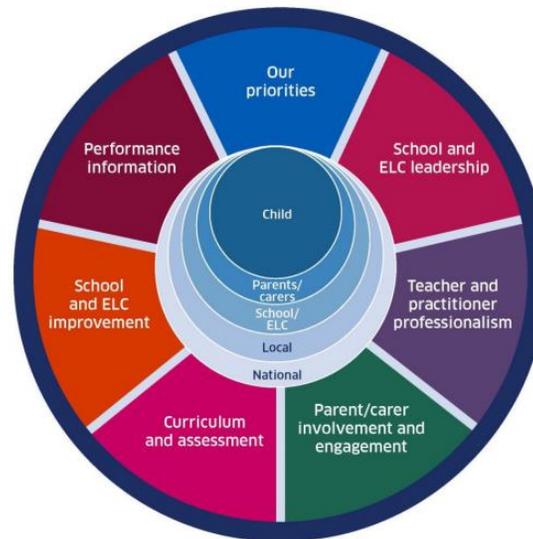


## Education and Learning Directorate

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

(2022 - 2023)



School: Sanquhar PS

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

At Sanquhar Primary school we aim to work in partnership with the whole school community to set high standards of behaviour. We aspire to deliver learning experiences of the highest quality, inspiring confidence, respect, resilience, responsibility and achievement for all. Our core values are – Happiness, Effort, Always Kind, Responsible, Teamwork. Our learners will be given the opportunity to develop responsibility for managing their own behaviour within a positive and supportive environment. We will endeavour to create an ethos where everyone is valued equally and where students and staff enjoy the right to learn, support and teach.

### Aims

- To value all pupils as individuals promoting equal opportunities in all areas.
- To build self-esteem and to create explicit opportunities for recognising achievement in all areas through encouragement and praise
- To engage parents/carers, and other agencies where appropriate, in active partnership to develop and maintain high standards of behaviour in school and the wider community.
- To develop in all learners a sense of self-discipline and an acceptance of responsibility for their own actions and the decisions they make.
- To develop in all pupils an awareness of their emotional and behavioural needs and the effect on themselves and others and build resilience for all.
- To ensure that any form of discrimination, including bullying is addressed as part of behaviour management.

**Review Date: Session 2022/23**

## 1. Vision, Values and Aims

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### Review Activities (as appropriate)

The Schools' current Vision, Values and Aims were created by the previous Head Teacher. There is no evidence the school community were involved in this. The Values have also changed since the last reporting in session 2020/21, where they were only to be reviewed again in 2023/24. We agree with the previous review that the Vision, Values and Aims need to be embedded into the life and work on the school, but since the community weren't involved in its inception it is unlikely these current VVAs are relevant and meaningful moving forwards.

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

## 2. School Improvement Progress Report

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

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

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

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

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>School and Cluster Priority 1:</b></p> <p>Improvement in Literacy, attainment by the end of the BGE.</p> <p>Within primary - Stretch aim across literacy 80% of all learners will be on track. (NIF stretch aim 86% by 2024/25)</p> <p>Within secondary - 92% of learners attain L3 (taken from NIF stretch Aim) by the end of S3.</p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b> School leadership, teacher</p>	<p>While the school's existing data suggests the need to focus on Literacy as an improvement priority, the school community were not involved in the process in having the priority shared, the interventions needed and sharing the progress made. This information was gathered on the new Head Teacher commencing their role in May 2022.</p> <p>A number of planned activities were not carried out in reference to the Improvement Priority:</p> <ul style="list-style-type: none"> <li>- Parent's meetings and Reporting</li> <li>- Parent Consultation and Café Conversations</li> <li>- Moderation/Professional Dialogue sessions</li> <li>- PEF 0.5 funded intervention teacher (Although Learning Assistant was employed to target threshold children and this has had a positive impact)</li> <li>- Literacy Level Partnerships</li> <li>- Teaching staff attainment meetings and assessment evidence discussions</li> </ul> <p>This cluster priority, while understandable has not been carried out in a meaningful manner. Covid and timetabling has not allowed the cluster to meet together at any point. All meetings have been virtual, including Stephen Graham inputs, which although worthwhile, were deemed as quite distracting due to the length and nature of the input.</p>	<ul style="list-style-type: none"> <li>- To carry out Stephen Graham inputs (4) as part of WTA</li> <li>- A more robust method</li> <li>- A clearer aim needed (More SMART)</li> <li>- A tracking format to record assessments, interventions, diagnosis and environmental factors.</li> <li>- Look at other opportunities for writing.</li> <li>- Clear assessment gathering across the school (Planned, collected, analysed and shared)</li> </ul>

