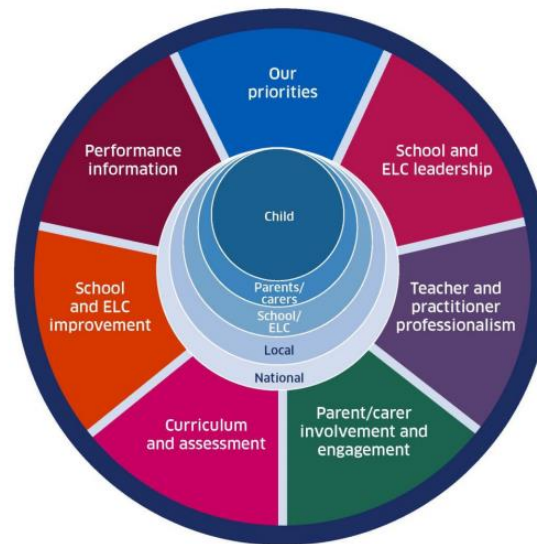**Dumfries & Galloway** COUNCIL

Education and Learning Directorate

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

(2022 - 2023)

School: **Penninghame (inc. Learning Centre) and St Ninian's RC Primary Schools**

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

VISION: Our vision at St Ninian's is to be a community of faith and learning, where we equip our pupils to develop skills to be lifelong learners, to be kind, show respect and keep safe. They will be the heart of the Newton Stewart community where they will continue to develop strong links.

VALUES: To uphold the gospel values of Hope, Charity, Justice and Peace

AIMS:

Learning and Teaching

To help young people to come to know Jesus Christ as the Son of God, to become familiar with His teaching and to use their own talents in order to give personal witness to Him in their daily lives.

To provide our learners with a curriculum that provides them with the tools to become successful learners, confident individuals, responsible citizens and effective contributors. They will all become Learning Superheroes!

Inclusive

To be an inclusive campus where we respect the dignity of all God's children. The needs of all our learners are met in a safe, caring, nurturing and stimulating environment.

To uphold the Gospel Values to ensure the needs of every individual are valued, and students are able to achieve their potential, academically, spiritually and socially.

Community

To uphold the moral teaching, faith tradition and sacramental life of the Catholic Church. To remain in the heart of the community by maintaining partnership links through our Wider Experience Programme and other learning opportunities.

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.

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School Statement

Our vision at Penninghame is to equip our pupils with the skills to become lifelong learners who are kind, safe and show respect.

Values: We value our learning powers: Resilience, Concentration, Imagination and Reflection.

Aims:

Learning and Teaching: To provide our children with a curriculum that equips them with the tools to become successful learners, confident individuals, responsible citizens and effective contributors.

Inclusive – Celebrating Differences: To be an inclusive campus, where the needs of all learners are met in a safe, caring, nurturing and stimulating environment.

Community: To remain at the heart of the community by maintaining partnership links through our Wider Experiences programme and other opportunities.

Review Date: February 2022 and December 2021

Review Activities (as appropriate)

 Consultation took place session 2019/20 for parents, children and wider community partners, which led to draft formulation in session 2020/21.

Next session – promote vision, values and aims and explore the extent to which they are embedded in practice.

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)
School Priority 1: Vision and Ethos of the Campus **NIF Priority** Improvement in attainment particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people **NIF Driver** School Leadership Parental Engagement School Improvement **HGIOS? 4 / HGIOELC? QIs** **1.3 Leadership of Change,** **2.4 Personalised Support,** **3.1 Ensuring wellbeing, equality and inclusion**	**Progress in relation to this priority has been severely impacted by COVID (training availability and potential to engage parents/carers in the wider life of the school).** Our vision values and aims across the campus have been finalised following focus groups with staff, children and parents/carers. Parents shared aspects to be further simplified to ensure a shared understanding. Headteacher has met with PT Inclusion to review a whole school emotional literacy plan. Depute Headteacher has met with focus groups of parents to discuss our Promoting Positive Relationships policy. In term 4 we are reintroducing house points to celebrate positive behaviour. A Primary 7 focus group looked at House Points and all agreed with the identified targets and associated rewards. Almost all children were involved in unpicking our school rules and have a clear understanding of what we would expect to see and hear if we were following the rules. Depute Headteacher has started to take whole school assemblies linked to the wellbeing indicators (so far they have been introduced and Safe and Healthy looked at).. Our acting ASLT and some class teachers have met with Educational Psychology to discuss learners' needs and appropriate strategies to support learners, informal feedback on this has been mixed. Classroom observations show that most, substantive, class teachers have approaches to support learner engagement through high quality differentiation. Staff in the lower school with the support of our acting ASLT have sought advice from Speech and Language and Occupational Therapy in relation to meeting learners' needs. The main focus for this has been around visual timetables, strategies for self-care and sensory sensitivities. Consider approaches to measure impact of Health and Wellbeing interventions. Boxall profile and Leuven scale are preferred assessments to be taken forward.	Promote vision, values and aims and evaluate the extent to which they are embedded into practice. Share whole school emotional literacy programme to consider merit of implementation. Reschedule planned training on restorative approaches. (SIP 1- 2022/23) Relationships policy to be shared with all partners and a parental engagement session to take place in term 1 to promote and receive feedback on our approaches. Plan annual focus on the wellbeing indicators as part of Annual calendar. Consider how to evaluate impact of this input on our shared understanding of wellbeing. Build on ELC approaches by using wellbeing indicators to inform care planning processes. (SIP 1- 22/23) Ensure all staff are aware of the informal support and advice that is available from Educational Psychology as well as other agencies. Boxall Profiles and Leuven to be utilised moving forward for PEF interventions. Developmental checklist to be used with Learning Centre and P.1-3. (SIP 1- 2022/23)

