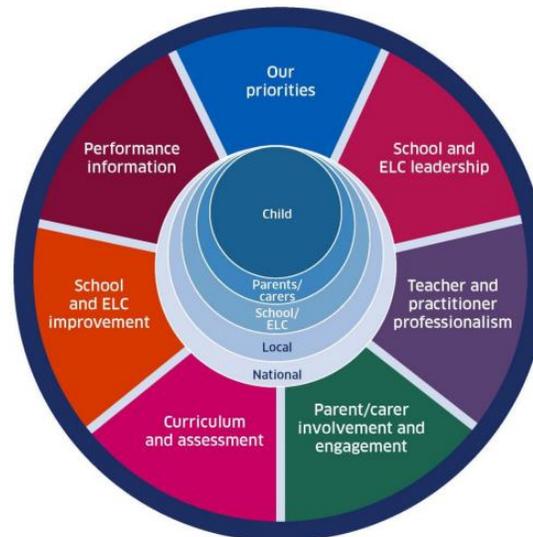


Education and Learning Directorate

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

(2022 - 2023)



School: Shawhead School

Date: May 2022

1. Vision, Values and Aims

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

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

Our Vision, Values and Aims

School Statement

Vision Statement: Shawhead Primary School aspires to make sure our learners are happy and healthy and feel safe and nurtured so they can try their best, learn actively, achieve great things and make us proud.

School Motto: Keen, Kind, Clever, Cool; that's what we are at Shawhead School.

Values:

At Shawhead Primary we value -

Friendship

Fairness

Looking after each other

Treating everyone equally

Respect - for each other and the school

Honesty

Co-operation

Being polite and considerate

To be responsible for our own actions

Being healthy

Working Hard

Aiming High

1. Vision, Values and Aims

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Aims:

We aim to enable all our children and young people to become:

Independent and Successful Learners

Caring and Responsible Citizens

Thoughtful and Confident Individuals and

Enthusiastic and Effective Contributors

Review Date: September 2021

Review Activities (as appropriate) Pupils discussed our Vision, Values and Aims during our setting up our learning environment fortnight at the start of term. We based this focus on SHANARRI and reviewed the VVAs against the wellbeing indicators to ensure our school ethos is properly reflected in the VVAs. In September 2021 the Vision, Values and Aims (VVAs) and motto were also discussed in assemblies by our Pupils. We need to engage more actively with our parents and the wider community to ensure all stakeholders are aware of and in agreement with our vision. Parents will be asked to join a working group, sent questionnaires and invited in to school as often as possible (Covid restrictions allowing) to see the vision in action. This will be actioned in September 2022. As the school is likely to be partnered with another school in the near future, VVAs will need to be revisited to help support partnership activities.

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

2. School Improvement Progress Report

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

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

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

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1 Ensuring all pupils are safe and healthy and able to progress with their learning after, and in case of further, blocks of Home Learning due to Covid-19</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver Assessment of children's progress Parental Engagement</p> <p>HGIOS?4 / HGIOELC QIs 1.4 2.2 3.2 3.3</p>	<p>All learners feel safe and nurtured at school. All pupils reported that they felt safe at school and all knew where to go for help if they need it. Shanarri self-evaluation webs show all children feel safe and nurtured at school. Almost all feel included and respected. Almost all pupils reported that people take time to listen to what they have to say.</p> <p>All learners are encouraged to be healthy and active at school. PE takes place from 9am to 9.30am from Monday to Thursday. All learners report that they get a chance to take part in regular exercise. Almost all pupils reported think the school can help them make healthy choices. E.g. Active Schools Clubs, Sports Festivals, Cross Country successes.</p> <p>All learners have been supported to close gaps in their learning due to Covid-19. <i>Learners who have received 1-1 targeted interventions have made good progress.</i></p> <p>All learners are engaged in their learning and most are making good progress in literacy, numeracy and health and wellbeing. Teachers report positive engagement in learning from all pupils.</p>	<p>We will continue to monitor learners' health and wellbeing on a termly basis.</p> <p>We will continue to facilitate time to talk.</p> <p>We will continue to monitor progress closely and close any gaps that become apparent.</p> <p>We will continue our work on exploratory and independent learning to maintain positive</p>

