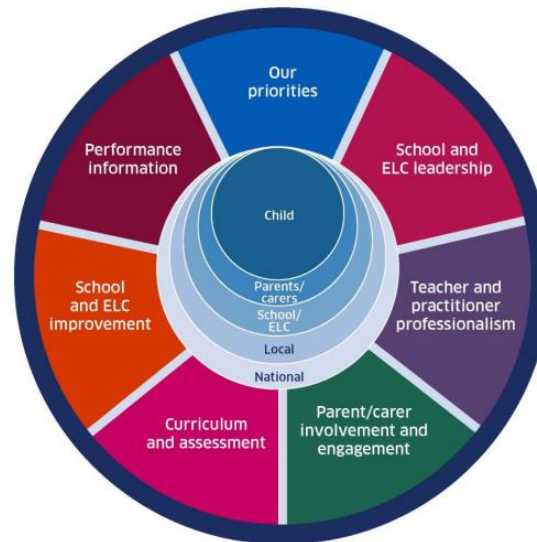**Dumfries & Galloway** COUNCIL

Education and Learning Directorate

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

(2022 - 2023)

School: Rephad Primary School and Nursery

Date: June 2022

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

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

Our Vision, Values and Aims

School Statement

Our Vision:
At Rephad Primary School and Nursery we aspire to develop every child to "be the best they can be" by providing high quality learning and teaching throughout a broad and relevant curriculum. We believe the development of the whole child to be vital.

Our Values:
We are **respectful** and **inclusive**. We promote **resilience, hard-work** and **creativity**. We have an **aspirational** learning environment.

Our Aims:
- Develop all learners' potential to the full by assisting them to overcome barriers, develop resilience and have high aspirations
- Ensure all children are included and celebrated and staff are proactive in supporting and differentiating for children as required.
- Fully engage learners, parents, staff and other appropriate agencies in the learning process from nursery through transition to secondary school
- To embed key priorities into our daily learning experiences including focussing on National and Local government agenda's such as GIRFEC, UNCRC, National Improvement Framework and D&G Development Skills Priorities
- To promote forums for children, staff and parents to share their views and to move the school forward
- Equip all learners with the skills required to take a full and active place in society
- Develop creative, interactive and meaningful experiences for children in and out of the classroom
- Recruit, retain and develop well-qualified and committed staff.

Review Date: February 2021
Review Activities: **Through a variety of surveys and discussions with children, staff and parent/carers we verified our** vision **was relevant, we developed** values **that were personal to ourselves and we created associated effective** aims **to meet our shared goals. We anticipate a review in the 2024/2025 session.**

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 To raise attainment in writing for pupils in P3-P7 by at least 8% by May 2022. **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** -Performance Information -School Improvement -Assessment of Children's Progress **HGIOS?4 / HGIOELC Qis** *QI 1.3 Leadership of Change* *QI 2.2 the Curriculum* *QI 3.2 Raising Attainment and Achievement –*	All staff (teachers and Learning Assistants) have been involved in Stephen Graham Balanced Literacy training throughout the session. This training was to support the ability to raise attainment in writing, an area that was highlighted in the school as a need. Though data shows we were achieving greater than the cluster and the authority in P1, P4 and P7 results specifically in P3, P4 and P7 were below the standard we aspired to for the school. MAY 2021 pupils on track with writing: TABLE_BELOW We also had established through discussions with staff that there was a variety of terminology and frameworks used to introduce concepts to the children which meant children were having to make connections between new and old information each session. Having common systems	Set as Priority 1 for the 22/23 SIP Continue engaging with the Stephen Graham Raising Attainment Training sessions. Further roll out the frameworks and assessment criteria being developed to support writing across the school. Continue staff discussions with WTA and LA meeting schedules. Continue to gather writing samples for reference to development. Continue cluster discussions to allow staff to discuss needs across stages and schools and to share strategies and successes.

Stage	P1	P2	P3	P4	P5	P6	P7	TOTAL
# of pupils	26	27	17	28	21	20	25	164
% of pupils	81	87	68	78	88	80	76	80
Cluster	68%			64%			67%	
D&G	69%			59%			62%	

throughout the school with key aspects for children to focus on would help consistency of practice.

Through the original training in Term 2 and a moderation meeting across the cluster it was agreed within the school that the description bubbles would be focused upon and teachers were encouraged to use the writing frameworks.

Cluster Feedback
Colleagues within the cluster met for a moderation session to discuss the descriptive bubbles and how it has impacted children's writing after the initial series of training. Some feedback from the session included the following comments:

> Some reported that children found the resource engaging and helped them with idea generation when writing description.
> The descriptive bubbles have proved an effective support for children in writing. They provide a framework to base a piece of writing around and can be used and applied across a range of text types.
> Very good, whole school approach. It is easy to follow and accessible to all children. Children who are not ready for writing can talk about descriptions eg. Give me a number sentence etc.
> Use of bubble to help structure and give ideas when asked to "add description". Some children don't know what you mean when you ask then to add description and this gives children a clear structure with a range of ideas.

