activities to ensure that all children continued to work at the correct level
- ✓ Ensured consistency of access to highly qualified staff even when there were significant number of absences

Upon our return to in school learning we are regularly reviewing and developing our school aims;

- ✓ Our Vision, Values and Aims are consistently on display in all classes, referred to and discussed.
- ✓ At the start of the new academic year, these aims are a focus and are discussed with all pupils to ensure clarity.
- ✓ Children are reminded about our vision, values and aims during assemblies
- ✓ Teachers discuss with pupils what these aims look like within their individual classes and their own class charter is created around these.
- ✓ Parents, pupils and staff are consulted via the annual school self-evaluation exercise to ensure that our vision, values and aims were and still are relevant to all.

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: Mental Health and Well-Being</p> <p>NIF Priority Improvement in Attainment NIF Driver School Improvement</p> <p>HGIOS? 4 / HGIOELC? Qis 3.2: Raising attainment and achievement 2.3: Learning, Teaching & Assessment 3.1: Ensuring Wellbeing, Equality and Inclusion</p> <p>National Standard Criteria</p>	<p>All staff participated in a review and update of our Respect Policy. This now provides more clarity regarding and reinforcing our positive behaviour approaches and strategies across the school. This updated policy positively supports the embedding of our school values across the whole school. Almost all of our children are aware of our school values and most state that they themselves try to uphold these.</p> <p>We have established a staff support MHB support group who meet regularly and have undertaken self-evaluation exercises to review the MHWB across the school. From this information, we have identified interventions to support whole school developments.</p> <p>A playground leadership group was established and worked effectively with partner agencies such as The Men's Shed and our Parent Council to raise funds to improve our playground and playground resource. The majority of pupils report that they feel that playtimes have improved. Most children feel that they have been included in sharing their ideas about identifying what the playground issues are and how we can make it a safer and more fun place for everyone. Most children identify that children do behave overall when in the playground.</p> <p>Most staff identified that we have had a clear focus on the development of HWB skills across the school this year however only a minority of teachers indicated that their children have benefited from this development.</p> <p>Almost all staff are now trained in Team Teach, are aware of, and now use the key de-escalation strategies to support a calmer learning environment.</p>	<p>Continue to promote and support school values and the positive reinforcement of positive behaviours and mental health across all stages.</p> <p>Continue to develop the playground facilities and the resilience of the children to support more positive playtimes for all.</p>
<p>School Priority 2: Digital Literacy</p>	<p>All staff have undertaken a variety of training to upskill them with new hardware and software.</p>	<p>Continue to develop Digital Literacy across all stages</p>

<p>NIF Priority Improvement in Attainment</p> <p>NIF Driver School Improvement</p> <p>HGIOS? 4 / HGIOELC? Qis 3.1: Ensuring Wellbeing, Equality and Inclusion National Standard Criteria</p>	<p>Most staff identify that the development of digital literacy has had a positive impact both for staff development, increasing their own skills and confidence as well as for the children overall.</p> <p>Most pupils identify that they have learnt new IT skills such as using microbits (we were runners up in the European Microbit Challenge) and that they feel the use of IT makes their learning more meaningful, relevant and generally supports their learning overall. The majority of children are of the importance of having good ICT skills within the World of Work.</p> <p>The school achieved the Digital Schools Award on 09/03/2022. This award recognised that as a school we are fully committed to developing digital technologies to ensure that our children are not digitally disadvantaged.</p> <p>Our school policy for Digital Literacy has been updated.</p>	<p>Continue to provide leadership opportunities for children to support delivery of the curriculum.</p> <p>Continue to increase pupil understanding of World of Work and transferable skills.</p> <p>Work towards the achievement of CR/IS Award</p>
<p>School Priority 3: Learning Transfer & Metacognition</p> <p>NIF Priority Improvement in Attainment</p> <p>NIF Driver School Improvement</p> <p>HGIOS? 4 / HGIOELC? Qis 3.2: Raising attainment and achievement 2.3: Learning, Teaching & Assessment National Standard Criteria</p>	<p>All staff participated in metacognition training to support the development of their knowledge and understanding within this area. A staff-working group supported this development across the whole school.</p> <p>A minority of children now indicate that they know more about how they learn i.e. they know what the different learning powers are. A minority of staff feel that this development has had a positive impact upon learning and through it children have had increased opportunities to transfer their learning to different contexts. All staff indicated that they feel that using the Thinking Classrooms approach is a sustainable way forward for engaging the children to think and discuss how they learn.</p> <p>The school's Planning and Learning & Teaching Handbook have both been updated to reflect metacognitive methodologies which will continue to be developed next year..</p>	<p>Continue to increase pupil understanding and opportunities to apply transferable skills across learning</p> <p>Continue to develop the Thinking Classrooms philosophy to support a deeper understanding of how we learn most effectively.</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? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>Purchase of IT resources – laptops/ iPads / subscriptions</p> <p>Almost all of class teachers identify that the new IT resources we have purchased have had a positive impact on developing the understanding learning within literacy and maths for most children. We monitored the impacted of accessing Sumdog upon pupil attainment for identified PEF pupils.</p>	