	We have considered how parental engagement could be promoted through focus groups and have created PLPs which will share children's learning and progress.	Share PLP approaches with parents/carers. Ensure target setting approaches are manageable alongside PLPs. This needs to be taken forward next session, once COVID restrictions allow. (SIP 2- 2022/23)
	We have implemented new approaches to Homework and gathered stakeholders' views.	Act on findings of stakeholder survey early next session.
	Our P1 teachers have completed observations of learner engagement using Leuven scale for identified children who attract PEF funding or are at risk of missing out. They have then worked with ELC colleagues to consider how play based pedagogy may supplement the existing curricular experience. Resources have been purchased and our GP room has now been set up to support learner engagement through play based pedagogy. PEF funding was used to purchase the resources and allow set up time.	Implementation and evaluation of GP space to support play based pedagogies and inclusion. (SIP 1- 2022/23)
	All classes up to P.5 have had Relax Kids sessions which focus on relaxation and self-regulation. Teachers note a positive impact on these sessions. We have also had targeted groups of P.6 and P.7 children/	Consider how to evaluate the impact of Relax Kids sessions on children.
School Priority 2: Improvements in Literacy and Numeracy towards 85% stretch aim. **NIF Priority** Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people **NIF Driver** School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information **HGIOS? 4 / HGIOELC? QIs** **2.2 Curriculum,** **2.3 Learning, Teaching and Assessment,** **2.4 Personalised Support,** **3.2 Raising Attainment and Achievement.**	Tracking spreadsheets alongside dialogue at attainment meetings indicate that all learners are making progress with their literacy and numeracy learning. Within mainstream classes, dialogue with teachers as part of attainment meetings makes it clear that interventions and targeted support is provided in an attempt to overcome barriers. The Principal Teacher has a good understanding of learners' needs and strategies to enable them to achieve their full potential. Staff have worked together to create Bump-It-Up walls across Writing genres at First and Second Levels. These have yet to be implemented into practice. However, moderation events and attainment meetings suggest that they have led to increased consistency of teacher judgements across levels. There is less consistency at Second level due to staffing changes. Self and peer writing assessment checklists have been created for First and Second level genres. These need further implementation into practice. All children working at Second Level have had access to high quality, purposeful writing opportunities at least three times per week. In the P.6 and P.6-7 classes, children have applied strategies to extended pieces. In all classes, observations, scrutiny of jotters and attainment meetings note improved stamina for writing. Teachers evaluated the Daily Writing approach. - 80% of teachers had an introduction to the programme. - 90% found the resources helpful. - 60% of classes have this input daily and all classes have it a minimum of three times per week. - 90% of staff note the positive impact on learner progress; one teacher has not been in class consistently to see the impact. - There are 29 impact claims on this approach. All staff note the positive impact of the approach on stamina for writing, 78% of teachers note improved independence and use of sentence structure and 56% believed it has a positive impact on creativity. - Staff note children are applying techniques are being applied to extended writing. We were unable to facilitate opportunities for Nursery and P.1-2 teacher to work together to ensure consistent early level expectations.	Consider how to evaluate leaners' progress both using the four stages of progress and also through the generation of child friendly IEPs. Familiarise with standardised assessments alongside cluster colleagues and consider if they would support us to gauge learner progress and underpin professional judgements, particularly in Numeracy. (Clear discrepancy between staff judgements and SNSA results). Implement Bump-It-Up walls into practice, provide consistent guidance for expectations. Build consistent teacher judgements to aid progress at Second level, in particular. Further implementation of Writing assessment checklists to ensure consistent expectations and support with high quality feedback. Ensure consistent Daily Writing expectations. Consider how self and peer assessment could support progress through high quality feedback. Consider merits of a similar Daily Writing styled approach at First level. Four stage planning for ELC and school to be consistent. Provide opportunities for Early Level moderation involving Nursery and P.1 teachers.

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Based on term 3 tracking for P.6 cohort, 34% of learners will be embarking on Third Level literacy. To support this, and ensure appropriate levels of pace and challenge Third level literacy planning has been generated for Listening and Talking and Reading.	Implement Third Level planners for Listening and Talking. Generate Third Level writing rubrics.
Moderation activities show that all substantive class teachers have a better understanding of the four stages of progress for Literacy at First and Second levels. Rebecca Thomson has completed Education Scotland QAMSO training to support moderation at school and cluster level. There is a need to ensure all teaching staff are involved in some form of moderation activity.	Ensure all staff are involved in moderation activities, including ELC and Learning Centre. Participate in Cluster moderation of writing and engage with local authority In-Service moderation activities. Consider moderation beyond literacy and numeracy. (SIP 2- 2022/23)
We started the year with all Second Level staff engaging in Stephen Graham writing training. This has been successful to varying degrees. The training was well received in St Ninian's and has been implemented into practice, there is no data yet to suggest it has had a positive impact on pupil attainment. In Penninghame, the training was less well received. Informal dialogue with some staff suggested the approach stifled creativity and was a barrier to children recording their writing on paper. One teacher felt the training was positive and has utilised this approach in their practice. In one class, the Senior Leadership had concerns about the impact of this approach on learners' attainment and the high expectations they have of children. To raise attainment in Second Level Writing through consistent approaches. We have four teachers trained in the Stephen Graham approach.	Continued engagement with Stephen Graham approaches. HT to monitor impact closely. Build on existing good practice in delivering high quality learning and teaching of writing.
Participants' Views on Training (Stephen Graham Approach) - The training and approach is getting mixed reviews from participants. From the Senior Leadership perspective, there is no conclusive evidence to support that this training has had a positive impact on attainment. Indeed in some of the classes where this was not implemented learners have made accelerated progress compared with classes where it has been implemented. - 50% of participants enjoyed the training. - Having implemented aspects of training into practice, 50% of participants felt the implementation went well. - One participant is keen to take forward more training. 50% of participants are unsure and one participant does not want to continue with further training. - Two participants, independently expressed concerns that the training did not allow for differentiation and was not matched to learners' needs. This is echoed by SLT jotter monitoring where in some cases, the formula given provided a barrier to the writing process. - 75% of participants identified that expectations identified within this course was not aligned to CfE expectations or school curriculum structures.	
During In-Service staff generated consistent success criteria checklists and this, alongside	Ensure writing success criteria checklists and rubrics are used to ensure consistent expectations and standards. Generate Third Level writing success criteria checklists.
Writing genres are aligned to our curriculum overview throughout the three-yearly cycle. This has ensured learners have experience of a wider range of genres and that staff have peer support when tackling new and unfamiliar genres.	
We have generated new Reading assessments, which are currently being implemented. These will replace PM reading assessments and also reflect against the benchmarks and our planning expectations.	Continue to review writing genres as part of ongoing curriculum review and quality assurance.