Pupil feedback
During pupil discussions linked with HGIOURS the majority of children have stated that they enjoy writing now.
All children within the discussions were able to state the purpose of the Descriptive Bubbles and the elements and how to develop ideas about them. Children have stated:

> **P1:** Describing bubbles are in stories and they tell you and help.
> **P2:** We use texture for fluffly or hard, it helps you tell about something, it makes better sentences. It helps so you know what you are doing.
> **P3:** Descriptive bubbles help us and we can share the ideas on the board so you don't have to think of everything by yourself.
> Our writing is better because we have more sentences and details and

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we are writing more than we did.

P4 Descriptive bubbles have 8 words and then you say things with that bubble and you had more ideas to your writing and it helps pop ideas back into your head. We like using them.

P5: The bubbles help us write better and I can go back to them in the middle of my writing and add other ideas to make my writing better

If you are stuck about what to write the bubble give you clues when you are stuck and each thing can be a sentence or two or even a paragraph.

I used to hate writing and now I want to write at home because it is easier. You can get stories done.

I am proud of my story writing because I can use the bubbles to help me add ideas to my story.

P6: Before the bubbles we didn't know what our characters would look like or describe them and now we have far more detail in our writing.

The bubble is helpful as we can focus on detail. It makes us better writers.

The bubble is easier we have something to help us give us ideas.

P7: Bubbles have helped with thinking about different ideas, we use more describing words, it is more detailed.

We talk about our writing and then think about how to share our ideas, we get to choose what we write about.

You write more of a quantity. Layout is better.

Reader wants to read your work as description is better and it is interesting.

Enjoyable to read other people's work.

Positive views about writing will inspire better writers. Children were keen to share their work and have also enjoyed having their work recognised on the school's Tickled Pink board.

Staff feedback
All teachers have noted that they have seen a higher level of engagement with children during lessons. They are eager to share information and have taken on the concept of descriptive bubbles and are using it willingly in other pieces of writing.

Parent feedback

Due to continued COVID restrictions, parents were only able to see selected pieces of work and not the full jotter. Parents who responded to a survey stated:

> My child has said they are showing enjoyment in writing.
> The bubbles are encouraging children to take time to think about what they are writing.
> They can express themselves and develop their imagination.

As we continue to have restrictions lifted we will have more flexibility in sharing information with parents and allowing them to see first hand the progress their child is making. Further information will continue to be shared with families as the process develops.

Writing June 2022

Writing results comparison

Stage	P2	P3	P4	P5	P6	TOTAL
% of	74	68	78	88	80	80

	P3	P4	P5	P6	P7	
pupils May 2021						
	P3	**P4**	**P5**	**P6**	**P7**	
% of pupils May 2022	72	80	71	88	76	74

We have had improvements in writing and this is noted through samples gathered from children. All children have demonstrated an improvement in their writing skills. Though some children are still below level, they have improved in their overall skills within writing and can produce more competent pieces of work using the success criteria set for their needs.

We continue to develop writing criteria to allow for consistent judgement of developmental progress. This will be a priority in the new session as we have further input on the last text genres.

Some staff are using the Scope and Sequence criteria to assess writing and considering how this fits with the CfE levels at their stages. A continuum of progress would be most effective.

| **School Priority 2**
Developing Play Pedagogy/Active Learning across the school

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
-Performance Information
-School Improvement
-Assessment of Children's Progress

HGIOS?4 / HGIOELC Qis
QI 3.2 Raising Attainment and | All teaching staff and LAs have participated in CLPL sessions throughout the school session. These were a blend of authority led school led experiences. Opportunities were regularly taken with collegiate meetings and support staff meetings to discuss progress and set next steps.

P1 and P2 staff were involved with Deirdre Grogan training linked with a cluster school. They discussed aspects of retrospective planning, setting provocations and balancing child-led play-based activities and teacher led curriculum development.
Successes have involved children having opportunities to develop their ability to compromise and work with peers. Due to the needs of identified children within the room a great deal of adult input was required to facilitate successful engagement for these pupils

P3 and P4 staff participated in Inquiry Model training with Deridre Grogan. The premise was to build on play pedagogy skills of children and introduce models to offer further pupil choice in taking their learning forward through platforms such as Wonder Walls.
Staff engaged with specific theory around the process but felt due to significant amount of lockdown and trying to focus on developing literacy and numeracy skills, the children still needed time to build on the Inquiry | Across the school, staff have agreed to continue the process of engaging in play-based learning and involving children in decision making as possible within their learning environment

New staff will be joining the school and they will have opportunities to learn about the processes and implement them within their own classes.