ICT

- 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?

Sumdog		
Number of focus children	Accessed %	Average Accuracy %
20	90%	67% May 2022 45% September 2021
Tigtag		
Class teachers identifying a positive impact		Pupils evidencing that this has supported learning
50% of CTs use Tigtag, all report that they found it had a positive impact on learning and found the video clips, lesson plans, background notes and mind maps of particular benefit		The majority of pupils shared that they enjoyed watching the videos and that it made their learning come to life. They also enjoyed the interactive element of the quizzes and games to be fun and engaging.
Nessie / Spelling		
Number of focus children	Progress	
38 focused children across the school benefitted from accessing this programme.	2% 12 months gain 16% 6-12 months gain 70% 2-6 months gain 12% no data	
Reading		
Number of focus children	Progress	
38 focused children across the school benefitted from accessing this programme.	20% 12 months gain 74% 2-6 months gain 6% no data	
Additional Lap Tops		
91% of children report that they have benefited from the additional IT resources purchased and having access to these has increased their opportunity to provide wider learning opportunities for them. Almost all teachers report that the new IT resources have already had a positive impact in class for all children. Almost all children are now using these resources to consolidate and extend their learning across all core areas. Due to only receiving these resources recently, focus groups of children will be identified next session for specific monitoring regarding the development of their numeracy and literacy skills.		

Additional Learning Resources

Leckie Second Level Maths text books

Additional textbooks were purchased to support P7 pupils who were at the beginning of Second Level. This provided them with a more interactive resource where mathematical concepts could be applied in a problem solving, more real life situation approach.

All class teachers report that all of the pupils in the identified group benefited from this resource, increasing their skills and understanding to the concepts by providing a more appropriate platform for the application of their learning in a more meaningful a context.

All pupils identified that this resource supported the understanding of how to apply their maths learning.

Bespoke Support for Identified Children	
Breakfast Club	Positive impact
15 children accessed breakfast club several times a week.	Class teachers identify that 100% of children attended almost all of the sessions available. Class teachers report that 100% of children benefited from this soft start to the day and returned to class calm and more ready to learn. Also for one pupil, it meant that they were coming into school less reluctantly and therefore having a much more settled start to the day. 100% of children identified that they enjoyed attending the breakfast and being able to talk about any issues they may have. Almost all stating that they felt better about being in class and ready to start their learning.
Mossburn and Chariots of Fire	Positive Impact
	100% of children attending Mossburn and/or Chariots of Fire reported that this therapy supported their mental health and well-being. It was reported by class teachers that 100% of the children participating in this were calmer and more empathetic towards others.

INCAS – focus monitoring of Numeracy	
Primary 2	91% of children are identified as being 7+ months above their chronological age
Primary 3	51% of children are identified as being 4+ months above their chronological age
Primary 5	50% of children are identified as being 4+ months above their chronological age
Primary 6	42% of children are identified as being 2+ months above their chronological age

All class teachers have reported that they used the information and diagnostic assessments (from Incas and SNSA) to inform planning and support learning in their classes.