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Teachers' Views on Reading Assessments:
- 100% believe they will support learner progress.
- 61% are confident in how they should be used, it should be noted we are only beginning to use these now.
- 100% understand how to administer and recognise the need to change our approach.
This session we have provided Closing Literacy Gap training and Closing Numeracy Gap training as part of our targeted PEF interventions. Post intervention assessments indicate that all learners have made progress based on their earlier levels. This training has been well received and had a positive impact on staff capacity We currently have 21 staff trained in CLG (10 teachers and 11 Learning Assistants) and 15 staff trained in CNG (7 teachers and 8 Learning Assistants).

Participants' Views on Training (CNG)
- 87% rated training Excellent, with13% saying it was good.
- 100% felt it enhanced their knowledge and skills to raise attainment in Numeracy.
- 85% of teaching staff utilise strategies as part of universal offer to raise attainment through high quality learning and teaching.
- 93% were clear that CNG had a definite, positive impact on learners' progress.
- Staff comment that they have enjoyed using the intervention and it is clear to see the development in learners' skills. They also note their enhanced knowledge of Numeracy progress.
- Two participants feel the approach could be further developed alongside Numicon resources and have trialled this in their classes.

Participants' Views on Training (CLG)
- 21 staff are trained in this intervention. (10 teachers and 11 learning assistants).
- All staff rated this training excellent (43%) or good (57%).
- All teaching staff who work at First Level are utilizing these approaches as part of core learning and teaching.
- 76% of staff felt CLG definitely had a positive impact on learners' progress with 24% feeling it impacted on some learners' progress.
- One participant, accurately notes, that the positive impact of these interventions are not evident in increased CfE levels or Oxford reading levels, our core scheme.

Two teachers and one Learning Assistant completed Fastlane training to support reading at Second Level in an attempt to provide targeted support to raise attainment and close the poverty related attainment gap.

Participants' Views on Fast Lane Training:
- All rated the training good or excellent and said it enhanced their knowledge and skills
- 67% of participants felt the intervention had a positive impact on learner progress, the unsure staff member has moved to a new post since the intervention began.
- All participants would recommend the training to others.

Due to staff absence we were unable to progress with our whole school programme to support mental maths fluency which we hoped would equip learners with the knowledge and confidence to achieve success in mental maths.

Implement and evaluate reading assessments and their impact on workload and learner progress. Ensure that all learners are making progress in reading based on the assessments. Evaluate the impact of new reading resources on learner engagement and enjoyment. Ensure all relevant teaching and non-teaching staff have completed CLG and CNG training. Provide further opportunities for Fastlane training. ((SIP 2- 2022/23)

Provide further opportunities for Fast Lane Training.

Develop and implement a whole school approach to develop mental maths fluency and implement into practice. (SIP 2- 2022/23)

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By providing leadership at all level opportunities by creating three class teacher PEF leads, this has ensured interventions have happened more frequently and are evaluated more regularly. There have been some inconsistencies with delivery and therefore impact. Beyond this, interventions have had a positive impact on learner progress.

Additional COVID recovery funding has been utilised to provide 32 hours of additional Learning Assistant hours. This has supported children's regulation and learning. SLT note the reduction in playground incidents and interventions, in almost all cases, have had a positive impact on learner progress.

A staff focus group looked at Numeracy and Maths resources and placed an order to support quality learning and teaching but also to purchase Numicon resources in an attempt to raise attainment. The use of base materials had an overwhelmingly positive impact on learner progress as evident through the four stages of progress; these results pertain to an identified group of P.6 children who attract PEF funding.

Learner Code	Pre Intervention Level	Post Intervention Level
Learner 1	1s	2b
Learner 2	1s	2s
Learner 3	1s	2s
Learner 4	1b	2s
Learner 5	1s	2s

PEF funding was used to buy Numicon kits for ELC/Early Level home learning.

Continue with existing position with three PEF lead teachers.
Provide three weekly opportunities to teacher to evaluate and manage PEF.
Consider how to ensure consistent implementation of high quality interventions.

NA - COVD Recovery additional staffing has come to an end/

Develop the use of Numicon to overcome barriers to Numeracy progress, raise attainment and close the poverty related attainment gap.

Implement home learning bags and evaluate impact.

School Priority 3:

To ensure consistent high quality learning and teaching.

NIF Priority
Improvement in attainment, particularly in literacy and numeracy

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

School Leadership
Teacher Professionalism
Assessment of Children's Progress

We continue to promote characteristics of effective learners through our learning powers. Teacher feedback as well as learner responses have indicated duplication or crossovers between powers. We have made the decision to reduce to four learning powers, which we believe are most relevant in our context (Resilience, Creativity, Concentration and Reflection). Staff feedback also indicated the need to review language for powers so that there is consistency, yet progression between Early/First Level and Second Level. Classroom observations and scrutiny of end of year reports indicate that learning powers are embedded into some classes.

All staff have engaged in self-evaluation against HGIOS 4 Qis as part of termly staff meetings. Generally there is consistency between Early, First and Second level focus groups, however these expectations vary greatly from extended leadership team and Additional Support for Learning group evaluations. Most teaching staff have an improved understanding of self-evaluation and this will lead to an improved awareness of the schools' key strengths and next steps securing capacity for improvement. Some quality assurance activities have restarted (class observations, planning, attainment meetings and jotter quality assurance). The full range of quality assurance activities needs to be implemented from August 2022; specifically curriculum focus groups, SNSA analysis and consideration of standardised assessments.

All children will benefit from a curriculum, which reflects their needs and interests. We have developed and further implemented our curriculum overview to include 1+2 languages, Health and Wellbeing and Technologies. Planning and observations show that most classes benefit from a broad curricular experience which now includes PE, Technologies, Health and Wellbeing and all Expressive Arts organisers. PEF flexibility due to COVID has been utilised this session to ensure adequate resources to comply with guidelines on sharing of equipment.

Planned development of digital technologies was delayed due to i-pad delays. They arrived in

Implementation and rebranding of reduced Learning Powers and differentiated language for P.1-4 and P.5-7 from August 2022.

Embed a Quality Assurance calendar within Learning Centre.
Involve staff team in evaluating the work of the centre as part of monthly team meetings led by PT, ASL.
Ensure full quality assurance calendar is in place from August 2022.

Ensure full 1+2 implementation from August 2022.
Develop staff skill and confidence in delivery of Digital Technologies and ensure adequate resourcing. (SIP 1- 2022/23)

Ensure adequate resourcing and training to

| School Improvement Performance Information

HGIOS? 4 / HGIOELC? Qis
1.1 Self Evaluation for Self-Improvement
2.3 Learning, Teaching and Assessment
3.2 Raising Attainment and Achievement | school week beginning 13th of June despite being ordered the previous academic year. ASLT/PT Joanne Wallace has engaged with CALL Scotland to consider how apps and I-pads can support learner engagement.