<p>professionalism, parental engagement, assessment of children's progress and performance information.</p> <p><b>HGIOS? 4 / HGIOELC? Qis</b></p> <p>1.2, 1.3, 1.5, 2.2, 2.3, 3.2</p>	<p>On discussions with staff, pupils and parents the Stephen Graham approach has a usable structure, but grammar and individuality for the more creative writers has been restricted. Learning across the curriculum (For example a class doing the Vikings and researching this topic area to be able to explore and write about it) writing opportunities were limited due to following the program. Teachers would like a bit more flexibility with this.</p> <p>SNSA data on end of level assessment:  P1 Literacy 100% (1 child on individual milestones, not assessed)  P4 Reading 71.4% Writing 57.1%  P7 Reading 85% Writing 85%</p> <p>Professional Judgements:  P1 Reading 79.2% Writing 58.3%  P4 Reading 68.8% Writing 68.8%  P7 Reading 65% Writing 65%</p> <p>Since commencing as Head Teacher, there has been a marked improvement with attainment in Literacy, but this is due to the work done on staff understanding how to make better judgements against the benchmarks and assessment evidence gathered. Some changes can be accounted for with the Learning Assistant interventions. The SNSA data has been used to interrogate our own views and provide an extra opportunity to discuss anomalies within the results.</p>	
<p><b>School Priority 2:</b>  Develop culture of growth mindset and learning powers across the school to develop an ethos of learning to learn/metacognition.</p> <p>Development of high quality Personalised Learning Profiles which accurately reflect significant attainment and achievement in all aspects of a young person's life</p> <p><b>NIF Priority</b></p>	<p>There has been limited progress with this improvement priority. The positive impact is also hard to judge as the work on Growth mindset and learning powers was done by the previous Head Teacher with virtual videos passed onto the class teachers to share with the classes. Until coming into post, there have been no live gatherings (Assemblies), the children have been unable to articulate a Growth mindset, although some classes have worked hard to establish the learning powers that needs consistency across the school.</p> <p>A number of planned activities were not carried out in reference to the Improvement Priority:</p> <ul style="list-style-type: none"> <li>- Community knowledge of Growth Mindset shared through CLPL sessions, assemblies and presentations.</li> <li>- Pupil Council to work with all stakeholders to identify Sanquhar Learning Powers.</li> <li>- Working parties to be created (PLPs, Assessment)</li> </ul>	<ul style="list-style-type: none"> <li>- Change of physical PLPs to a digital version to reduce workload for staff, but give a clearer picture of where children are in their learning at the time. This will also allow feedback to be linked to the learning, which could come from the child, teacher, peer or family member.</li> <li>- Re-visit VVAs and UNCRC to refocus community on resilience and self-regulation techniques.</li> </ul>

<p>Improvement in children's and young people's health and wellbeing. Improvement in employability skills.</p> <p><b>NIF Driver</b> Assessment of Children's Progress and Parental Engagement</p> <p><b>HGIOS? 4 / HGIOELC? Qis</b> 2.4 - Personalised Support 3.2 - Raising Attainment and Achievement 3.3 – Increasing Creativity and Employability</p>	<p>Moving forward, it is important we look at how we engage with our families in terms of sharing learning and valuing these experiences. The approach to Growth Mindset needs to sit alongside our community created Vision, Values and Aims. The PLPs, while there is worth in this process needs to move into the 21<sup>st</sup> Century and with a recent PEF investment in digital devices which can record, share learning and give feedback this will do exactly what had been planned with the PLPs. The work on a tracking tool has made very little to no progress, so this will need to be revisited in the coming session.</p>	
<p><b>2.1.1 Report on the impact of PEF</b> <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</li> <li>• How well are you removing barriers to learning and ensuring equity for all?</li> </ul>	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <ul style="list-style-type: none"> <li>- PEF used for Nurture teacher who has worked with groups across the school. Due to staff absences and Nurture Teacher absence there has not been a consistent approach used. Boxall scores and discussions with class teachers helped identify children for nurture while also taking into consideration their environmental context.</li> <li>- PEF used for Learning Assistants to carry out Literacy and Numeracy interventions with threshold children.</li> <li>- A high amount of PEF not spent, but new HT has used underspend to support priorities for next session as well as giving opportunities for success with our current priorities (Digital devices and reading resources purchased).</li> </ul>	

Summary of Key Strengths and Areas for Improvement – As a new Head Teacher and having only been in post 8 weeks, with limited evidence for the Quality Indicators, I have used my judgement, attainment data and last year's information. I have highlighted in green information from last year that still needs to be the focus.

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<b>1.3 Leadership of Change</b> <ul style="list-style-type: none"> <li><i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li><i>Strategic planning for continuous improvement</i></li> <li><i>Implementing improvement and change.</i></li> </ul>	<p>The Vision, values and aims reflect social, economic and cultural factors of the schools community, but have not been embedded and the community has not been involved in the process. Not a single member of staff, child or parent could share what our values are. This will be a priority for the new session (Written by new Head Teacher)</p> <p>Improving outcomes for all learners is the central focus of strategic planning, although this process needs to be more consistent across the school.</p> <p>Senior leaders create opportunities for staff to take on leadership roles, but this has had a limited impact due to staff absence. Priorities address key national and local educational priorities. Staff have been given the knowledge, skills and resources required to implement change and some staff are committed to change. Action is taken to address any problems or barriers which impact on progress towards improvement targets. Time is protected for professional dialogue, collegiate learning and self-evaluation. A range of data and information is used to assess the impact of change, eg attainment data, lesson observations, stakeholder surveys. This needs to be further developed to increase understanding by all stakeholders and ensure triangulation of data.</p>	<ul style="list-style-type: none"> <li>Due to Covid and mitigations implemented, senior leaders need to develop opportunities to collaborate further with staff, learners, parents and the wider community in agreeing and implementing improvement priorities and opportunities need to be created for all stakeholders to play an active role in taking these forward.</li> <li>Embed Vision, Values and Aims with all stakeholders</li> <li>Parents, partners and the wider community need opportunities to develop and understand the case for change and the planned outcomes.</li> <li>Children need further opportunities to participate in decisions about change.</li> <li>Staff, learners, parents and the wider community need to be further involved in monitoring and reviewing improvement priorities – school needs to think creatively about ways to engage all stakeholders.</li> <li>Progress towards meeting improvement targets needs to be highlighted and assessed on a regular basis throughout the school session.</li> <li>Interpretation of data needs to be further developed to ensure interpretation informs accurate teacher judgement and a robust evidence base.</li> <li>Staff to be given more opportunities to contribute to cross sector working within cluster, local authority and national level</li> </ul>	<p>Satisfactory 3</p>