	<p>Everyone in the School Community feels safe and healthy. Staff report that the Covid-19 mitigations in school have helped to make them feel safer.</p>	<p>engagement with learning.</p>
<p>School Priority 2 Raise attainment in writing across the school using strategies from Developing a Balanced Reader and Writer</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver Assessment of children's progress School improvement</p> <p>HGIOS?4 / HGIOELC Qis 2.2 2.3 3.2</p>	<p>Learners across the stages are writing more regularly and for a wider range of purposes. Learners can choose to take part in Free Writing as part of their independent learning.</p> <p>Learners have a more explicit understanding of text types and the skills needed to create different text types. All second level pupils can identify a variety of text types and talk about their features. Almost all second level learners have successfully created descriptions, information reports, procedures and persuasive texts. Almost all First level learners are able to create high quality descriptions and are beginning to work on information reports.</p> <p>Some learners have experienced further challenge moving into third level to ensure continued improvement in literacy especially writing. 17% of P6-7 pupils are working at third level in writing.</p> <p><i>Focussed interventions in literacy and numeracy have ensured no children fall behind. All learners benefitting from focussed interventions in numeracy and literacy have made progress. 20% have achieved one level higher, 60% have progressed three levels and 20% have progressed 4 levels.</i></p> <p><i>Learners have been supported in their Health and Wellbeing especially in terms of Recovery and Restart due to the Covid-19 restrictions and school closure. Based on an Emotionworks input last session, pupils can access LAs for talk time and focused friendship groups. LAs report that there have been fewer playground fallouts this session. LAs report that most children have taken advantage of talk time at some point in the year.</i></p>	<p>We will timetable free writing to allow for pupils to write more regularly.</p> <p>We will continue to use the BRaW approach to teaching writing skills explicitly.</p> <p>Teaching staff will engage with 4 more sessions of CPD next session.</p> <p><i>We will continue to provide, where possible and appropriate, focused interventions for literacy and numeracy to maintain progress. (PEF funding)</i></p> <p><i>We will continue to facilitate time to talk. (PEF funding)</i></p> <p>Work on RRSA to include rights language in our Positive Behaviour Policy and to explicitly use rights when dealing with behavior/relationship issues.</p>

<p>School Priority 3 Continued development of open-ended learning and play based learning using investigative and exploratory approaches</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver Assessment of children's progress School improvement</p> <p>HGIOS?4 / HGIOELC QIs ..3</p>	<p>Learners across the stages have engaged regularly in critical and creative thinking. This is particularly apparent in Outdoor Learning where children use their meta skills to work together to solve problems. As a result, children and young people have developed increased capacity to respond and adapt to change. Class teachers report positive active engagement from almost all learners in their outdoor and independent learning.</p> <p>Learners have more ownership of their learning and so will be more engaged and motivated to improve. All pupils report that they are encouraged to learn and do their best at school. Almost all learners think that they can plan their learning and make choices about what they learn. Staff report very positive engagement with PEBL and Exploratory Learning.</p> <p>Attainment has been raised across all curricular areas. Most learners have made expected progress in literacy and numeracy.</p> <p>Learners across the stages have been involved more progressively in their learning across the stages, including using digital technologies. All learners have used digital technologies to access the curriculum. P3 - P7 all use Sumsdog maths and spelling in school and at all can access these programs at home.</p> <p>There has been a renewed focus on the four Capacities in line with the refreshed curriculum. Use of the new progression for Meta Skills from SDS shows that almost all learners are achieving at the appropriate level. This has helped us achieve our 7th Green Flag for Eco Schools, Bronze level for Rights Respecting Schools Award and bronze level in RSPB Wild Challenge.</p>	<p>We will continue to develop exploratory and independent learning to facilitate development of the meta skills for learning. This will give pupils more ownership of their learning and increase engagement.</p> <p>We will continue to embed the SDS Meta Skills in all our learning and teaching</p> <p>We will continue to monitor attainment to ensure this is raised across all areas.</p> <p>We will continue to use digital technologies to support learning across the curriculum.</p> <p>IDL planning continues to require development.</p> <p>Review of Vision, Values and aims with all stakeholders will ensure an increased understanding and confidence in the learning and teaching at Shawhead. This will be vital if the school is to be partnered.</p>
<p>School Priority 4/Cluster Priority Cluster Moderation and the development of Learning and</p>	<p><i>(Through a better understanding of CfE benchmarks, SNSA and collegiate moderation activities, teachers will:</i> <i>~ Feel confident in assessing pupils against a level.</i></p>	<p>This work has been paused due to Covid restrictions re large groups of people. It was felt that a face to face approach would be more</p>