We have developed PLP assessments for Literacy and Numeracy. These show progress in learning based on previous years. It has been agreed to integrate PLPs into target setting/Parents' Evenings from 2022/23. Across the schools interactions show that children are proud of their successes and are able to share what they have done well.

We have had initial discussions regarding how we develop skills for life, learning and work through opportunities for Wider Achievement. This was previously our Wider Experiences programme. A staff focus group has been identified to take this forward next session. COVID restrictions have impacted on our ability to progress with this at present.

All teaching staff have had training to support their knowledge and skills in providing high quality feedback and in 75% of lessons observed (May 2022), feedback was given which enhanced student learning.

Headteacher has continued to produce strategic frameworks as and when able. This has been impacted by COVID and other absences. However, the data contained is useful in identifying trends, measuring progress and securing further improvement.

Numeracy assessments and writing success criteria checklists have been produced. These will support professional judgement and it is intended good progress in their learning and through appropriate pace, challenge and impact on children's perceptions on themselves as learners | support digital literacy strategy.

Share PLPs with parents/children as part of target setting.
Consider how achievements and personalisation and choice can be included within PLP process. (SIP 1- 2022/23)

Staff focus group to progress with wider achievement aspect of the curriculum, adapting the previous Wider Experiences programme as necessary. (SIP 1- 2022/23)

Further develop skills in formative assessment across the school given that 25% of lessons observed require this to ensure lessons are at an appropriate level and pace. (SIP 2- 22/23)

Share strategic assessment overview and ensure this is completed 3 times per year. Extended leadership team to complete Tableau Training to support creation of a data rich environment. (SIP 2- 2022/23)

Numeracy assessments to be fully implemented and reviewed. (SIP 2 - 2022/23)
Ongoing implementation of writing success criteria checklists. |
| **2.1.1 Report on the impact of PEF** *(Not required for ELC if PEF has not been used for children in the nursery.)*

• **Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?**

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

• **How well are you removing barriers to learning and ensuring equity for all?** | *(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)*
PENNINGHAME PRIMARY SCHOOL
This session PEF funding has been used to enhance staff capacity and build our suite of interventions. These now include:
- Closing the Literacy Gap,
- Five Minute Box,
- Fast Lane,
- Closing the Numeracy Gap,
- Numicon,
- Numicon Big Ideas and Breaking Barriers,
- Resilience,
- Let's Move On,
- Relax Kids (External provider),
- Nurture groups,
- Play pedagogies.
Positive impacts are noted within each learners' individual PEF profile. Our next steps are to consider how more robust standardized | |

assessment data either supports or challenges this claim. Initial findings of SNSA data, particularly in Numeracy are that there is a discrepancy between recorded CfE levels and SNSA information.

Evidence of Closing Poverty Related Attainment Gap over Time (Session 2020/21) Term 2 Predictions - % difference between cohorts and (Session 2021/22 Term 3 Predictions)

Cohort	Reading	Writing	Numeracy
Primary 3	25% , 22%	34%, 32%	34%, 6%
Primary 4	NA, 5%	20%, 1%	27%, 22%
Primary 5	25%, 4%	25%, 12%	35%, NA
Primary 6	28%, 4%	69%, 41%	14%, 29%
Primary 7	SLT able to justify data on request.		

Based on the above data provided for Penninghame Primary School, positive progress has been made regarding reducing the poverty related attainment gap. (Exceptions are P.4 reading and P.6 Numeracy where the gaps appear to be increasing.) We are very clear that our next steps are:
- To produce, implement and evaluate a writing programme to support First Level Writing (see P.3 data).
- To consider targeted support for identified children attracting PEF in Writing. (present P.6 cohort).
- To consider how Numicon can support Numeracy achievement and address barriers to learning across the school (Particularly present P.4 and P.6 cohorts).
- Begin to interrogate Listening and Talking data and data for present P.2 cohort more rigorously.
- Work with ELC to identify poverty related attainment gaps earlier during Early Level experiences.

Based on the data above, observations in school and staff focus groups, the school are making good progress in removing barriers and achieving equity for all. We are increasingly aware of our strengths and next steps. The Headteacher would like to note that whilst targeted interventions are having a positive impact, the universal offer of learning and teaching with the inclusion of differentiation has also been influential in the positive progress already made. This was evident within observations in June 2022.

ST NINIAN'S DUE TO PUPIL IDENTITIES THIS INFORMATION IS HELD BY SLT AND IS AVAILABLE ON REQUEST.

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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? *(Include evidence of impact.)*	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.*	**Developing a Shared Vision, Values and Aims** School staff demonstrate a strong commitment to the school and almost all feel valued to be part of the school community. We have completed consultations with stakeholders to create our vision, values and aims. Both schools continue to be inclusive environments, which are committed to excellence and equity. The leadership team are clear about the vision for the school and model this through their actions. Classroom observations and moderation show greater consistency of standards across the lower end of the school. Almost all, substantive class teachers, have consistently high expectations of learners at all times.	Ensure vision, values and aims are recongised across our school community. Ensure actions of stakeholders are underpinned by our vision, values and aims. Consider opportunities to promote inclusion now that COVID restrictions have been lifted. Continue to develop the denominational aspects of our school community and ensure these are reflected in the vision, values and aims. Ensure staff display collective responsibility. The leadership team are inconsistent in their vision for the school; this is evident through their actions and has also been commented on by staff at all levels. Ensure the leadership team have consistently high expectations of all learners.	3/4
	Strategic Planning for Continuous Environment Teaching staff are developing a good understanding of strengths and next steps in the journey to improvement. Teaching staff identified that there is a clear pathway for improvement and change with regular meetings to discuss progress and change. Almost all staff are onboard with planned developments. Improvement plan progress is shared at Parent Council meetings and in monthly newsletters. Pupil and Parent Council meetings are held and views are sought. The School Improvement Plan is clear and each meeting is allocated to a priority, with a clear focus on moving forward. The pace of change continues to be good despite the pandemic and staffing changes. Staff at a variety of levels have been involved in collegiate development activities and many volunteer to take on leadership roles.	Ensure non-teaching staff have a shared understanding of school strengths and next steps. Continue to develop parental and pupil voice through focus groups in relation to improvement priorities. Improve interpretation of data including CfE predictions and SNSA data. Ensure staff have a wider knowledge of the socio-economic contexts in which we are working. Continue to maintain pace of change and ensure change is sustained. Ensure self-evaluation is reintroduced fully. Consider improvement within Learning Centre through robust high-quality self-evaluation.	
	Implementing Improvement and Change Extended leadership team have agreed remits and areas of responsibility which was shared with teaching staff last session. A quality assurance calendar has been developed for the mainstream school settings. Teachers work well together when planning, moderating and working on improvement	Ensure leadership team fulfil remits and have consistent expectations. Provide further opportunities for leadership team meetings to improve communication and promote accountability. Consider how staff with teaching qualifications may support ELC leadership. Ensure remits lead to devolved autonomy and accountability	10