## 2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p>Relationships between most staff and learners are positive and nurturing across the school and nursery. Most relationships between learners and their peers are positive and supportive. There is a culture of high expectations of achievement, attendance and behaviour and praise is regular and genuine. Positive behaviour strategies focus on reward and encouragement. In light of Covid, particular attention has been paid to demonstrating compassion and support for all learners. Most staff treat all learners fairly, equally and with respect, promoting equality of opportunity and access. Some pupils are able to express views, ask questions and challenge where appropriate, recognising and understanding how they learn best. In most classes learning resources are engaging, motivating and support learning. These resources are mostly differentiated according to the abilities and needs of learners.</p> <p>In most classes teachers make connections to prior and future learning and in some classes teachers link learning to skills for learning, life and work. Effective use is made of a variety of teaching and learning methodologies such as pairs, play based, investigative, practical, collaborative groups and whole class teaching. Increasingly, as a result of Lockdown, technology is used effectively to enhance the learning experience. The 4 part model of effective learning has begun to be embedded to develop a consistent approach in learning and teaching. In some classes pupils are involved in co-construction of leaning intention and success criteria. Some teachers discuss the outcomes of learning through plenaries. In almost all classes</p>	<ul style="list-style-type: none"> <li>• The recognition and embedding of pupil achievement needs to be developed consistently across the school to ensure that these accurately reflect significant attainment and achievement in all aspects of a young person's life and therefore value and celebrate learners' achievements</li> <li>• Reflective tools such as learning logs/portfolios need to be developed to ensure consistency and to enable learners to reflect on and review their learning.</li> <li>• Pupils need to be given increasing responsibility for their learning, success and achievements and pupils now need to have a say in determining/planning how learning will be assessed.</li> <li>• Embed Paul Dix pedagogy and Sanguhar "Respect for All" Policy</li> <li>• Opportunities for pupils to lead whole school and extra-curricular activities need to be enhanced.</li> <li>• Staff need further opportunities to share their experiences and expertise relating to learning and teaching.</li> <li>• Assessment materials need to be further developed and agreed across the school/department/cluster to support moderation.</li> <li>• Teachers need more opportunities to engage in professional dialogue about assessments.</li> <li>• Staff use benchmark data of similar schools to compare their learners'</li> </ul>	Satisfactory 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
	<p>questioning is an important and regular feature and teachers scaffold learning. In some classes appropriate use is made of support for learning staff. In some classes learning tasks and activities provide appropriate levels of challenge and differentiation is evident. Effective feedback methods have been revisited and are evident in most classes. In most classes diagnostic, formative and summative assessments are ongoing and part of day to day teaching and learning. In most classes assessment information is used to plan next stages of learning and to determine progress against a particular standard. Authority CfE tracking related to Progress and Achievement is embedded and used as a tool for professional dialogue and to record learner progress and as part of identification of need. Staff monitor regularly the progress of all learners and compare with expected performance or learning targets. In our nursery, planning is "In the Moment" and is fully responsive to children's interests and curiosities. The local authority tracking system is currently being trialled.</p>	<p>achievements to that of others.</p> <ul style="list-style-type: none"> <li>Assessment approaches need to be further developed to ensure consistency and that evidence is reliable and robust.</li> </ul>	

## 2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of statutory duties</li> <li>• Inclusion and equality</li> </ul>	<p>All staff understand their roles and responsibilities in relation to the safety of learners and we have effective procedures in place for identifying and supporting vulnerable learners. Our Respect for All policy and Anti Bullying policy has been developed and now must be shared with all stakeholders and embedded into good practice. Children receive regular praise and encouragement so that they feel valued and most are developing self-esteem and confidence. Respect and consideration for others is mutually evident between most staff and learners and most children are able to make positive choices. Wellbeing drop in sessions are in place for staff to discuss any concerns or issues around their wellbeing with the Head Teacher. Appropriate actions are put in place to address any issues. We provide targeted interventions and support for vulnerable learners. Learners receive regular praise and encouragement so that they feel valued. However, opportunities for pupil's achievements to be recognised and celebrated need to be further developed. In light of Covid restrictions we have had to review our nurture programmes, provision and tracking procedures. Our nurture provision positively impacts on our most challenging youngsters and enables them to be fully included in class. Our learners are involved in some decisions about their wellbeing, their lives and their future through IEP reviews, and learning conversations. These will be further enhanced through profiling. We have effective interventions to ensure most learners are well supported. We regularly review and evaluate the impact of these for learners. All staff have undertaken regular professional</p>	<ul style="list-style-type: none"> <li>• Events to be re-established on assembly calendar, sharing of information with all stakeholders and to raise awareness of issues around equality and diversity.</li> <li>• We need to increase stakeholder awareness of our new Respect for All policy and effective strategies to prevent and respond to bullying behaviour. Anti-bullying to become an annual focus.</li> <li>• Pupil Voice opportunities need to be re-established to enable further opportunities for self-evaluation, reflection and to ensure all learners have increased voice in decisions relating to the life and work of the school.</li> <li>• An Equality and Diversity policy needs to be developed, implemented and promoted. Awareness raising events around equality and diversity need to be held.</li> <li>• Profiling to be established and opportunities for pupil's achievement to be recognised and celebrated to be enhanced.</li> </ul>	<p>Good - 4</p>