Pupil voice will also be supported through the priority of UNCRC and embedded into planning frameworks Considerations for timetabling to allow |

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Achievement -	process and allow the teacher to support what could be a wide variety of special interests across the children and ensure adequate resources and supports were available to meet the criteria of the suggested model. Pupils in the relevant classes had multiple opportunities for choice within class through activities such as Successful Six and Smart Start and have opportunities for personal research and Sharing Time. Staff will continue to be encouraged to consider how choice and Inquiry becomes a regular part of the retrospective planning in the class. LA training was taken forward during the February inset. This was very theory based according to feedback and staff still felt that further opportunities to learn how to use deep questioning and share observations etc with teachers would be beneficial. This will happen prior to the end of this term and be implemented for the new session as relevant to the LAs role. The lack of opportunity for teachers and LAs to speak frequently is an impactor for sharing information and moving forward skills and process with children. LAs have weekly support meetings with HT/DHTand are involved in termly Learning Consultations with ASLT and CT but we continue to derive a timetable format to balance all the responsibilities as well as meet the wider needs of the school and support staff breaks. P5-P7 teachers had successes with CLPL linked to Pupil Engagement and Empowerment. A pre audit in term 1 considered the following elements: **How do we represent pupil choice??** **How do we represent Play in class?** **How can we record skills and skills development?** And from the information gathered next steps included: • a need to develop independence and initiative with groups of children • Ensuring children have a purpose to their choice and choices have a skills development-based purpose • Developing a digital "floor Book" style of recording pupil voice across the class and sharing evidence regularly of developments of learning and skills. • Continue reading journals etc linked to engagement • Complete the Learner participation survey formulated by Educational Scotland The readings were set and discussions occurred in follow up meetings through the session allowed staff to share views, ideas and make considerations for their planning The Participation Survey was instrumental in helping us identify strengths "to a large degree" such as:	more frequent sharing between LA and CT. Continue to Develop empowerment agenda based on Education Scotland advice and in conjunction with the UNCRC work for the new session.

- Having a culture that values the views of children
- Having an awareness of the rights of the child
- Promoting and developing participation across the school and
- Having learner participation linked to our SIP

Growth Areas "to some degree" involved:
- Wider discussions about the 4 arenas of four arenas of formal curriculum; wider curriculum; decision making groups, wider community)
- Continuing to engage in research around empowerment
- Staff felt a Willingness to try different things; being flexible to change in approaches and to widen experiences. To share ideas and experiences.
- Considering how to assess this as it can be very subjective with anecdotal views

All senior staff felt the venture was positive and did make them consider how further choice was offered in class and how children became more involved in the planning process.

The learnings will continue on as staff continue to work together in a wider team for planning and focusing on skills-based learning with the children

With all 3 models staff were given opportunities to share successes, questions, concerns and discuss next steps through time allocated through the WTA. This was very beneficial as it also allowed staff to see how learning was different at various stages but also how the continuum of development was important. Skills in Primary 7 only occur with a baseline in earlier stages.

Monitoring progress meetings have involved discussions with staff and pupils about how play/empowerment has been taken forward.

Staff have adapted in various ways to meet needs of pupils at different stages and children recognise they have a voice and a choice within their classroom environment. As work begins with UNCRC needs we will further focus on how these important elements become embedded in our practice and ethos

| **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?** | *(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)*

Throughout the year we have focused on FME pupils during ASLT consultations and termly tracking meetings. All staff have access to information regarding pupils in their class to ensure they are aware of a wide variety of criteria linked with pupils. LAs have access to this information as well and achievements grids for the whole school are shared for comparison and understanding of our position. | |

• **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?**	**Achievement as of May 2022 for FME pupils:**

Stage	Sex	Standard	Standard	Standard	Standard
P1	M	On Target	Below Target	Below Target	Below Target
P1	M	Below Target	Below Target	Below Target	On Target
P1	M	Below Target	Below Target	On Target	On Target
P1	M	Below Target	Below Target	On Target	On Target
P1	M	On Target	On Target	On Target	On Target
P1	M	On Target	On Target	On Target	On Target
P1	F	On Target	On Target	On Target	On Target
P1	M	On Target	On Target	On Target	On Target
P2	M	Below Target	Below Target	Below Target	Below Target
P2	F	On Target	On Target	On Target	On Target
P2	M	On Target	On Target	On Target	On Target
P3	M	Below Target	Below Target	Below Target	Below Target
P3	M	Below Target	Below Target	Below Target	Below Target
P3	F	Below Target	Below Target	Below Target	Below Target
P3	F	On Target	Below Target	Below Target	On Target
P3	F	On Target	On Target	On Target	On Target
P3	M	On Target	On Target	On Target	On Target
P4	M	Below Target	Below Target	Below Target	Below Target
P4	M	On Target	Below Target	Below Target	Below Target
P4	F	Below Target	On Target	Below Target	Below Target
P4	F	Above Target	Above Target	Above Target	On Target
P4	M	Below Target	On Target	Below Target	On Target
P5	F	Above Target	Above Target	Above Target	Above Target
P5	M	Below Target	Below Target	Below Target	Below Target
P5	F	On Target	Below Target	Below Target	Below