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
	objectives. There is a clear commitment from almost all staff to implement positive change and improvement. We have some data to evaluate the impact on pupil progress, which is informed by data; although impacted by COVID there is evidence of improved outcomes for young people and a reduction in the poverty related attainment gap, see PEF Report above. Attainment meetings are being held three times per year which is placing a focus on positive outcomes for young people. Stakeholders are kept informed through newsletters and the Facebook page. Teaching staff are more aware of next steps in school improvement and are committed to aligning their targets to these areas, where appropriate. PEF lead teachers are having a positive impact on interventions.	across the learning campus. Consider implications of partnership review on management structure. Ensure sustained implementation of improvement objectives. Ensure change has a positive impact on learner outcomes, and the wider school community through robust self-evaluation. Robust evaluation of the impact of change.	
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	Our schools are warm, welcoming environments where almost all classes provide conducive learning environments. Commitment to inclusion is evident through adaptations and high quality differentiation can be observed in many classes across the school. 75% of observations had considerable strengths and planning shows more consistency and higher expectations. The Principal teacher provides quality targeted interventions, which are having a positive impact on learner outcomes. Primary 2-3 and Primary 3-4 are fast paced environment where learners benefit from effective differentiation and chunked learning experiences based on ASLT, Inclusion Team and Headteacher observations. Nurturing approaches and a commitment to positive relationships has supported children to engage more effectively in class learning and teaching. Most classes, make adaptations to meet the needs of all learners including soft starts to aid transitions and have a clear focus on the development of self and co-regulation. In the lower stages our children are more independent. Where activities provide appropriate challenge and enjoyment most children exhibit characteristics of effective learners. Almost all children enjoy positive relationships with adults, which are underpinned by the nurture principles. Across the schools children are developing skill and confidence in talking	There is a need to ensure that learning, teaching and assessment consistently impact on learners' successes and achievements. There must be a continued focus on providing differentiated engaging learning experiences consistently across the campus. In some classes there is a need to increase expectations, through effective pace and challenge. In 25% of lessons observed, there is scope to use formative assessment to ensure appropriate and challenge. Digital technologies will be utilised more effectively to support and enhance learning and teaching across the curriculum. Coding and digital literacy will be further developed. Ensure children understand the purpose of their learning, moving away from tasks to think more about skills. Develop consistent staff skill and confidence in the use of formative assessment.	3

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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? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	about their learning. Teachers have unpicked QI 2.3 to consider what effective learning, teaching and assessment looks like in practice. In almost all classes teachers provide clear explanations and instructions. Questioning, of most teachers is effective, almost all teachers are able to tease out misconceptions. Classroom observations show pockets of skill and good practice. Moderation evidence shows a range of evidence and increased skill, confidence and consistency is evident in Early and First Level as well as identified Second level classes. Quality assurance of forward planning along with informal observations alongside Facebook posts show a range of creative learning and teaching approaches, which have a positive result in learner engagement. Planning has been developed and implemented across all curricular areas. Across almost all classes children have access to a more broad curricular experience. Group work continues to be a strength across the schools. Bump-It-Up examples have been developed ready for implementation. We hope this will support teacher, pupil and parent knowledge of progression and lead to next steps and feedback being more focused. Attainment meetings have taken place more routinely. Many staff across the learning campus show an increased awareness of barriers to learning and are solution focused in their approaches to addressing these. Our tracking system has been fully implemented over the last two years and has links to planning and assessment rubrics across literacy and numeracy. Awareness of the Poverty Related attainment gap in Writing and Numeracy is shared amongst the leadership team, and term 3 predictions show that positive progress is evident in reducing this gap.	Further develop cross level and cluster moderation. Esnure all staff are involved in moderation activities. Ongoing implementation and review of planning across all curricular areas. Dance and 1+2 languages will be developed in future. Implementation of Bump-It-Up Wall examples. Provide further opportuntiies for children to discuss and share their learning targets through the use of PLPs. Ensure strategic framework for attainment is updated on a termly basis alongside predictions and shared with staff. Across the learning campus there is a need to develop and implement a whole school assessment framework and encourage children to regularly reflect on their learning through PLPs.	

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2.2 Summary of Key Strengths and Areas for Improvement

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

Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	Across the campus there is a growing awareness that supporting the wellbeing of our children is our main priority. We are more aware of unmet needs and seek to address these through Child's Plans. Staff at all levels are more confident in the use of Promoting Positive Strategies and all staff have had training or access to training to support the implementation of this. Our Promoting Positive Relationships policy has now been developed and shared with staff, and pupil focus groups. Most staff know children well and are responsive in supporting their needs. We have implemented our Health and Wellbeing programme, which has links across the four contexts for learning. Through assemblies we have started to look at SHANARRI indicators. Most staff are more aware of what children be communicating through their behavour and how this might be addressed beyond punitive measures. Committees or whole school discussions have taken place throughout the year. Transition has been more fully introduced following the easing of COVID-19 restrictions. We have had a Meet the Teacher event in May and children have visited the school in small groups. ELC and P.1 staff have met to discuss transition and P1 teachers have visited Nursery. We have plans in place for our induction days. Across the campus all staff would identify a commitment to inclusion. This can be observed through a variety of approaches to differentiation and adaptations to children's curricular experiences. We continue to consider how standardised assessments can . Child's Plans and GIRFEC processes are leading to the identification of needs and strategies to support these. Our system to track pupil progress across literacy and numeracy is showing us that learners are making progress in their learning.. PEF interventions work well having distributed leadership to three lead teachers.	Further develop a coherent approach to promoting wellbeing through planned assemblies around indicators. Include wellbeing indicators in child's plans, care plans and IEPs. Anti-Bullying Respect for All guidance should be further promoted amongst partners. To further promote working with partners and the community and to incorporate CEOPS resources into HWB programme as another means of promoting Respect for All Anti Bullying guidance. Develop a whole school approach to emotional literacy. Continue to develop pupil voice across the campus. Continue to ensure provision is effective in meeting learners' needs. Reconsider our approaches to ASL in light of the Morgan Report. Review our approaches to wider achievement considering ways to profile skills. Develop robust transition planning. There is further scope for some targeted interventions to be developed with a clear focus on impact.	3.