2.2 Summary of Key Strengths and Areas for Improvement (What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.			
Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.			
Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	learning around legislation, statutory requirements and codes of practice.		
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>Attainment in literacy and numeracy</li> <li>Attainment over time</li> <li>Overall quality of learners' achievement</li> <li>Equity for all learners</li> </ul> <p><b>3.2 Securing children's progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>Progress in communication, early language, mathematics, health and wellbeing</li> <li>Children's progress over time</li> <li>Overall quality of children's achievement</li> <li>Ensuring equity for all</li> </ul>	<p><u>Attainment in Literacy and Numeracy:</u> Overall this session within Literacy most of our pupils are achieving appropriate levels of attainment in Listening and Talking. In Reading and Writing some children are attaining appropriate levels of attainment. Within Numeracy some learners are achieving appropriate levels of attainment. Please see Appendix 1 comparator of attainment data collected/measured against stage levels from May 20 – May 21.</p> <p>Our SNSA results, this year, show that most learners are making good progress.</p> <p><u>Attainment Over Time:</u> We are continuing to make use of a variety of assessments and data analysis to ensure reliable and robust triangulation of evidence. Data showing progress over time is collated and shared to inform professional dialogue. Tracking and monitoring and effective assessment approaches are used to provide attainment data which is valid and reliable. Data showing progress over time is collated at a whole school level and leads to effective interventions for those learners with the greatest need. Staff are becoming more familiar and some are more confident in making judgements about the</p>	<ul style="list-style-type: none"> <li>Staff to engage in school and cluster moderation to secure their understanding of assessment judgements</li> <li>Teachers need to increase their professional confidence in relation to achievement of a level based on rigorous, reliable and robust evidence.</li> <li>Assessment evidence needs to be gathered to enable reliable and robust judgements based on the Benchmarks.</li> <li>Further effective use of summative assessments eg SNSA to support professional judgements.</li> </ul>	Satisfactory - 3

**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
<i>children</i>	<p>progress of learners and are making use of the National Benchmarks for literacy and numeracy as standards for assessment- this needs to be further developed as a whole school/cluster approach.</p> <p>Attainment over time shows some improvement in Numeracy and some improvement in areas of Literacy. In Reading the majority of classes have shown an increase in Reading attainment. In Writing two classes show a decrease in Writing attainment and this could be a result of our new assessment toolkit. In Listening and Talking, two classes show a decline in attainment.</p> <p>In Numeracy, most classes have shown an increase in attainment.</p> <p>In our early years stages there is significant improvement this could be a result of our early intervention strategy and planned interventions within early years.</p> <p><u>Overall Quality of Learner's Achievements</u>                      Overall, our learners are successful, confident, exercise responsibility and make contributions to the life of the school, the wider community and as global citizens. Covid 19 has impacted, with the mitigations which have had to be implemented, however, on the wide range of opportunities available.</p> <p><u>Equity for all learners</u>                      We promote equity of success and achievement for all our children and young people. However, we need to put in place systems to record this. We have raised the attainment of our learners and in particular our most disadvantaged children and young people.</p> <p>Within our nursery all children experience an</p>		

## 2.2 Summary of Key Strengths and Areas for Improvement

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>environment that encourages open ended learning. They are encouraged to be creative, independent and lead their own learning. Every provision is made to ensure reliable assessment data is gathered. Targeted support planning needs to be further reviewed to meet learners needs appropriately. The achievements of school staff need to be recognised and celebrated further. Learning and various opportunities are increasingly provided to cater for all pupils interests eg each morning children are asked about their plans for the day, staff are able to initiate and set up areas accordingly to help meet the child's needs. This is then explored at the end of the session and the learning shared. Our new tracking system has been implemented and needs to be further embedded showing where children are and their next steps. This is very detailed and is a great asset for staff when planning. Child observations and focus weeks continue to allow staff to gather information through the children's interests. This is very much child led planning and our staff are able to intervene and respond appropriately. Staff meet with parents to discuss and plan next steps and it also gives the parents an opportunity to share information from home with regards to achievements and wow moments. These are collated within our PLPs which children actively discuss. Children's achievements are celebrated and displayed on our tree and parents are encouraged to post on our WOW wall things that have happened for the first time. All achievements are shared on our Facebook page.</p>	<ul style="list-style-type: none"> <li>Continue to embed local authority ELC tracking documentation.</li> </ul>	
<b>2.2 Curriculum: Theme 3 Learning Pathways</b>	<p><u>Flexible Learning Pathways</u> Our Learning pathways include progression in wider/personal achievements as well as subjects</p>	<ul style="list-style-type: none"> <li>To develop school and cluster moderation activities to ensure curriculum development leads to raised attainment</li> </ul>	