<p>Teaching Cycle- focused on writing</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver Assessment of children's progress Teacher Professionalism HGIOS?4 / HGIOELC Qis 3.1 3.2</p>	<p>~ <i>Have raised expectation for pupils.</i></p> <p>~ <i>Be better able to identify and support pupils who may not be on track to achieve a level.)</i></p>	<p>friendly and effective than attempting this work over Teams. There are plans in place to restart this work next session. This will remain as an action point on our SIP next year.</p>
<p>School Priority 5/Cluster Priority Rights Respecting Schools Award</p> <p>NIF Priority</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education <p>NIF Driver</p> <ul style="list-style-type: none"> • Teacher and practitioner professionalism 	<p>Having worked on UNCRC from the start of term, we have achieved Bronze Level: Rights Committed level in RRSA. Pupils and staff have a fuller understanding of the UNCRC and the articles.</p>	<p>We will work towards Silver Level of RRSA. A plan is in place. We will ensure the wider school community understand the value of the UNCRC and the articles.</p>
<p>2.1.1 Report on the impact of PEF (Not required for ELC if PEF has not been used for children in the nursery.)</p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p><i>How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</i></p> <p><i>We track pupil progress across literacy and numeracy to review progression and identify needs early on. We compare data of identified groupings (SIMD,PEF, ACE, LAC) with the wider group.</i></p> <p><i>We use a range of data to verify our decisions: formative assessments, class assessments, class work, SNSA & InCAS results to inform teacher judgements on progress across and of a level.</i></p>	

for identified cohorts of children / young people?

- How rigorous is the school's approach to providing robust evidence of closing the attainment gap?
- How well are you removing barriers to learning and ensuring equity for all?

We carry out attainment meetings to track and monitor progress, review SNSA and Incas data along with other assessments. We evaluate interventions regularly and act promptly to make changes if desired outcomes are not being achieved.

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

Shawhead School has a high percentage of learners with additional needs. Each child is treated as an individual and focused support is given according to need. The purchase of additional IT resources (iPads/mifi) has helped to ensure that more pupils have an increased access to IT and appropriate programmes to support their learning. Our tracking evidences that most children access Sumdog and Mathletics to support learning at home as well as in school.

The school continues to actively engage with ways to reduce the cost of the school day for parents (100% of parents agree with this) The school subsidised the residential trip by over 60% for all learners. All families who responded to our survey said they could afford all of the things that their child needs for school and all were aware of the support they can get for this. Not all families responded to the survey (32% return) and we are aware that some of our families would have answered these questions differently.

How much progress have you made in reducing the poverty related attainment gap? What are the lessons learned?

No pupils in deciles 1&2 over P1, 4 and 7 this year. 2 pupils from P1, 4 and 7 in 17/18, 1 pupil in 18/19 and 3 in 20/21 had FSM. These children received support in reading CLG and Fastlane and made progress though didn't achieve the national expectations in CfE levels. (All these learners have identified learning needs which impact their rate of progress.)

PEF Project/spending area: CLG/CNG

Rationale: To reduce barriers to learning for those identified pupils within our tracking and monitoring system

Impact:

Pupil	PEF/*ASN	Time Scale	Intervention	Attainment level at start of intervention	Attainment level at end of intervention	Gains
Pupil A	PEF	Sept 20 - Mar 22	Fastlane	Level 19	Level 22	3 Levels
Pupil B	PEF	Sept 20 - Mar 22	Fastlane	Level 21	Level 24	3 levels
Pupil C	ASN	Sept 21 - Mar 22	Slow Writing	50% accuracy	85-90% accuracy	Reduced anxiety 40% improvement

						† in accuracy
Pupil D	ASN	Jan - Mar 22	CNG	Phase 1	Phase 4a	3 Phases
Pupil E	ASN	Sept 21 - Mar 22	CNG	Phase 4b	Phase 5a	1 Phase
Pupil E	ASN	Sept 21 - Mar 22	CLG	Level 20	Level 24	4 levels

Evaluative Comment:

This data, supported also by regular in class assessments, PM Benchmarking result, Basic Skills in Maths assessment, SNSAs for (P1,P4 and P7) and teachers' professional judgement evidences that the interventions have had a positive impact overall.