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2.2 Summary of Key Strengths and Areas for Improvement
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Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? *(Include evidence of impact.)*	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale

3.2 Raising attainment and achievement
• *Attainment in literacy and numeracy*
• *Attainment over time*
• *Overall quality of learners' achievement*
• *Equity for all learners*
 	
3.2 Securing children's progress (for Early Learning Childcare)
• *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*
	As a result of more robust moderation there is greater consistency of teacher. Rebecca Thomson is our school QAMSO. We now have children achieving literacy and numeracy earlier in their P.1, 3 and 6 years. Such positive progress reflects on the quality learning and teaching as well as differentiated approaches. Across the campus teachers are more able to identify possible barriers and suggest universal as well as more targeted approaches to ensure children make good progress in their learning.
	
	Universal approaches which have been developed to raise attainment include:
	  - Bump It Up Wall examples for functional and imaginative writing,
	  - Second Level Daily Writing planners with supporting resources,
	  - Numicon resources and methodologies,
	  - Numeracy and Maths planners have been developed and implemented into practice,
	  - We have consistent tracking and monitoring spreadsheets and an approach to attainment meetings, which is consistent across the campus.
	
	Data indicates the focus for our PEF funding next session will be Writing and Numeracy. Despite lockdown we have examples of individual progress as well as data to show how the poverty related attainment gap has been closed, or reduced in some cohorts. There is a clear and honest recognition that the school is at an early state of monitoring pupils' attainment over time, however despite COVID 19 pandemic, there are positive steps.
	
	This session attainment meetings have been more regular and have a clear focus on pupil progress. Engagement within these meetings would suggest teachers are committed to raising attainment and have a growing understanding of strategies and approaches to support attainment. Positive impact is being recognised at attainment meetings.
	
	Monthly learning power certificates are awarded and we celebtrate achievements in learning through our WOW Work
		Moderation will continue to be developed across levels and with cluster colleagues. Consider how SNSA data can support and challenge our professional judgements.
		
		Ensure consistent approaches to planning at Early level across Nursery and Primary settings.
		
		Implement curricular structures at third level to provide additional pace and challenge for those who need it.
		
		Signpost opportunities for staff to seek advice from outside school. This may include Educational Psychologist, Speech and Lanaguage, Occupational Therapy and Inclusion Team for example.
		
		Implementation of Bump-It-Up Walls.
		
		Continue to implement robust systems to track and monitor pupil progress. .
		
		Provide opportunities for children to record their achievements in PLPs.
		
		Ensure that actions identified at Attainment Meetings are carried forward. The utilisation of PEF funding will secure ur capacity to do this moving forward.
		
		Further opportunities could be sought to develop children's leadership skills across the school.
		
		Relaunch reduced learning superheroes and their levels at First and Second level.
			3.

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
	wall.. Most children at all stages are confident in their engagements with each other, staff and visitors. The schools have recently developed a clearer and more accountable plan for PEF spending which is based on school and individual needs. The Headteacher has a developing awareness of what the PEF attainment gap is. PEF planning has been more consistently implemented this session. We are developing a greater shared understanding of children's socio-economic backgrounds and are in the process of providing appropriate interventions to address individual children's needs. In February, teachers had an opportunity to evaluate attainment data. Staff know children as individuals.	PEF planning to focus on tackling Poverty Related attainment gap in P.3 reading writing (P4 next session), P.5 and 6 writing (PP.6 and 7 next session) and Primary 4 and 6 Numeracy as well as early interventions. Provide opportunities to interrogate data in August 2022 through the use of Tableau. Headteacher to share termly attainment summaries with staff at all levels. There is a need for teaching staff to make more robust, evaluations of attainment data.	
2.2 Curriculum: Theme 3 Learning Pathways	Across the campus significant work has been undertaken to develop our curriculum across the four contexts for learning. Literacy, Numeracy and Health and Wellbeing planners have been implemented into practice and from informal observations and through professional dialogue it appears that Literacy Across Learning and Health and Wellbeing across the four contexts are strengths across the campus. Use of the four stage model is indicating children are making good progress based on prior learning in literacy over the course of this academic session. The four stage tracking model as part of the learning gauntlet allows learners to see what progress may look like, this is particularly evident in Writing. Learning pathways are based on Experiences and Outcomes, Benchmarks and skills are identified within Science. The new curricular structures for Science and Social Studies afford further opportunities for personalisation and choice as there is increased flexibility to select relevant and motivational contexts. Teachers now evaluate their planning alongside the Headteacher against the principles for curriculum design. Planning indicates that in most classes, learners benefit from a	Ensure that children make progress between academic years (P.3-4 and P.5-6) in particular. There is a need to consider how we robustly assess children's progress in Numeracy and Maths as at Second level clear gaps in learning continue to emerge, which have a negative impact on children's perceptions on themselves as learners. Implement Bump-It-Up Walls for Writing and consider further approaches, which may make learning visible. Refresh our curriculum rationale; stakeholder consultation is complete. Continue to evaluate planning and learner pathways against the Principles for Curriculum design as well as HGIOS 4 QI 2.2 Further implementation and review of curricular structures from session 2019/20. Implementation of curriculum structures for PE, Drama, Music and Technologies (Digital Literacy in particular). Further development of curriculum in Modern Languages and Dance.	