**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
	<p>very able learners. Learners are able to have conversations with an adult about their learning and next steps.</p> <p><u>Literacy and Numeracy Across Learning</u> Staff are aware of the expectations placed upon them in relation to developing literacy/numeracy (Responsibility of All) and understand the key components of literacy/numeracy and the national benchmarks associated with CfE stages. Learners are frequently asked to explain their thinking and ideas and develop skills by engaging with others in group and class discussions. Number talks this year has upskilled many pupils in this process. Learners understand how literacy/numeracy skills apply to different areas of their learning and their daily lives and some opportunities are provided to apply concepts and skills in different contexts and other curriculum areas. Numeracy is a frequently used context for developing problem-solving capabilities.</p> <p><u>Health and Wellbeing Across Learning</u> Our HWB strategy is a coherent, whole school approach, resulting in improved outcomes for learners. Staff understand the key components of HWB (mental, emotional, social and physical wellbeing). This has been a major focus this year throughout the Covid disruptions and staff have provided extensive health and wellbeing activities for learners and families at home.</p> <p>Our RSHP pedagogy has been really developed this year, with particular attention to those working</p>	<ul style="list-style-type: none"> <li>• Our school's literacy strategy needs to be developed to create a coherent, whole school approach, which results in improved attainment.</li> <li>• Across the school staff need to consistently work to agreed standards in relation to spelling, punctuation and grammar.</li> <li>• Assessment of literacy takes place across the curriculum, eg, social studies, technologies and science and interdisciplinary learning activities, however, moderation activities need to be further developed.</li> <li>• Assessment of numeracy takes place across the curriculum, eg, social studies, technologies and science and interdisciplinary learning activities, however, moderation activities need to be further developed.</li> <li>• Our tracking document needs to be revised, to ensure consistency and suitability to inform progress.</li> </ul>	

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>at 2<sup>nd</sup> Level.</p> <p>The school works closely with home link staff, health professionals, educational psychologists and active schools for health and wellbeing benefits for all.</p> <p><u>Outdoor Learning</u> The development of outdoor play opportunities has been a focus this year and we now have an appropriate and well resourced play area that links with our newly created play policy.</p>	<ul style="list-style-type: none"> <li>• Effective use of the outdoor play area needs to be established.</li> <li>• Structured programmes of outdoor education need to be developed to meet the learning needs of all children and young people. With particular attention from P4 to P7.</li> </ul>	
<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people's learning.</b></p>	<p><b>Our school values partnership working and we have developed good, open working relationships with a range of partners. We understand our local community and together with our partners are committed to making a positive contribution.</b></p> <p>However due to Covid 19 mitigations it has not, in the most part, been possible to work as closely with our partners this academic session. We have worked hard to develop our digital communication strategy to actively engage with partners particularly our parents. We have promoted parental involvement in children's learning through lockdown home learning activities, wellbeing check ins and have communicated effectively with parents, about the progress, attainment and achievement of their children through phone consultations and reporting formats. Regular, interactive Sway newsletters have been issued and the use of our school app has enhanced our facebook information. Partnerships with professional agencies including Police Scotland and health services have continued to support the school and meet individual needs. Interaction with</p>	<ul style="list-style-type: none"> <li>• To rebuild and extending our partnership working post Covid.</li> <li>• Actively involve partners and parents in the shaping of policy to determine priorities.</li> <li>• Reinstate our open door approach which welcomes parental involvement in the life and work of the school and increase levels of parental involvement in the school and engagement in their children's learning.</li> <li>• Re-establish our school's Parent Council as an influential and proactive group, which focuses on school improvement.</li> <li>• Provide opportunities for parents to experience their child's learning by reinstating and extending opportunities, eg, curriculum evenings, showcases, soft start</li> </ul>	

## 2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Sporting, arts and cultural organisations have continued and have been delivered virtually/or in person to extend learning opportunities eg P5 Glasgow School of Arts project, A' The Airs community projects, Feis Rois and Active Schools. Our partnership working enables us to increase breadth, relevance and coherence within some areas of curriculum and within some stages of the school. This ensures that for some pupils they have increased motivation, confidence and resilience. Existing partnerships enable some pupils to extend opportunities for personal achievement.</p> <p>Our partnership working with Fareshare (community food sharing) has enabled weekly checkins with our most vulnerable pupils and families, developing positive home school relationships which are built on mutual trust and respect and which also safeguard our youngsters and ensure their welfare needs are being met.</p>		

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

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

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

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p><b>School Priority 1</b> Increase attainment in all curricular areas for pupils exiting Levels (P1, 4 &amp; 7) (Aiming towards 70%, but building towards the D&amp;G stretch aim of 85%)</p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b> Teacher Professionalism Assessment of Children's Progress Performance Information</p> <p><b>HGIOS?4 / HGIOELC Qis 2.2, 2.3 and 3.2</b></p>	<p><u>Learning and Quality of Teaching</u></p> <p>Teachers will be able to access an up-to-date range of resources to support each child in their class. Support will be provided to all teachers to improve their practice.</p>	<p>Create consistent format to observe Learning and Teaching linking to context and HGIOS4.</p> <p>Use of observations to target CLPL for whole school and identify support for individuals.</p> <p>Provide CLPL for new numeracy resources.</p> <p>Attainment discussions involving sharing planning, assessment and next steps (Including targeted intervention).</p> <p>PEF PT to support Learning and Teaching in the Early Years.</p>	<p><u>Previous PEF Allocation</u> In June 2022 it was decided that the remaining PEF balance would be used to support 2022/23 priorities. Numicon and Active Heinemann Maths resources have been purchased. Reading books have also been bought to supplement existing schemes. £6000 has been spent in total.</p> <p><u>Start of Session</u> Discussion of current planning formats from written to digital. Sharing new resources and how to be utilized (August 22 Inset - Head Teacher)</p> <p>Sharing format for observations and how this information will be shared. (Curriculum Development 1 – Head Teacher)</p> <p>PEF PT Hired (September 22)</p> <p><u>During Session</u> Observations over the session (Termly, SLT and Peers) Attainment Meetings (Termly, Head Teacher)</p> <p>SNSAs completed (P4 and 7 by Dec</p>