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					Target
P5	M	Below Target	Below Target	Below Target	On Target
P5	M	On Target	On Target	On Target	On Target
P5	M	On Target	On Target	On Target	On Target
P5	F	On Target	On Target	On Target	On Target
P5	F	On Target	On Target	On Target	On Target
P6	M	On Target	On Target	Below Target	Below Target
P6	M	On Target	On Target	On Target	On Target
P6	F	On Target	On Target	On Target	On Target
P6	M	On Target	On Target	On Target	On Target
P6	F	On Target	On Target	On Target	On Target
P6	M	On Target	On Target	On Target	On Target
P6	M	On Target	On Target	On Target	On Target
P7	F	Below Target	Below Target	Below Target	Below Target
P7	M	Below Target	Below Target	Below Target	Below Target
P7	F	On Target	On Target	Below Target	Below Target
P7	F	On Target	Below Target	Below Target	On Target
P7	M	On Target	On Target	On Target	On Target
P7	F	On Target	On Target	On Target	On Target
P7	F	On Target	On Target	On Target	On Target
Total FME	43	14	17	19	14
Below	21%	31%	38%	43%	31%

PEF funds were directed to funding and EYSA, two part time LAs and to purchase training for staff linked to CNG, CLG, Fastlane etc. Every staff member had the opportunity to attend one of the authority led training sessions and this has allowed teaching staff to feel more confident in discussing the types of interventions their pupils could benefit from as well as considering how quality strategies could be supported across a class. This has been positive from all staff and confidence is noted in being able to identify the right intervention at the most opportune time.

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| | Due to the needs of two specific children in Primary 1, PEF allocations were redistributed for a significant amount of the year to ensure the safety and wellbeing of the two children, the pupils in their class, staff and the wider school community. Training was given to all staff linked with the children for TEAMTEACH and the Inclusion Team were also highly involved in the school to support staff, the parents involved and the identified children.

A nurture room was created term 3 to support the children and again the manning of this meant PEF funded staff were redirected to ensure safety and wellbeing. These interventions have had positive impacts on the two children and the wider class in general but the development of some specific Literacy and Numeracy targets was delayed due to readiness of children.

Sharing of information from wider supports within the authority has been more of a priority this session to help ensure we have a thorough understanding of children and the supports that may be available to meet individual needs.

Resources purchased based on the feedback back of children in various groups have been well-received. Literary resources to engage demotivated learner, non-fiction materials to motivate children to read for enjoyment and maths resources to support development of CNG based skills have all been effective.

Due to the time to engage some staff hired for PEF posts we have also been able to purchase 3 i-pads which will also support learner development through apps suggested as supporting the needs of learners. These will also be effective in allowing infants to engage more successful with SNSA assessments at early level. |

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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.*	All staff continued the process of embedding the new VVA and making them an integral part of the school ethos as well as developing the new school rationale with wider staff and the school community through formal and informal discussions with pupils and parents. Digital and in-person assemblies allowed us to share common messages and promote and recognise positive achievements All staff were involved in the various priority developments and had time for discussions in frequent WTA teaching staff meetings and weekly LA support meetings Through collegiate sessions all staff continued the opportunities to learn from others based on school based development All staff have been involved in self evaluation to inform changes required and embed process into a more regular practice Representative pupils from each class and pupil focus groups have also shared views and used HGIOURS prompts to gather feedback and views on the developments within school Senior leaders in the school meet regularly and discuss SIP targets and consider	Embed further opportunities to share growth and ideas Embed termly opportunities of LAs to attend teaching staff meetings and give time back as it meets the need of school Continue to find ways to gather self evaluation evidence against the HMIe QIs to ensure it is timely and responsive Involve wider staff in wider leadership opportunities as pressures of COVID are lifting Continue to consider effective ways to gather information from parent/carers as engagement in surveys is limited.	4

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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
	adaptations required Senior leaders continue to consider the skills and abilites of staff in taking forward initiatives Teacher empowerment is highly promoted to ensure ownership for development Opportunites for discussion were embedded into the WTA to ensure there was a balance between CLPL and views/feedback/evaluation		

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Engage in discussions around planning as a CfE level and not solely an individual class to broaden collegiate support and reinforce the development of skills progress across the levels as well as encouraging pace and challenge in a broader view.

| 2.3 Learning, Teaching and Assessment
• *Learning and engagement*
• *Quality of teaching*
• *Effective use of assessment*
• *Planning, tracking and monitoring.* | All teaching staff continue to plan opportunities to discuss teaching and learning strategies to ensure relevant and consitent approaches across the school

All teaching staff were involved in the process of monitoring schedule discussions and sharing results with wider staff

All staff promote a vareity of teaching and learning strategies to engage learners using AifL, outdoors, digital, multiple intelligences, pupil choice and differentiation

All pupils are celebrated and recognised as often as possible and when signifcant events have taken place.