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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? *(Include evidence of impact.)*	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	broad and suitably weighted curriculum. Curriculum planning is not in place for all curricular areas.. This session approaches and structures for PE, Health and Wellbeing, Drama, Music and Technologies have been developed. We need to review our approaches to wider achievement and tracking skills given changes which come from COVID pandemic.	Consider how we can engage in Wider Achievement and profile our skills given easing of COVID restrictions. Provide additional training and resources to develop our approaches to support digital literacy.	
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	Due to COVID-19 our approaches and plans for target setting, reporting and curriculum newsletters have been impacted. We have considered what our approach would be on an annual basis and shared this with Parent Council members. The proforma and explanations were well received. Given our inability to continue with Soft Starts, Brew and Blether and Celebration of Learning assemblies we have developed the use of our closed Facebook page to showcase our children's learning and achievements in school. As previously mentioned our partnerships as part of our wider experiences programme has been signficiantly impacted by the COVID-19 pandemic. Visitors from the local community come into school to support our curriculum development.	Ensure target setting, Parents' Evenings and curricular newsletters are taken forward as planned. Review our approaches to parental engagement and involvement to ensure this has a positive impact on learners. Personal Learning Plans will be developed and alongside soft starts, information sessions should be introduced or reintroduced. Reestablish community involvement across work, life and ethos of the school.	

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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	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.)
		How are you using pupil equity funding to improve outcomes for learners?	
School Priority 1 **Curriculum Innovation Across the Four Contexts for Learning** **NIF Priority** *1. Placing the human rights and needs of every child and young person at the centre of education.* *2. Improvement in children and young people's health and wellbeing.* *4. Improvement in skills and sustained, positive school-leaver destinations for all young people* **NIF Driver** - School and ELC leadership, - Teacher and practitioner professionalism - Curriculum and assessment **HGIOS?4** **2.2 Curriculum,** **2.3 Learning, Teaching and Assessment,** **3.3 Increasing Creativity and Employability.**	To improve the quality of learning and teaching through a range of strategic approaches to developing/ improving pedagogy. To have a school policy for Digital Learning, teaching and assessment. To develop staff skill and capacity to deliver digital literacy. To improve learners' skills in relation to digital literacy. To equip all learners with enhanced skills for life, learning and work.	**CURRICULUM PEDAGOGY** - Build the use of play based pedagogy across Early Years and Learning Centre. Provide staff training, resource set up, implementation and review of impact. (PEF Plan link) - Review planning, learning, teaching and assessment approaches within Learning Centre to reflect emphasis on skills and learning through play. **DIGITAL TECHNOLOGIES/LITERACY** - Progress with our approaches to developing our response to the Scottish Government's National digital learning and teaching policy. (Evaluation of resources, audit of existing skills and practice, resourcing, CLPL programme/sessions, implementation and evaluation). (PEF Plan link) **WIDER ACHIEVEMENTS** - Re-introduce 'wider experiences' type programme aligned to skills (either Skills 4.0 or .Career Standards). - Consider how to profile achievements and skills within PLPs. - Develop a system to track children's skills and achievements. - Provide targeted approaches to support children who 'are at risk of missing out' on wider achievements. (PEF Plan link)	**RESPONSIBLE PERSON:** Louise McQuat (PT ASL) **Time Allocations:** Learning Centre Management time. (0.3fte/week), PEF Cover for Early Level staff. **Funding:** NA as resources were purchased last session. **Expected Completion Date:** - **Play Pedagogy** – evaluation May 2023, - **Planning and Assessment implementation** from October 2022 onwards. **RESPONSIBLE PERSON:** Joanne Wallace (PT), and staff working group. **Time Allocations:** From management time 1.5 hours/week time Mondays 8.55 – 10.25am. **Funding:** £10, 000. **Expected Completion Date:** December 2022. **RESPONSIBLE PERSON:** Louise McQuat (PT ASL), Jillian Johnstone and Sophie Hannah. **Time Allocations:** From PEF resources terms 1/2. (0.4fte Health and Wellbeing). **Funding:** Consider sustainable options and budget proposal to be returned. **Expected completion dates:** - New proposal (September 2022), - Initial blocks complete (December 2022), - Evaluation (January 2023), - Refine programme with final evaluation (May 2023). DHT to provide targeted approaches.

	To embed children's rights in our ethos and culture through engagement with Rights, Respecting Schools programme. To achieve the Bronze Award as a minimum and be considered, 'Rights Committed.'	**RIGHTS RESPECTING SCHOOLS** - Register for Rights Respecting Schools Award. - Staff will be aware of the three strands, Rights Respecting Schools Awards Journey and UNCRC. - Rights Action Group will be formed which involves pupils, parents and staff. - Pupil and staff questionnaires will be administered. - RAG group will rate existing practice using RAG Ratings to prioritise next steps. - Compile Action plan for Silver. - Apply for Bronze Award. - Act on action plan for Silver Award. **HEALTH AND WELLBEING** - Consider whole school approach to emotional literacy. -Provide training on restorative approaches for all staff. - Build on work of wellbeing indicators as part of assemblies and work, life and ethos of the school. -Continue to build on targeted approaches to Health and Wellbeing interventions with a specific focus on impact.	**RESPONSIBLE PERSON:** Lead to be sought in August 2022 when all staff are in post. **Time Allocation:** From management time 1.5 hours/week (Monday afternoons). 3x collegiate sessions. **Funding:** NA until evaluation complete. **Expected completion date:** Bronze Award to be achieved by April 2023.
School Priority 2 **Getting It Right for All Learners** **NIF Priority** - - Improvement in children and young people's health and wellbeing - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in attainment, particularly in literacy and numeracy. **NIF Driver** School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and	To ensure all practitioners are confident about making professional assessment judgements and there is improved validity and reliability of assessment data 3-18	**Assessment and Moderation** - In school QAMSO meeting with SLT. - Generate a whole school policy on learning, teaching and assessment. - QAMSO representation at cluster moderation group. - Teachers to attend local authority moderation training. - Participation in cluster writing moderation. - Provide opportunities for Nursery/Primary moderation at Early level. - Consider merit in rich assessment tasks to include benchmarks beyond literacy and numeracy. - Strategic assessment overview to be completed three times per year and shared with all staff. - Leadership training and implementation of Tableau to support data analysis.	**RESPONSIBLE PERSON:** Lead to be sought in August 2022 when all staff are in post. **Time Allocation:** From management time 1.5 hours/week (Monday afternoons). In-Service days x 2. **Funding:** NA as cluster engagement covered through central budget. **Expected completion date:** February In-Service days.