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

- We track pupil progress across literacy and numeracy to review progression and identify needs early on.
- We use a range of data to verify our decisions: holistic assessments, class assessments, class work, SNSA & INCAS results to inform teacher judgements on progress across and of a level.
- Due to lack of staffing we only had one official attainment meeting to track and monitor progress, however SMT through Stage Meetings and SNSA / Incas data individual and stage meeting supported us to identify and assess the impact of our interventions.

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

- The purchase of additional IT resources (laptops/ software/ hardware) has helped to ensure that more children have an increased access to IT and appropriate programmes to support their learning.
- INCAS have been carried out within P2, P3, P5 and P6 to support the analysis of progress and inform specific areas to

address as well as to monitor progress, achievement and next steps by all teachers. SNSA assessments are used in P1,P4 and P7. All teachers have engaged in consultations with SMT regarding this data and used it to support their teacher judgement and identify areas for further support / extension. Overall, almost all teachers report that INCAS / SNSAs have been supportive assessment tools.

- Staff identify children requiring both bespoke interventions such as Play Therapy, Closing the Literacy and Numeracy Gap, Breakfast club and nurture activities. As such, we have offered after school homework clubs, additional input into literacy and numeracy, supported the cost of school trips, provided school snacks, purchased school logo labels for uniforms, which can be ironed on to clothes bought elsewhere as well as providing pre loved uniforms to our families. We provide all resources for learning both in school and for those who require it at home.
- We monitor wider achievements and through this identify year groups/ specific groups who would benefit from wider opportunities and facilitate this where possible.
- To ensure accessibility of SMT to all parents, SMT are present in the playground every morning for all parents/ carers. Almost all staff identify that this has been a positive development, with children coming into school calmer and prevents a lot of potential parental issues developing as we are on hand immediately to address any issues/ concerns.
- All of our parents currently engage with our new communication Dojo App. Almost all of our parents report that has supported more effective teacher / parent communication as well as ensuring that they are kept up to date with what is happening both in school as well as within their child's class.

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>			
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
1.3 Leadership of Change <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change. 	<ul style="list-style-type: none"> We are all committed to achieving our shared school vision, values and aims. All children and staff have ownership of these and they are regularly re-visited in classes, through the creation of individual Class Charters, our Rights Respecting Schools Programme as well as through assemblies and the general ethos of the school as a whole. Almost all staff feel that the school is moving forward positively. SMT are continuing to develop a positive environment whereby all staff are aware that they can initiate well-informed change; are aware that we are all responsible for identifying and committing to change to improve the learning outcomes for our children. All teachers plan and collaborate as a stage to regularly reflect on how to ensure positive outcomes for our children. All staff have had opportunities for reviewing and refreshing their pedagogical practice through 2 peer observations, SMT 'walkaround' feedback, monitoring as well as personal professional research as well as stage planning and stage / whole school discussions. All staff are involved in the review and update of the SIP as well as in identifying future areas for development through professional dialogue, collegiate time as well as on-going self-evaluation across the course of the year. Self-evaluation has become more embedded as a means for identifying areas for school improvement and in supporting us to engage in critical and creative thinking. When implementing change we build in time to deliver, monitor and reflect / evaluate the impact of the change. As a result, our children and staff have developed an increased capacity to respond positively to change and have more ownership of it. 	<ul style="list-style-type: none"> For both staff and pupils, absence, resilience and low mental health and well-being has affected significantly upon the school this year resulting in less settled classes and engagement in learning. This is an area, which all staff indicated has to be a focus for next year. 	4 - good
2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> Learning and engagement Quality of teaching Effective use of 	<ul style="list-style-type: none"> Almost all staff, children and parents report that our school learning environment is built upon positive, nurturing and appropriately challenging relationships where children are supported effectively to 'Be All You Can Be.' Most children reported that they too felt that we supported them well and encouraged as well as challenged them to achieve and persevere. All teachers report that our planning formats support the effective building upon of prior knowledge, supports high attainment, with effective pace and challenge for all. We have focused on delivering a reduced curriculum, which focused on literacy, numeracy & maths and HWB. Most staff feel that this has supported 	<ul style="list-style-type: none"> Continue to support the promotion of our school values to ensure a calm, effective learning environment for all. Continue to open up the curriculum to provide variety and 	4-good 8