PEF Project/spending area: Health and Wellbeing - Group and Individual work

Rationale: To and support pupils to regulate and respond to their emotions and be able to talk about how they are feeling, thus improving their health and wellbeing and readiness to learn.

Impact:

Data gathered Mar 22 following bespoke interventions including Quiet Time, Friendship Groups and individual sessions based on previous Emotionworks input.

- Almost all learners report that they are confident in talking about their emotions.
- Playground supervision staff noted a reduction in the number of playground incidents that required their intervention
- Teaching staff noted an improvement in engagement with learning in class in almost all pupils.

Evaluative Comment:

The Recovery programme was undertaken from P1-P7 with positive results from both pupils and staff alike. Staff have noted that pupils are more able to talk about their emotions and feelings with increasing confidence. Learning Assistants have noted a reduction in playground incidents. We will continue to use a variety of resources including Emotionworks to develop and further support pupils. Playground supervisors and classroom-based staff will continue to monitor pupil behavior and mood.

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>1.3 Leadership of Change</p> <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<ul style="list-style-type: none"> • All staff are committed to ensuring that we achieve the highest possible standards and success for all learners. • The headteacher provides strong leadership which has enabled our school and wider community to develop, promote and sustain an inclusive and ambitious vision which underpins our continuous improvement. • The headteacher creates conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. • Staff know the community very well, they celebrate diversity and ensure that families are fully included in all aspects of the school's work. • Practitioner enquiry and creative approaches are integral to the thinking and practice of staff, pupils and partners. For example work on PEBL and exploratory learning • We protect time for professional dialogue, collegiate learning and self- 	<p>As the school roll is reducing we will become a one class school next session. This will impact on our capacity for change. Fortunately, our previous school improvement has focused on outdoor and independent learning so we will be able to continue to develop the progress we have made with these areas next session. We will continue work on Eco Flag, RRSA, Wild Challenge and reengage with Digital Schools award but will need to limit any new initiatives to protect staff and learners from overload.</p> <p>We are fortunate to have a relatively similar staff next session all of whom are leaders of change.</p> <p>Our learners are empowered and use their pupil voice well. We will be able to build on these skills next session.</p>	<p>4</p> <p>9</p>

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>evaluation, so that all members of our school community can contribute to our plans for continuous improvement.</p> <ul style="list-style-type: none"> • We monitor and evaluate the impact of changes on outcomes for learners and the work of our school. • Staff value all individuals and recognise their strengths and how these can be used across the school. • Children feel empowered to take on leadership roles. They run pupil clubs, buddy younger children and lead events in school. 		
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<ul style="list-style-type: none"> • The ethos and culture of our school reflects a commitment to children's rights and positive relationships. • Almost all our children and young people are eager and active participants who are fully engaged, resilient and interact well during activities. E.g. Outdoor learning activities, meta skills, pupil voice activities and pupil lead clubs • Learners' experiences are appropriately challenging and enjoyable and well 	<p>We need to continue with our work on Rights Respecting Schools Award to embed the language of rights into all school activities.</p>	<p>4</p>

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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>matched to their needs and interests.</p> <ul style="list-style-type: none"> • Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. • They contribute effectively to the life of the school and wider community in a range of well-planned activities. They know that their views are sought, valued and acted upon. Evidenced in survey for RRSA. • We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies. • We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. • We observe learners closely to inform appropriate and well-timed interventions and future learning. 	<p>We need to ensure we are using digital technologies as fully as we can, allowing for technical issues in school. The digital upgrade should help with this. Reengaging with Digital Schools Award will help us evaluate where we are and where we need to go with our digital learning.</p> <p>We need to embed outdoor learning, learning outdoors and independent learning systems in the school to develop the progress we have made so far. This will include work on Learning for Sustainability through Eco Schools.</p>	