			<p>22 and P1 by March 23) and used to challenge professional judgements, school assessments and evidence collected.</p> <p><u>End of Session</u> Review existing practices, create snapshot of attainment for D&amp;G and compare with attainment data from previous year.</p> <p><b>PEF Spend: Principal Teacher (£5000)</b></p>
	<p><u>Planning, tracking and Monitoring</u></p> <p>Teachers will be able to collect, analyze and discuss meaningful data to make interventions to support each learner.</p>	<p>Creation of a consistent tracker from Early Years to Second Level (Use of D&amp;G format)</p> <p>Tracker used, adapted and reviewed continuously to find what works best for staff and gives a fuller picture of each child and their story.</p>	<p><u>Start of Session</u> We will share examples of usable trackers and decide what needs to</p> <p><u>During Session</u> Staff to keep trackers updated throughout session (SLT, ASN and Class Teachers)</p> <p>Trackers to be used for attainment meetings and updating 'Progress and Achievement'. Interventions made where required (SLT, ASN and Class Teachers)</p> <p><u>End of Session</u> Trackers to be used for transition discussions with next teacher.</p> <p>Tracker to be evaluated (June 22 – All teaching staff)</p>
	<p><u>Effective use of Assessment</u></p> <p>Evidence gathered on each child will give a clear picture of a child's strengths and areas to develop.</p>	<p>Consistent Numeracy and Literacy Assessments recorded on Tracker. Carried out throughout the session.</p> <p>Assessment calendar shared with teachers at start of session and expectations of these assessments.</p> <p>Transition of less physical written evidence and more digital forms of</p>	<p><u>Start of Session</u> Reading, writing, T&amp;L and Numeracy data will be discussed and will decide what will be used to collect and how it will be recorded on the created tracker. (August 22 Inset - Teaching staff, led by Head Teacher)</p> <p><u>During Session</u> Timeline of assessment data capture</p>

		capture.	shared with staff with termly expectations.  Assessment evidence to be discussed at attainment meetings once a term with progress and achieve updated regularly.  <u>End of Session</u> Teaching staff evaluation of tracker and what needs to be changed for following session.
	<p><u>Engagement with Families</u></p> <p>Children will have had a voice in assessing their work and the work of others, while parents will understand where their children are in their learning and be able to provide consistent support at home.</p>	<p>Meet the teacher, Parents Night and Reports to give insight on the child's learning and environment.</p> <p>Switch of paper PLPs to digital capture and shared more readily.</p> <p>CLPL for all staff dedicated to using Digital capture.</p> <p>Parents provided digital workshops to support access and giving feedback.</p> <p>Rebranding of Parent Council</p>	<p><u>Start of Session</u> Share WTA calendar with staff and have Parent workshops planned throughout. Parent Council to look at their role and plans moving forward.</p> <p><u>During Session</u> CLPL to support staff and families (Term 1). Staff and/or pupils lead learning sessions for parents (Term 2/3). Parent Council part of consultation.</p> <p><u>End of Session</u> D&amp;G engagement survey sent out and look at improvements from 2021/22 session (April to June 23)</p> <p><b>PEF Spend (Using underspend from 2021/22): Seesaw (£1200) and iPads (£11,000)</b></p>
<p><b>School Priority 2</b></p> <p><b>Increase a sense of belonging and participation across the school community.</b></p> <p><b>NIF Priority</b> Improvement in children and young people's health and wellbeing</p>	<p><u>Belonging</u> The Community will have ownership of our Vision, Values and Aims from creating to living them and adapting where needed. The Vision, Values and Aims will reflect our context and wider world including UNCRC.</p>	<p>Gather ideas for our Values after evaluating previous values.</p> <p>Consistent approach to understanding emotion and self-regulation (Emotion Works)</p> <p>Sign up to 'Rights Respecting School' award</p>	<p><u>Start of Session</u> Review of existing VVAs has been undertaken, evidence sharing and QI 1.3 evaluation to show need to re-visit (August 22 Inset - School Staff)</p> <p>Whole school focus on UNCRC as part of individual class ethos and decision making (Term 1 – School Staff and Children)</p>

<p><b>NIF Driver</b> School Leadership Parental Engagement</p> <p><b>HGIOS?4 / HGIOELC Qis</b> <b>1.3, 2.7</b></p>		<p>Assemblies – Focus on VVAs underpinning UNCRC</p> <p>Work with community voice groups and local graphic designer to make VVAs relevant to Sanquhar.</p> <p>Launch community decided VVAs</p>	<p><u>During Session</u></p> <p>Assemblies re-visiting UNCRC, using Emotion Works and sharing plans for our VVAs (Weekly – SLT)</p> <p>Ideas gathering and meet with parent voice (August to October 22 – Head Teacher)</p> <p>Use of local graphic designer to create VVAs that can be displayed and take into account the history and future of Sanquhar PS (October 22)</p> <p>Certificates and Awards in line with VVAs (November 22)</p> <p>Launch of VVAs with staff and pupils, shared with community (November 22)</p> <p>VVAs Celebration Event (March 23)</p> <p><u>End of Session</u></p> <p>Review of VVAs – Surveys for all stake holders, meet and discuss with staff, pupil, and parent voice (June 23 – Whole Community)</p> <p>Adaptions made and planning for further implementation in new session (June 23 – Whole Community)</p> <p><b>PEF Spend: Emotion Works (£1000)</b> <b>Fischy Music (£500)</b></p>
	<p><u>Attendance</u> Families will feel supported in improving attendance at school and understand the importance of maximizing learning time.</p>	<p>Attendance updated termly on new school tracker, which takes into account attainment. Discussions with class teachers on the impact of attendance.</p> <p>Under 80% automatically contacted by the school by letter. Phone calls made and families invited into school to</p>	<p><u>Start of Session</u> Impact of absence shared with school reports during previous session (June 22).</p> <p><u>During Session</u> Regular analysis of attendance data (Monthly - HT and Clerical staff)</p>