An assessment timetable has allowed staff to gatehr specific evidence of learner development throughout the session and this will be passed onto new teachers

All teaching staff are aware of the need to embed learning intentions and success criteria into daily lessons.

All teachers promote opportunities to share pupil voice regulalry

An expectations profile has helped develop consistency of expereinces on a daily, weekly, termly and annual process for each group of learners.

All teachers are aware of the speicifc data for the school and their stage and continue to consider how this information can help them plan for learners. | Further adapt tracking data to embed prediction and pace of growth between the 4 stages processes for learners who are delayed

Further develop key criteria for identifying 4 stages of progress through cluster and school input and using authority provided resources to ensure consistency of understanding

Begin process of class observations linked to Stephen Graham priorities as restrictions further lift

Enable process of peer observations to share good practice

Continue to consider how to effectively involve parents and learners in the planning and target process

Continue to promote the use of higher order questioning to further develop comprehension of reading across the school

Continue to promote play/enquiry/empowerment process as a former school priority

Embed UNCRC across the school within all curricular areas

Support early career teachers in developing and establishing effective skills for teaching, identifying pupil strength and having a knowledge of the resources and supports available to them,. | 4 |

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	SNSA was used as a diagnostic assessment for P4 and P7 early in the session and P1s were given time to develop skills to ensure the SNSA was giving us useful information to pass onto P2 teachers for the new session Tracking data has been adapted to view pace over sessions Engage in discussions around planning as a CfE level and not solely an individual class to broaden collegiate support and reinforce the development of skills progress across the levels as well as encouraging pace and challenge in a broader view.		
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	SMT regualry explore data and ensure the context for individual children is understood and responded to as required. Information is shared with relevant school staff A more robust system to track ASN children is developed and will be maintained and monitored SEEMIS is used to track information and communication sheets ensure triangulation for staff linked to specific children Handover processes ensure robust handover of information at transition times including when children move from tor into the school mid year Wellbing Access on SEEMIS is monitroed biweekly by HT to respond to any relevant information Child's Plan meeting goals are followed up and monitoring of dates takes place to involve all stakeholders and keep them	Engage in authroity wide UNCRC training, audits and dvelopments as a school priority GIRFEC Refresher training to reinforce how to embed SHANARRI within school practices and promote the Traingle of need Use the Wellbeing triangle as preparation for Child's Plan meetings to gather pupil voice To continue to engage with partners to access the most relevant supports for identified children Begin to understand the premise of the Morgan Review and it's impact on school planning for ASN children Adapt to the Stages of Intervention processes within tracking to ensure consistency of support for chidlren requiring IEPs	5

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	updated as regulalry as required.		
	HWB is a key focus for all staff and vital information is shared through Child Protection procedures		
	All staff are responsive to the needs of children and are aware of any changes in behaviour and needs and inform SMY/parents as needed.		
	Staff have developed postive and effective relationships with parent/carers and are proactive in supporting children with parents as partners		
	Through pupil-view meetings, children state they are supported within school and feel they have a significant adult they can go to for support as needed.		
	The majority of children feel safe in school		
	Children have opportunities to learn about the needs of others and how equity and inclusion is important in our school lives and home lives. These take place in circle time, class social studeies lesson, assemblies and other relevant situations.		
	All staff in the school continue to promote our values and expectations and adapt experiences as needed to support specific children		
	Staff are aware of their ultimate responsibility to meet the needs of identified learners and seek support as required to involved SMT and or partner agencies		

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			4
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 (<u>for Early Learning Childcare</u>)** • *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*	All teaching staff engaged with cluster colleagues to work collegiately acorss setting and give opportunities to share and evaluate experiences All children have specific targets withing their learning for Literacy, Numeracy and HWB that are shared with families. All teaching staff participated in monitoring discussions and information from next steps and feedback was shared wider to support whole school development. Pupils wider achievements were shared within class and across the schools through displays, digital and in person assemblies. All senior teaching staff took forward the opportunity to support raising attainment was across level planning. This was most particularly successful in Second level with the P5 to P7 teachers due to the skills, abilities and needs of the children. Planning discussions with staff ensured there was a series of skills being developed commonly and differentiation took place as needed. Staff shared their ideas for taking learning forward with a follow on benefit of planning for the new session as teachers will be aware of activities and expectations children had in the previous session to help make links to	Going forward to use prediction information to specifically track pace of growth within the 4 stages of progress and not just on track and below accomplishments. To share with all staff the predication timetable and use that as part of monitoring discussions for the new session To use prediction information to track pace of development To use prediction information to differentiate children who can close the gap more significantly with their peers and those who will continue to have a gap due to specified developmental needs. To continue to track PEF specific pupils to ensure progress and attainment and account for interventions as required To adapt overall tracking document to account for Stages of Intervention and not just ASN assisted pupils To continue to support staff in meeting needs of children through in-school and authority wide training To use train trainer model to share strategies and practice Arrange more training opportunities to build	

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prior learning.