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>			
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<i>assessment</i> <ul style="list-style-type: none"> <i>Planning, tracking and monitoring.</i> 	<p>the reduction of the learning gap in literacy and numeracy however staff absence and behavioural issues have prevented this focus from having a greater impact.</p> <ul style="list-style-type: none"> The majority of staff identify that our intervention strategies for closing the attainment gap have been successful however staff absence, behaviour and the need to redeploy staff to support specific children has had a negative impact upon our strategy. Most all children report that they get helpful feedback from teachers regarding their learning and how to improve it. Most children state that they are aware of learning intentions and success criteria and know the specifics of their targets for moving their learning forward. Almost all parents report that they are satisfied with the quality of teaching across the school, that their child is working at the right level for their ability, that they receive regular and helpful information regarding their child's progress and learning and that they would definitely recommend Noblehill to other parents. All teachers use a variety of formative and summative assessments to inform future planning and now use Benchmarks more effectively to assess and support progress via CfE levels. All staff identify that they actively use the information from SNSAs and Incas to support learning within their classes. Almost all staff identify that our tracking procedures are manageable with all staff stating that it supports the early identification of concerns, and with most staff indicating that it provides us with a good platform for assessing pupil progress against core curricular areas. 	<p>opportunities to apply learning in different wider contexts</p>	
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> <i>Wellbeing</i> <i>Fulfilment of statutory duties</i> 	<ul style="list-style-type: none"> All staff model good behaviour, which promotes and support the wellbeing of all to promote a climate where children feel safe and secure. In a recent self-evaluation exercise almost of our children thought that our school was a safe place overall, their class was welcoming and that everyone is treated fairly and consistently. Almost all children indicated that they are encouraged and supported to get along with each other, that staff know them well and support them to do well both academically, socially and within their 	<ul style="list-style-type: none"> The impact of the pandemic has been intensified this year as children have felt safer and more secure in school, as a result we have witnessed more 	4 - good

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.																															
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<ul style="list-style-type: none"> Inclusion and equality 	<p>health and well-being generally.</p> <ul style="list-style-type: none"> Almost all parents indicated that they feel that their child/ren are safe in school and that their children enjoy coming here. Almost all parents feel that their child's learning is at the right level of their child and would recommend our school to others. We have created an environment where most children know that they are listened to and feel confident and comfortable in discussing personal issues. There are worry boxes in all classes. Most all children identified that they know and would talk to an adult if they had a problem. 	<p>anxious and troubled children. With little support from partner agencies this has resulted in high stress levels for staff as well as parents in trying to support these pupils. As such we will continue to have a focus on support HWB next year.</p> <ul style="list-style-type: none"> Continue to review how we meet needs of all learners Continue to develop outdoor learning skills to support the application of learning update staff re current research 																													
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> Attainment in literacy and numeracy Attainment over time 	<p>Attainment in Literacy and Numeracy</p> <p>Predictions for achievement of a CfE level Oct 2021</p> <table border="1"> <thead> <tr> <th></th> <th>P1</th> <th>P4</th> <th>P7</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>81% Early</td> <td>30% First</td> <td>51% Second</td> </tr> <tr> <td>Writing</td> <td>70% Early</td> <td>27% First</td> <td>46% Second</td> </tr> <tr> <td>List & Talk</td> <td>92% Early</td> <td>45% First</td> <td>29% Second</td> </tr> <tr> <td>Numeracy</td> <td>87% Early</td> <td>24% First</td> <td>60% Second</td> </tr> </tbody> </table> <p>Predictions for achievement of a CfE level Jan 2022</p> <table border="1"> <thead> <tr> <th></th> <th>P1</th> <th>P4</th> <th>P7</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		P1	P4	P7	Reading	81% Early	30% First	51% Second	Writing	70% Early	27% First	46% Second	List & Talk	92% Early	45% First	29% Second	Numeracy	87% Early	24% First	60% Second		P1	P4	P7					<p>Continue to identify gaps and provide focused support for literacy and numeracy across all stages to increase attainment for PEF pupil's</p>	
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Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