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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
	<ul style="list-style-type: none"> We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. We have clear information on learners' attainment across all curriculum areas. This includes for those facing additional challenges. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners. 		
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> <i>Wellbeing</i> <i>Fulfilment of statutory duties</i> <i>Inclusion and equality</i> 	<ul style="list-style-type: none"> We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff and partners feel valued and supported. (Shanarri Webs, RRSA survey, pupil HWB survey) Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high 		5

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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>expectations.</p> <ul style="list-style-type: none"> • We consider each child and young person as an individual with his/her own needs, risks and rights. • All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best. • We understand, value and celebrate diversity and challenge discrimination. We ensure inclusion and equality leads to improved outcomes for all learners. • Staff have individualized or group educational programmes in place for those children requiring additional support. • We comply and actively engage with statutory requirements and codes of practice. 	Continued work on Rights Respecting Schools Award will emphasise the importance of wellbeing and the need for rights for all.	
3.2 Raising attainment and achievement <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> 	Attainment in Literacy and Numeracy Overall, young people are making good progress in literacy and English and numeracy and mathematics. When needed, effective interventions are put in place to support		4

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<ul style="list-style-type: none"> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>learning.</p> <p>Attainment over time Most children have performed well in literacy and numeracy over recent years, attaining appropriate Curriculum for Excellence levels. At times, the small roll of the school has included substantial numbers of children requiring additional support in their learning. However, the school has maintained positive standards of attainment in literacy and numeracy overall. Children's attainment has been enhanced by the school's practice of grouping children by the level of their progress and attainment, rather than by age.</p> <p>SNSA results 2021-2022 (These assessments were completed much earlier in the school year than usual by P4 and 7 to help staff assess levels of learning after the long session of Home Learning and the Summer holidays. In-school assessments show an improvement in all areas by March 22. Primary 1 - only two pupils so results will not be shown Primary 4: only one pupil so results will not be shown</p>		

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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>Primary 7: 8 pupils September 2021</p> <p>Reading</p> <p>Level 11+ - 2 Level 10-11 - 1 Level 9-10 - 2 Level 8-9 - 2 Level 7-8 - 1 Level 6-7 - 0 87.5% attainment average or above</p> <p>Writing</p> <p>Level 11+ -0 Level 10-11 -0 Level 9-10 - 2 Level 8-9 - 6 Level 7-8 -0 Level 6-7 - 0 100% attainment average or above</p> <p>Numeracy</p> <p>Level 11+ - 1 Level 10-11 - 1 Level 9-10 - 2 Level 8-9 - 3 Level 7-8 -1 Level 6-7 - 0 87.5% attainment average or above</p>		

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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>CfE Level data -2021 -2022 (Predictions for June 2022) Using data for the following areas: Literacy - Talking & listening, reading & writing Numeracy Health & wellbeing</p> <p>In P1 P4 & P7 - 10 pupils 5 attainment levels per pupil - 50 in total P1 expected to achieve Early level by end of P1 P4 expected to achieve 1st level by end of P4 P7 expected to achieve 2nd level by end of P7</p> <p>76% (38 out of 50) P1, P4 & P7 expected levels were achieved this session up to May 21. Across P1-7, 84.5% (93 out of 110) of pupils' attainment levels are currently on target to achieve all expected levels.</p> <p>Subject breakdown P1-7 Total : 22 pupils Literacy Listening & Talking 91% (20 out of 22) -5% Reading 86% (19 out of 22) +3% Writing 59 % (13 out of 22) - 3.5%</p>	<p>Preliminary work on Stephen Graham's BRaW explicitly teaching writing approach is showing</p>	