All staff involved in this planning have stated they found this positive for themselves and for the children. Being able to discuss Es and Os, benchmarks and success criteria has developed further camaraderie and and removed a sense of isolation that single stream class teachers can feel when trying to meet all areas of the curriculum.

Tracking results across stages show a need across the current P3 stage. This has been monitored throughout the year and pupils have been linked to specific in-class and LA supported strategies and interventions to continue to develop skills. These children have been impacted by two significant school lockdowns as well as having a high degree of noted diagnosed and RFA noted needs.

	L&T	Reading	Writing	Numeracy
P1	76%	76%	72%	76%
P2	77%	70%	73%	77%
P3	90%	57%	65%	79%
P4	88%	80%	72%	72%
P5	91%	79%	71%	82%
P6	92%	100%	88%	79%
P7	92%	92%	75%	83%
	74%	81%	74%	80%
	29	41	54	42

Needs across the school are tracked according to various identifying features within SEEMIS to note any trends and highlight specific areas/stages of need.

confidence in using the DNK assessments successfully to plan for learning.

Continue process of embedding values and expectations with pupils, staff and families to ensure a hightened sense of pride in our achievements.

To develop opportunities for infant staff to have wider cross level discussions to build on sharing of progression and cross stage planning

To continue to focus on current P3 age group to ensure strategies and supports in place contunue to be pormoted with the children.

To further involve families in the development of targets as restricitons lift and allow for more parent/teacher/child contact.

Using pred

	Total	Girls	%	Boys	%	FSM	SIMD	LAC	ASFL	ASN
P1	33	15	45%	18	55%	24%	45%	0%	18%	24%
P2	31	12	39%	21	61%	9%	39%	0%	50%	58%
P3	32	19	59%	13	41%	18%	50%	0%	37%	45%
P4	25	13	50%	13	50%	19%	34%	0%	34%	46%
P5	34	17	52%	17	48%	23%	58%	0%	23%	38%
P6	24	13	54%	11	46%	29%	79%	0%	12%	20%
P7	24	15	63%	10	37%	29%	33%	0%	37%	50%
		104		103						
	207		50%		50%	21%	45%	0%	29%	41%

Needs across the school are tracked according to achievement of boys and girls to note any direct trends of consider specific adaptations to meet the goals of children's learning.
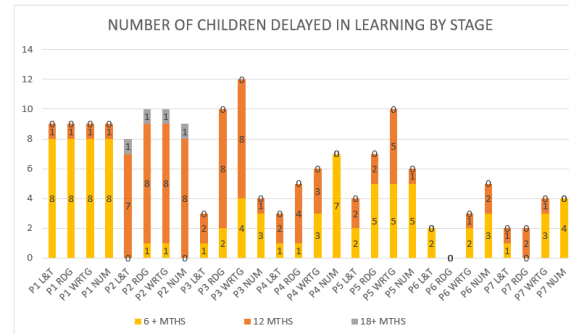
boys		L&T	Reading	Writing	Numeracy
P1		82%	66%	66%	66%
P2		89%	71%	76%	81%
P3		85%	77%	54%	77%
P4		85%	77%	77%	69%
P5		82%	76%	71%	88%
P6		82%	100%	82%	73%
P7		78%	89%	78%	78%
TOTAL		83%	78%	77%	77%

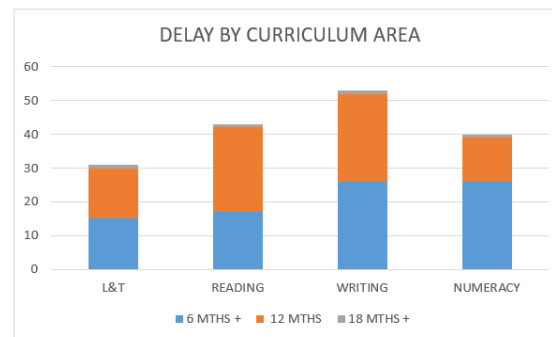| girls	L&T	Reading	Writing	Numeracy
P1	89%	87%	80%	87%
P2	73%	73%	73%	73%
P3	95%	63%	68%	79%
P4	92%	83%	75%	75%
P5	94%	88%	76%	88%
P6	100%	100%	100%	85%
P7	93%	87%	73%	87%
TOTAL	85%	83%	78%	83%

Overall, girls are achieving higher than boys but in individual areas boys are far more adept than stage related girls. Again,

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discussions occur to identify the specific children, their need and their capacity for pace of progress and development.