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<ul style="list-style-type: none"> Overall quality of learners' achievement Equity for all learners <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> Progress in communication, early language, mathematics, health and wellbeing Children's progress over time Overall quality of children's achievement Ensuring equity for all children 	<table border="1" data-bbox="483 462 1491 560"> <tr> <td>Reading</td> <td>72% Early</td> <td>46% First</td> <td>57% Second</td> </tr> <tr> <td>Writing</td> <td>72% Early</td> <td>31% First</td> <td>58% Second</td> </tr> <tr> <td>List & Talk</td> <td>92% Early</td> <td>45% First</td> <td>52% Second</td> </tr> <tr> <td>Numeracy</td> <td>87% Early</td> <td>31% First</td> <td>60% Second</td> </tr> </table> <p>February 2022 CfE Snap Shot – where the children are currently within CfE level</p> <table border="1" data-bbox="483 665 1491 795"> <thead> <tr> <th></th> <th>P1</th> <th>P4</th> <th>P7</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>89% Pre Early</td> <td>86% Early 8% First</td> <td>77% First 8% Second</td> </tr> <tr> <td>List & Talk</td> <td>89% Pre Early</td> <td>72% Early 22% First</td> <td>85% First 5% Second</td> </tr> <tr> <td>Writing</td> <td>89% Pre Early</td> <td>72% First 22% First</td> <td>62% First 18% Second</td> </tr> <tr> <td>Reading</td> <td>89% Pre Early</td> <td>75% First 22% First</td> <td>72% First 15% Second</td> </tr> </tbody> </table> <p>Additional Support for Learning identifications:</p> <table border="1" data-bbox="483 860 1281 917"> <thead> <tr> <th>P1</th> <th>P4</th> <th>P7</th> </tr> </thead> <tbody> <tr> <td>4/27 = 15%</td> <td>10/35 = 28%</td> <td>16/39 = 41%</td> </tr> </tbody> </table> <p>Our focus on prioritising the core curricular areas to improve attainment has had some positive impact this year but not to the extent that we hoped however overall we are on a slight general upward trend for predicted attainment in the core areas.</p> <p>There is no pattern notable via our tracking with regards to any particular group however the P4 cohort in particular has been affected by high teacher absence both when they were in P3 and during this year. Across the school, staff and pupil absence have affected our attainment.</p> <p>Attainment meetings although planned, could not be undertaken due to lack of staff however staff have been consulted, attainment has been reviewed, support has been discussed and where possible provided.</p>	Reading	72% Early	46% First	57% Second	Writing	72% Early	31% First	58% Second	List & Talk	92% Early	45% First	52% Second	Numeracy	87% Early	31% First	60% Second		P1	P4	P7	Numeracy	89% Pre Early	86% Early 8% First	77% First 8% Second	List & Talk	89% Pre Early	72% Early 22% First	85% First 5% Second	Writing	89% Pre Early	72% First 22% First	62% First 18% Second	Reading	89% Pre Early	75% First 22% First	72% First 15% Second	P1	P4	P7	4/27 = 15%	10/35 = 28%	16/39 = 41%		
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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>Interventions such as our after school closing the literacy and numeracy gap clubs are having a positive impact with almost all children benefiting from these inputs. SMT closing the literacy gap work is a planned focused input for term 4 and should further support the closing of the gap for these key children.</p> <p>Moderation work led by the QAMSO has supported more consistency of expectations as well as with the predictions of CfE levels within reading and writing across all stages. The interpretation of formative assessment data e.g. Incas and SNSA by the SMT with teachers has been informative, supported some movement of groupings, and increased expectations of some children.</p>		

Attainment over time

Our tracking evidences that our approach is slowly closing the attainment gap however our attainment this year is the lowest that it has ever been. It is apparent that the pandemic, staff and pupil absence, the lack of partnership support, the reduction in the Supporting Learners budget, along with the increasing ASN and Behavioural needs across the school has had a major impact upon our attainment over time. We have updated our planning to reflect a more progressive and planned approach towards learning across all curricular areas with a view to reinforcing the core areas across and through the other curriculum areas.

This year we were also impacted by a change to the staffing workbook without any consultation, which restricted the support plan for children.