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engagement Curriculum and assessment School and ELC improvement Performance information **HGIOS?4** **2.3 Learning, Teaching and Assessment,** **2.4 Personalised Support,** **2.5 Family Learning,** **3.2 Raising Attainment and Achievement**	To develop staff skill and confidence in formative assessment, which supports education through BGE (Early – Third).	- Formative assessment working group established and collegiate activities are planned to support this.	**RESPONSIBLE PERSON:** Julie Plunkett and Louise McQuat to lead. **Time Allocation:** From management time 1.5 hours/week (Monday afternoons). 2x collegiate sessions. **Funding:** No cover implications £500 professional reading/resourcing budget.. **Expected completion date:** From January 2023 until May 2023.
	To ensure all learners are empowered to achieve their full potential.	<u>**MEETING LEARNERS' NEEDS**</u> - Generation of child friendly IEPS. - Incorporate wellbeing indicators into Care Plans and Child's Plans. - Provide staff training on Sign-A-Long and TLQ interventions to support language development. - Consider our response and actions based on findings of Wood Report. - Provide further opportunities for Fastlane and CLG training. - Evaluate the quality of interventions.	**RESPONSIBLE PERSON:** Louise Mc **Time Allocation:** From management time 1.5 hours/week (Monday afternoons). 2x collegiate sessions. **Funding:** No cover implications £500 professional reading/resourcing budget.. **Expected completion date:** From January 2023 until May 2023.
	To ensure well planned high quality learning, teaching and assessment improves Numeracy outcomes for young people, 10% increase in predicted levels at First/Second level.	<u>**Raising Attainment in Numeracy**</u> - Stakeholder audit of existing practice. - Data interrogation. - Familiarisation with new Numeracy and Maths resources. - Share existing good practice collegiate event (think boards, HOTS tasks, Numicon, Nummber Talks for example). - Staff to undertake small test of change projects. - Develop our understanding of concrete, pictorial, abstract progression. - Cluster consideration of standardised assessment data. - Develop and implement a whole school approach to mental maths fluency. - Ensure all teaching staff have had DNK/CNG/Numeracy Launch pad training. - Numicon training. - Second Level Numicon Big Ideas interventions to take place. - Build programme similar to Daily Writing to support retention and application of key aspects of Numeracy and Maths. - Update First Level Maths planning to ensure it reflects the Benchmarks.	**RESPONSIBLE PERSON:** Leona Wallace (HT) with staff volunteers sought. **Time Allocation:** 2x In-Service days, Collegiate sessions and management time to secure Development Groups. **Funding:** PEF for DNK/CNG training, PEF lead teacher time and management time, £10, 000 for training and resourcing. **Expected Completion Date:** Mid project review end of May 2023.

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	To utilise and build effective approaches to parental engagement and family learning programmes, which provide opportunities for parents and carers to support their children	**Parental Engagment** - Audit practice across the local authorities/ schools. - Identify effective practice in engaging families in learning. - Plan, implement and evaluate effective practice in supporting families with parental engagement. - Identify opportunities, in collaboration with family learning lead officers, to engage with family learning and other relevant partners, to provide parental engagement programmes, which build on the existing good work of the Nursery. - Develop use of PLPs to share successes and next steps in learning with children/families.	**RESPONSIBLE PERSON:** Lead to be sought in August 2022 when all staff are in post. **Time Allocation:** From management time. 2 x collegiate sessions, In-Service Updates. **Funding:** NA until draft proposal has been established. **Expected completion date:** Projects to be implemented each term (Term ½, Term 3 and Term 4).
School Priority 3 **Sustained Implementation of Improvement and Change.** **(Consolidation of previous priorities, session 2021/22).** **NIF Priority** - Improvement in children and young people's health and wellbeing - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in attainment, particularly in literacy and numeracy. **NIF Driver** - Teacher and practitioner professionalism• Curriculum and assessment - School and ELC improvement - Performance information **HGIOS?4** **1.3 Leadership of Change**	Almost all members of the school community will know and understand our vision, values and aims Families will benefit from appropriate homework, which meets their needs and expectations. **Identified teaching staff will have skills and confidence to analyse SNSA data.** **To raise attainment in Literacy working towards 80% at First Level.** **To build all children's stamina and skills for writing (predictions at least 75%).** **To ensure all children who have achieved Second Level benefit from appropriate pace and challenge in Literacy.** **To develop staff confidence with third level literacy.**	**PRIORITY 1: VISION AND ETHOS OF THE CAMPUS** - Promote vision, values and aims. - Act on findings of Homework survey. **PRIORITY 2: IMPROVEMENTS IN LITERACY AND NUMERACY** - Develop staff skill and confidence in analysing SNSA data. - Implement Bump-It-Up walls given clear staff guidance. - Implement new reading assessments. - Evaluate impact of new reading resources. - Further implementation of writing success criteria checklists. - Full implementation of Daily Writing; consider manageable ways to provide feedback. - Develop a writing skills programme for First Level similar to Daily Writing programme for Second level. - Ensure consistent expectations for Literacy at Early level across the four stages. - Create Third level Bump-It-Up wall examples. - Implement Third Level planners for Listening and Talking and Reading. - Create Third Level Writing rubrics and success criteria checklists	**RESPONSIBLE PERSON:** Darren Andrews **Time Allocation:** From management time. **Expected completion date:** Homework October 22, May 23. **RESPONSIBLE PERSON:** Leona Wallace **Time Allocation:** In-Service time and **Funding:** NA **Expected completion date:** Completion date June 2023.

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	Most children will be able to articulate what makes a good learner in relation to the Learning Powers All staff will have an improved understanding of self-evaluation and this will lead to an improved awareness of the schools' key strengths and next steps securing capacity for improvement. **Learners will receive full 1+2 language entitlement.**	**PRIORITY 3: CONSISTENT, HIGH QUALITY LEARNING, TEACHING AND ASSESSMENT** - Further implementation of learning powers with differentiated language for Early/First and Second levels. - Create and embed a quality assurance calendar for Learning Centre, which involves all staff. - Full implementation of quality assurance calendar. - Full 1+2 implementation from August 2022.	**RESPONSIBLE PERSON:** To be identified **Time Allocation:** Management Time (Working Groups) **Funding:** NA **Expected completion date:** Completion date June 2023.

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APPENDIX 1: Attainment Summary Penninghame Progress Over Time

Primary 7

% On track or Above	June 2019 (ACEL Data)	June 2022 (ACEL Data)
Listening and Talking	79	83
Reading	50	76
Writing	31.6	74
Numeracy	45	

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