Predictions and

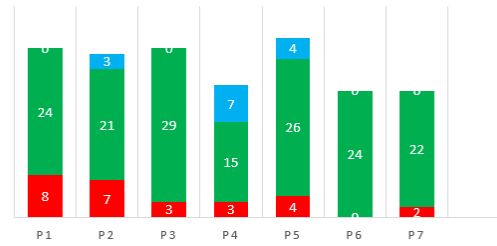NUMBER OF CHILDREN DELAYED IN LEARNING BY STAGE

Having an understanding of the delay for children and not just a below target designation helps us consider interventions and the pace that progress can be made. Discussions take place in termly monitoring meetings.
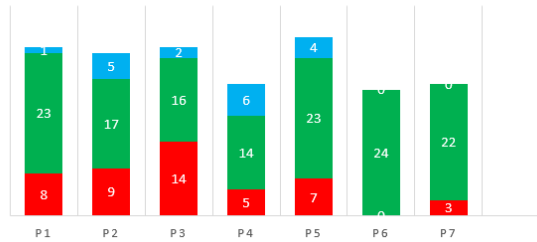

DELAY BY CURRICULUM AREA

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LISTENING AND TALKING

■ below ■ on track ■ above

	P 1	P 2	P 3	P 4	P 5	P 6	P 7
above	0	3	0	7	4	0	0
on track	24	21	29	15	26	24	22
below	8	7	3	3	4	0	2

READING

■ below ■ on track ■ above

	P 1	P 2	P 3	P 4	P 5	P 6	P 7
above	1	5	2	6	4	0	0
on track	23	17	16	14	23	24	22
below	8	9	14	5	7	0	3

WRITING

■ below ■ on track ■ above

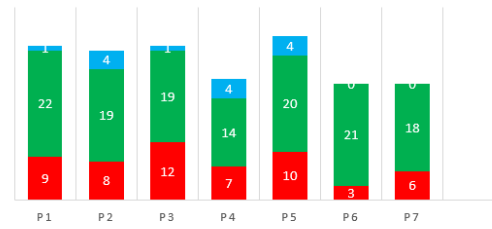|	P 1	P 2	P 3	P 4	P 5	P 6	P 7
above	1	4	1	4	4	0	0
on track	22	19	19	14	20	21	18
below	9	8	12	7	10	3	6

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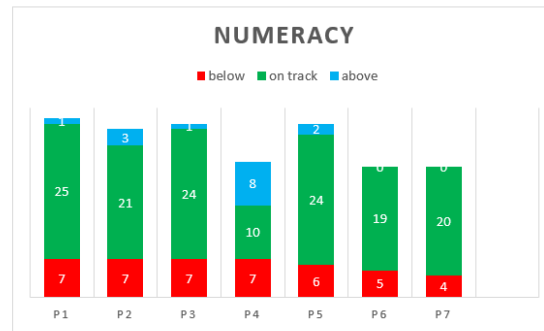**NUMERACY**

■ below ■ on track ■ above

It is also important to track CfE across the school within the key areas and not just the overall achievement of P1, p4, p7 so trends can be noted and date can be compared year on year.

Over Session 21-22, how many learners benefitted from intervention materials? How was support funded? (Source of funding/Stage of Intervention)

D&G Intervention	Total Number of Learners	Of this total, how was support primarily funded? (Number of learners)									
		Additional Support for Learning			Pupil Equity Funding			Covid-Recovery			
		Stage 2 Focussed Support Possible ASLP	Stage 3 Targeted Support Possible IEP	Stage 4 Intensive Support Probable IEP/CSP/Child Plan	Stage 1 Monitor	Stage 2 Targeted Support Possible ASLP	Stage 3 Intensive Support Possible IEP	Stage 1 Monitor	Stage 2 Targeted Support Possible ASLP	Stage 3 Intensive Support Possible IEP	None of these
Closing the Literacy Gap	5	3	0	0	0	0	2	0	0	0	0
CLG@home	0	0	0	0	0	0	0	0	0	0	0
Literacy Ladders	14	8	3	0	0	1	2	0	0	0	0
Fastlane Reading	4	3	0	0	0	1	0	0	0	0	0
Closing the Numeracy Gap	38	18	11	0	0	5	4	0	0	0	0
Numeracy Launch Pad Catch- Ups	3	2	1	0	0	0	0	0	0	0	0

Interventions have made an impact for childr3en and staff at handover time are aware of children receiving interventions for Literacy and or Numeracy as well as those who have previously been supported and now working within class to reinforce the skills developed.