We appointed a Covid LA to support the HWB for focus pupils but this staff member left at the end of term 1. We only got a replacement at the end of term 2 however due to LA absences she has had to be used initially elsewhere to keep LC children in school. Then she was used to support 2 key children with significant behavioural needs due to our RfA being declined. This support has kept these pupils in education.

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	Evaluati on of this QI using the HGIOS? 4 six- point scale
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To support the P4 /P7 cohort we offered identified children access to an After School Support club for numeracy and reading. Almost all children were noted to have benefited from this input. This after school club was then offered to other stages with a clearer focus on closing the literacy gaps strategy. Again this group is reported be doing well.

In Term 4, Closing the Literacy Gap support was offered to all classes for key children – monitoring is evidencing that most children are closing the gap to some degree.

Primary 1 Noblehill											
% Achieving expected level or better											
June 2022 Predicted	June 2021 Actual	June 2019 Actual	June 2022 Predicted	June 2021	June 2019	June 2022 Predicted	June 2021	June 2019	June 2022 Predicted	June 2021	June 2019
R	R	R	W	W	W	L&T	L&T	L&T	N	N	N
72%	82. %	88%	72%	78.0%	85%	92%	95%	85%	84%	90%	91%
Primary 4 Noblehill											
% Achieving expected level or better											
June 2022 Predicted	June 2021	June 2019	June 2022 Predicted	June 2021	June 2019	June 2022 Predicted	June 2021	June 2019	June 22 Predicted	June 21	June 19
R	R	R	W	W	W	L&T	L&T	L&T	N	N	N
61%	71%	74%	42%	68%	61%	61%	86%	82%	52%	71%	68%
Primary 7 Noblehill											
% Achieving expected level or better											
June 2022 Predicted	June 2021	June 2019	June 2022 Predicted	June 2021	June 2019	June 2022 Predicted	June 2021	June 2019	June 22 Predicted	June 21	June 19
R	R	R	W	W	W	L&T	L&T	L&T	N	N	N
57%	80%	98%	58%	58%	94%	57%	69%	98%	60%	73%	96%

Equity for all learners

Our PEF money has been used to support some bespoke HWB packages for individual pupils via the Inclusion Team. This has supported these pupils to remain in education. Identified children have access to a daily Breakfast Club. This has provided these children with a quiet and calm start to the day. All participating children identify that accessing this club enables them to talk about things and helps to settle them.

Through our Reducing the Cost of the School Day funding, we have provided access to homework packs, basic stationary resources, as well as snacks and supporting the reduction of the cost of school trips (and in some instances, paying for them) as well as subsidising (and paying where required) for after school activities. This has ensured that all children have equal access to resources and are not missing out on wider school experiences.

2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS? 4 six-point scale
<p>We subscribe to a few IT programmes which support many children to reinforce and apply their learning across the curriculum. It is difficult to measure that impact of these due to not having the key resources in place as of yet.</p>			
2.2 Curriculum: Theme 3 Learning Pathways	<ul style="list-style-type: none"> Children with specific learning challenges are supported with IEP, ASLP and Child Plans. There is a clear focus on the development of literacy, numeracy and HWB - these permeate and support all aspects of the curriculum. Our curriculum planning has been redesigned to be more progressive and matched to learner's abilities; this ensures the appropriate planning and progression for all pupils irrespective of age and stage. Learners' pathways are designed around the Experiences and Outcomes and design principles. We provide all children with planned opportunities to develop and reinforce learning via outdoor learning opportunities with almost all children reporting that learning outdoors helps them to learn. 	<p>Review how we support our learners with additional learning needs</p> <p>Continue to develop outdoor learning</p>	
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's	<ul style="list-style-type: none"> We have been impacted by Covid with the use of our partners to support and enhance learning this year. However there are key partnerships across the nursery and primary (Social Work, Health, Police, Psychology, SALT). Partnerships are proactive and are built upon trust and respect. These partnerships enhance the learning opportunities for pupils. Staff regularly share expertise with each other. We recognise that we need to develop further partnerships within our local community. The Parent Council is well established. There is good attendance at Parent Council meetings. The Parent Council is consulted regarding the priorities, progress of the SIP. Policies are presented for debate before sharing in draft 	<p>Continue to develop pupil leadership groups – develop to facilitate a greater pupil voice across the school</p>	