		<p>discuss.</p> <p>Look at patterns of absence across the stages and look at interventions to increase attendance.</p>	<p>Letters, phone calls and face to face meetings with families to provide support (HT, Clerical and SLT)</p> <p><u>End of Session</u> Review of attendance over the school session compared to previous years and across the stages (June 23 – HT)</p>
	<p><u>Transition</u> Each child should feel comfortable when moving to another stage, particularly Nursery and P7 pupils.</p>	<p>Ensure a consistent and robust form of evidence sharing</p> <p>VVAs used across the school</p> <p>Nursery pupils regularly attending assemblies with increased opportunities to visit the mainstream classes (Including PE in the gym hall)</p> <p>Transition package for those requiring extra support (Social stories, visits etc)</p> <p>PEF PT to oversee development within the Early Years.</p>	<p><u>Start of Session</u> Review of current practices for moving to next class or setting.</p> <p><u>During Session</u> Working as a cluster to make transition to secondary more effective. Identify pupils who require enhanced transition and what it entails (Term 1).</p> <p>Nursery community working in partnership with whole school and not in isolation. Play based learning between Nursery and P1 to be reviewed (Nursery Manager, PEF PT and HT).</p> <p><u>End of Session</u> Consistent process for handing over class and individual information. Use of tracker for sharing. Review process (June 22 – School Community)</p> <p><b>PEF Spend: Principal Teacher (£5000)</b></p>
	<p><u>Ownership</u> All staff and families will be part of the school community and have responsibility in making Sanquhar PS the best place to grow up and live in.</p>	<p>Increased lines of communication using digital, phone and face to face meetings.</p> <p>Community part of the School Improvement Plan (Deciding priorities) and its continuous review cycle.</p> <p>Finance Working Group</p>	<p><u>Start of Session</u> Meet with Parent Council to discuss communication with the community and their role in providing the voice of the parents. (Term 1 – HT)</p> <p>School Improvement Plan priorities shared in easy to understand format (Sway – August 22)</p>

		<p>Community invited to help support the learning experiences of all pupils.</p>	<p><u>During Session</u>            Communication Policy developed and shared with community (Term 2)</p> <p>Finance working group set up with members of the local community to understand budget spend and have a voice in this (Term 2).</p> <p>Experts invited to enrich learning experiences (Ongoing)</p> <p><u>End of Session</u>            Review VVAs and School Improvement Plan and decide priorities for the new session (Ongoing)</p> <p><b>PEF Spend (Using underspend from 2021/22): Seesaw (£1200) and iPads (£11,000)</b></p>
<p><b>School Priority 3</b></p> <p><b>Increase inclusion opportunities in meaningful learning and life experiences across the school.</b></p> <p><b>NIF Priority</b>            Closing the attainment gap between the most and least disadvantaged children and young people</p> <p><b>NIF Driver</b>            Parental Engagement            Performance Information</p> <p><b>HGIOS?4 / HGIOELC Qis</b></p>	<p><u>Restorative Approaches</u>            All children will get to share their feelings whether verbal or non-verbal to understand their actions and the actions of others.</p>	<p>Use VVAs as underpinning restorative approaches (Emotion Works to support initially)</p> <p>Measurement of how children feel – Wellbeing Webs (P4 to 7) and record on tracker</p> <p>Recording of challenging behaviour to understand patterns and provide targeted support. Individualised reward system for those not accessing whole school behaviour system.</p> <p>Use of visuals and social stories (Targeted at Nursery to P3 and ASN) to increase understanding of action and prevention in future.</p>	<p><u>Start of Session</u>            Whole staff meeting sharing benefits on behavior of meaningful VVAs. Emotion Works resource shared (Inset – All staff)</p> <p><u>During Session</u>            Wellbeing webs (Forms, termly and recorded on Tracker – Class Teacher)</p> <p>Recording of Behaviour on Excel (Ongoing – Class Teacher)</p> <p>Use of Emotion Works to understand behavior (Ongoing – Teaching Staff)</p> <p><u>End of Session</u>            Review VVAs, Emotion Works, Patterns of Behaviour Collection (June 23 – SLT)</p>