All staff are aware of the need to pre-assess, monitor and post-assess interventions to understand the impact they are having and

	ensuring the right children are receiving the input to use our resources to the best means possible.	
2.2 Curriculum: Theme 3 Learning Pathways	All Senior teaching staff planned as a level and infant staff took opprotunities to discuss needs termly All teaching Staff consider the most effective supports for planning to ensure breadth, pace, challenge and pupil voice is key to planning learning expereinces. All teaching staff were involved in the process of adapting and agreeing to planning documents that were fit for purpose The majority of staff promote the use of outdoors for learning experiences in all curricular areas All teaching staff have taken opportunities to reintroduce processes to develop children's skills and experiences through wider acheivement not able to be completed due to COVID 19 restrictions P5-P7 staff and children were involved in formal and informal links with local College to further promote DYW agenda and the Circular economy All teaching staff were aware of the need to Promote the Growth Sector opportunities to reinforce our value of aspirational expereinces and transfer knowledge of skills-based learning and had palnning documents that highlight this as a key area for expereince planning	Continue process of planning as a level with senior stages Continue to develop process of planning across Early and First level for infant staff Embed use of planning documents Continue to update Curriculum pathway tracker to track breadth of curriculum coverage Continue termly monitoring meetings to discuss curriculum development across a class not specific to learner's de3velopment

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	P3 to P7 children had some opportunities for Extra curricular activities as restrictions eased within end of term 3 and into term 4 All stages had visitors to inspire children's interests and shape their career goals (e.g. Photography group, Engineering career visits, music) We continue to develop a design of a rationale that meets the needs of Rephad Primary School and Nursery	
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	The school Continued the process of embedding vision, values and motto into our communication and work with families for consitency within and out with the school environment.. An engagement calendar to balance social, fundraising and reporting events for parent/carers has been created and will be monitored termly and BE THE BEST THAT YOU CAN BE fit for purpose Some face-to-face partnerships within the community were restablished but these were into term 3 and term 4. On-line Learning Journals allowed for sharing with families but they were time consuming and limited the amount of detail that could be shared due to the uploading pace, especially for larger classed.	• Reintroduce Drop-in sessions for parent/carers to meet needs of children and view work in class • Continue to reestablish links to the wider community. • Continue to gather information from parents to understand their views and how thay can be involved and included in their child's educational journey.

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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**	**How are you using pupil equity funding to improve outcomes for learners?**	
		Key Tasks	**Planned Management of Improvement Area** (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
School Priority 1 To continue to raise attainment in writing for pupils in P3-P7 by at least 5% by May 2023 **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** -Performance Information -School Improvement -Assessment of Children's Progress **HGIOS?4 / HGIOELC Qis** *QI 1.3 Leadership of Change* *QI 2.2 the Curriculum* *QI 3.2 Raising Attainment and Achievement –*	To improve writing attainment for pupils across the school. To give teachers effective pathway of progress and skills to assess children against. To hear common vocabulary and expectations across stages. To develop common language terminology around genres and texts. To ensure pace of learning experiences.	All teaching and support staff involved in training to continue the process of developing Stephen Graham principles for and engaging children in writing activities in further genre areas. Developing clear pathways and links of progression of skills within the genres in the Stranraer Cluster writing framework and the key skill areas within the Stephen Graham Scope and Sequence papers Gather a breadth of writing evidence pre and post introduction of the frameworks To continue to celebrate writing achievements across the school and with the wider school community To have relevant moderation discussions linked to genres, skills, progression pathways within the WTA To promote the use of the Writing Frameworks introduced this session and the new ones being discussed in the new session Develop effective interventions to support pupils similar to CNG/CLG	Lead: Karen Logue HT Allocate key target times within the WTA for development and opportunities to Peer Visit and work as a Learning Community sharing successes and next steps Set opportunities for Learning Assistants to be upskilled in the processes Develop and monitor intervention timetable to support identified learners Funding training through DSM for 4 key staff members and supporting a train the trainer model to decant information Use of PEF to continue EYSA contract to support P1-P2 pupils. Continue to work as a cluster and discuss successes and next steps

		processes.	
School Priority 2 Taking forward priorities of UNCRC **NIF Priority** Improvement in children and young people's health and wellbeing Improvement in employability skills **NIF Driver** School Leadership Teacher professionalism School Improvement **HGIOS?4** 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion	A wider awareness of the UNCRC conventions and how they can be embedded into the life of the school The ability to understand how the conventions can be embedded into the learning of the day The ability to represent the UNCRC through the wider planning and successes of the school For parent/carers to have a wider understanding of the UNCRC and it's role within the school	To start the process of achieving the Bronze Award for positive actions of UNCRC To take part in training across the school for teaching and support staff To audit ourselves around the conventions and how we explore them within school To have regular opportunities to discuss UNCRC as a staff embedded into the WTA and LA support meetings. To interrogate the various aspects of planning and understand how UNCRC can be an integral part of our school life. To continue the current conversations with children in class and assembly To develop teaching points for specific conventions and engage in wider activities beyond school To use prompts such as Newsround to support children in understanding the wider world around them To continue to promote the child's voice across the school within our committees, class meetings and pupil Progress Chats.	K Logue HT– key Lead M Baird DHT - Funding for Bronze award supported by Scottish Government Funding To share termly our successes with newsletters

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