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS? 4 six-point scale
learning.	<p>with all of the wider parent forum before becoming finalised.</p> <ul style="list-style-type: none"> • Almost all of our parents report that the introduction of Dojo, a home / school communication tool, has had a positive impact and is very effective at enabling them to support their children at home and share information with staff. • Almost all children recognise that the reinstating of our Pupil Leadership Groups e.g. Pupil Council, Playground Leaders, Fair Trade, School and House Captains have helped to develop our school via more pupil consultation. Most children recognise that we do actively seek out their opinions to support making our school the best place it can be for everyone. Children are consulted (whole class questionnaire P1-P3, Forms questionnaire P4- P7) about how we should take the school forward and what our priorities should be. The SIP is shared with the children via assemblies as well as via a whole school display. • Pupils are regularly involved in whole school monitoring by the SMT and staff are provided with feedback 		

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.

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 (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1 Meeting Learners Needs to Raise Attainment</p> <p>NIF Priority Improvement in Attainment NIF Driver School Improvement</p> <p>HGIOS? 4 / HGIOELC? Qis 3.2: Raising attainment and achievement 2.3: Learning, Teaching & Assessment 3.1: Ensuring Wellbeing, Equality and Inclusion</p> <p>National Standard Criteria</p>	<ul style="list-style-type: none"> Increased understanding of and engagement in learning Calmer learning environment Flexible learning with opportunities for application of learning and the development of transferrable skills Clear focus on developing literacy, numeracy, HWB, creativity skills Increased opportunity for outdoor learning Children will become more independent and confident Children will be more active in supporting the school and its values 	<p>Behaviour / HWB (JB) Training via Educational Psychologist – supporting autistic children whilst supporting the rest of the class Whole school approach & understanding re de-escalation strategies Whole school agreed support for behavioural children</p> <p>Promotion of Rights Respecting School (TF) To achieve our Silver Status Review and evaluate where we are and identify / implement next steps Create pupil leadership group to support and monitor Rights</p> <p>Attainment: Numeracy and Beyond Number (LB) Wholes staff awareness re effective differentiation strategies and use of the planning for DNN Review our programme and approaches for Beyond Number Use of assessments to support progressive learning</p> <p>1+2 languages BSL (TF) Organise training/ resources for the roll out of this as our second 1+2 MFL from P5- P7 Monitor development</p>	<p>Mrs Bastow PT LC Wilma Stoker Ed Psych 2x collegiate 2x Inset Session</p> <p>Mrs Findon 2 x Collegiates ½ x Inset Day</p> <p>Mrs Boyd 2x Collegiates 2x Inset session</p> <p>Mrs Findon 2 x Collegiates ½ x Inset Day</p>

<p>School Priority 2 Digital Technologies NIF Priority Improvement in Attainment, providing learners with the right skills to succeed NIF Driver Teacher Professionalism School Improvement HGIOS? 4 / HGIOELC? Qis 2.2 Development of the curriculum; Learners Pathways, Skills for Learning, Life and Work 2.3 Learning, teaching and assessment 2.6 Transitions: Collaborative planning and delivery, continuity and progression of learning 3.2 Raising Attainment</p> <p>National Standard Criteria</p>	<ul style="list-style-type: none"> • Clear focus on developing digital and employability skills • Opportunities for increased creativity, developing world of work skills and applying/ extending learning in a variety of contexts • Greater understanding of cyber resilience and internet safety 	<p>Key tasks being supported by Digital Leaders group:</p> <p>Build on work undertaken this academic year to cascade throughout the school in session 2022/23.</p> <p>Further develop resources to give opportunities for further creativity.</p> <p>Develop links with outside agencies/ businesses to support development of the World of Work.</p> <p>Work towards achievement of the Cyber Resilience/ Internet Safety award by June 2023.</p> <p>Identify a suitable resource as a replacement for Textease/ 2Simple in Early/ 1st level, and adjust planning appropriately.</p>	<p>Miss Kirkwood 3x cluster Collegiates 2 x school Collegiates 1x Inset Day</p>
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