	<p><u>Inclusive Learning Environments</u> All children's needs will be taken into account and have support available in creative spaces or staff assigned. There will be opportunities for each child to be present, participating, supported and achieving.</p>	<p>Learning environment of each class decided by teacher and pupils.</p> <p>Learning environment to include 'quiet' or de-escalation spaces.</p> <p>Consistent fidget boxes available for each class</p> <p>Consistent use of visuals, social stories etc (D&amp;G)</p> <p>School bells turned off (With exception of fire alarm) and Visuals for every area of the school (Room and area identification)</p> <p>Measuring Impact of Additional Support (LAs)</p> <p>Increased 'Break out' spaces and supervision</p> <p>VVAs with associated visuals and social story</p> <p>Milestones recorded and planned digitally.</p>	<p><u>Start of Session</u> Review of Nurture and Inclusive Practices (Break out spaces, fidget toys, visuals, social stories etc) (August 22 - Whole staff, ASfL Teacher and SALT)</p> <p><u>During Session</u> ASD Friendly School (Visuals, no bells, reduced lining up) (Term 1 – Whole Community)</p> <p>Consistent Nurture spaces in class (Term 1 – Whole Staff)</p> <p>Fidget boxes (Term 1 – SLT and Pupil Council)</p> <p>Accessible break out space (Away from class) (By Term 4 – Whole staff)</p> <p>Measure impact of Learning Assistants in supporting inclusion (Ongoing – PT ASfL)</p> <p>Digital capture for developmental milestones (Ongoing – Class Teacher and ASfL)</p> <p>Measure ASN access to mainstream classroom environment with focus on participation and achievement (Ongoing – Class Teacher and ASfL)</p> <p><u>End of Session</u> Review of changes and adaptations needed for next session (June 23 – Whole Community)</p> <p><b>PEF Spend: 2 Learning Assistants (£37,500)</b></p>
	<p><u>Transitions (Particularly Nursery and Secondary)</u> A consistent approach to supporting</p>	<p>Regular Review of IEPs (At least 3 a session)</p>	<p>Previous practices reviewed at end of 2021/22 session (HT Observation only)</p>

	<p>learning and teaching across the school with an emphasis on equity providing extra and enhanced support where needed for individuals.</p>	<p>Parents and Carers treated as equal partners (Regular communication)</p> <p>Regular Meetings with all stake holders</p> <p>Consistent use of visuals and social stories for ASN children moving on to next stage (Or changes in routine)</p> <p>Skills for Life focus over attainment for ASN pupils.</p> <p>Digital evidence with excel tracker to allow smooth transition and transfer of information.</p> <p>Transition for Nursery Pupils to start with visits to the hall for assembly and PE (1<sup>st</sup> Term) and playground during break and lunch. Transition to P1 to start at earliest opportunity with P6 buddies supporting.</p> <p>Transfer of information between Nursery and designated P1 teacher to start as early as Easter. PEF PT to support with this.</p>	<p><u>Start of Session</u> Input to teaching staff on IEPs (Curriculum Development – HT and ASfL)</p> <p>IEPs up to date (August 22 – Class Teachers, ASfL Teacher and PT ASfL)</p> <p>Meet as a cluster to discuss improving transitions between primary and secondary. Identify pupils for enhanced transition. (August 22 – Cluster HTs and ASfL Teacher)</p> <p>Seek advice on up to date use of visuals D&amp;G wide (August 22 – HT)</p> <p><u>During Session</u></p> <p>IEPs shared and discussed with parent, pupils and other professionals (October 22, January 23 and May 23)</p> <p>IEP, CSP and Child’s Plan targets reviewed and updated regularly (Ongoing – Teaching Staff, SLT and</p> <p>Use of PEF Learning Assistants to support targets set on IEPs and provide life skills opportunities out with the mainstream teaching day. (Ongoing – Learning Assistants, PT ASfL and HT)</p> <p>Look at increased partnership working for P7 pupils across the cluster (Possible residential trip)</p> <p>Nursery transition (Ongoing – Nursery staff, manager, PEF PT, P1 teacher, Parents and HT)</p> <p><u>End of Session</u> Survey to parents of ASN children to see about improving transition further. Review with all other partners and their</p>
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			<p>role in reducing anxieties around transitions (June 23 – All Stake holders)</p> <p><b>PEF Spend: 2 Learning Assistants (£37,500)</b></p>
	<p><u>Children's Rights (UNCRC)</u> The children will be aware of their Rights and have a voice to challenge appropriately. The UNCRC will be embedded with our own Vision, Values and Aims (Linked to Priority 2)</p>	<p>Weekly assemblies with a UNCRC focus</p> <p>Create meaningful Vision, Values and Aims linked to UNCRC</p> <p>Sign up to Rights Respecting School Award</p> <p>Creation of meaningful Pupil Voice Groups (Pupil Council, Digital Leaders, Librarians, Eco Council and House &amp; Vice Captains)</p> <p>Creation of Peer Mediation (P6 &amp; 7) to support at transition times in school (Break and Lunch)</p>	<p><u>Start of Session</u> Re-visit UNCRC at assemblies and set tasks for classes. (Ongoing – SLT and Staff)</p> <p>Appoint House and Vice Captains (August 22 – P6/7 Teachers and Pupils)</p> <p><u>During Session</u></p> <p>Assemblies (Weekly – SLT)</p> <p>Increase Pupil Voice (Ongoing – SLT and Teachers)</p> <p>Peer Mediation (Ongoing - SLT and Pupils)</p> <p>Rights Respecting School Award (Ongoing – Whole Community)</p> <p><u>End of Session</u> Measure improvement in positive relationships across the school (Patterns of behavior) (June 22 – Teaching Staff)</p> <p>Review next steps for Rights Respecting School Award (June 23 – SLT)</p> <p>Look at creating UNCRC calendar for upcoming session (June 23 – HT)</p>