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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>Numeracy 82% (18 out of 22) +3%</p> <p>Health & Wellbeing 100% (22 out of 22) 0%</p> <ul style="list-style-type: none"> Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. This is supported by moderation and on-going professional dialogue. Regular tracking meetings have a clear focus on individual children's progress over time using a range of evidence. Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. As they move through their 	<p>improvements in progress in class. Continued work on this approach including further staff cpd should improve progress in writing next session</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>learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.</p> <ul style="list-style-type: none"> We have effective systems in place to promote equity of success and achievement for all our children and young people. Learning interventions are used to help fill gaps in learning for all children if needed. Children requiring additional support for their learning are making good progress and attaining well in literacy and numeracy, benefiting from the school's effective approaches to providing learning support. Children at risk of disadvantage for social and economic reasons are making improved progress as a result of enhanced, targeted support funded by the Scottish Government's Pupil Equity Fund. 	<p>Planned work on Global Citizenship as part of the Eco Schools programme will help develop our learners as global citizens.</p> <p>Continued work on PEBL and Exploratory and Independent Learning will help our learners take more responsibility for their progress in learning.</p> <p><i>Continue to use PEF funding to support:</i></p> <p>Closing The Literacy Gap Program for targeted individuals</p> <p>Fastlane for targeted individuals</p> <p>Closing The Numeracy Gap Intervention for targeted individuals</p>	
2.2 Curriculum: Theme 3	<ul style="list-style-type: none"> Learning pathways support children and 		

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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
Learning Pathways	<p>young people to build on their prior learning and ensure appropriate progression for all learners.</p> <ul style="list-style-type: none"> • Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. • We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning. • All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. • Children are given opportunities to personalise their learning in PEBL, Outdoor Learning, Exploratory Learning and independent learning task. 	<p>IDL planning to be refreshed</p> <p>Continue to develop the use of SDS Meta Skills Framework in our planning and assessment.</p> <p>Re-engage with Digital Schools Award to evaluate and improve staff use of digital technologies.</p> <p>Continue to develop Independent Learning, PEBL and Exploratory Learning to enable personalization of learning</p>	
2.7 Partnerships - Theme 3: Impact on Learners The impact of parental	<ul style="list-style-type: none"> • The Covid-19 restrictions have adversely affected our partnerships working this session and last session. We have tried very hard to keep 	<p>Covid -19 and the mitigations to keep us all safe have affected the quality and frequency our partnership working with parents. We need to develop parental engagement with in the school.</p>	

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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
involvement on improving children and young people's learning.	<p>channels of communication open with parents and families through the use of emails, newsletters, Teams/Zoom meetings, blogging etc.</p> <ul style="list-style-type: none"> • Through effective partnership working we have improved our learning provision and secured positive impacts for children, young people and families in our community. E.g. working with the Rotary Club, Youthworks, Barnados, Active Schools, support from parents for resourcing playground equipment, Business Enterprise to create Christmas decorations, wrapping paper and then delivering these to the local community in place of our Community lunches that couldn't go ahead due to the restrictions. • Parental involvement has had a positive impact on raising attainment and achievement particularly in literacy and numeracy. Most parents supported home learning well. • The head teacher regularly attends Community Council meetings to ensure 	<p>We are beginning to plan for events to re-build active engagement with the school e.g. Outdoor Education afternoon in March 2022 and will continue to try to get parents back in school next term and next session</p>	

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? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	that the school is at the heart of the local community. Supporting and receiving support from wider community members.		

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

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

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

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1 Ensuring all pupils are safe and healthy and able to progress with their learning after, and in case of further, blocks of Home Learning due to Covid-19</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver Assessment of children's progress Parental Engagement</p> <p>HGIOS?4 / HGIOELC QIs 1.4 2.2 3.2 3.3</p>	<p>All learners will feel safe and nurtured at school</p> <p>All learners will be encouraged to be healthy and active at school</p> <p>All learners will have closed any gaps in their learning due to Covid-19</p> <p>All learners will be engaged in their learning and will be achieving good progress</p> <p>Everyone in the School Community will feel respected, responsible and included at school</p>	<p>Continue to use SHANARRI self-assessment tools to monitor pupils' wellbeing</p> <p>Continue to use Emotionworks and KiVa systems to help learners talk about their emotional health and how to manage their behavior</p> <p><i>Continue to provide interventions for any learners who show gaps in learning</i></p> <p>Continue to assess progress, both formatively and summatively to identify gaps in learning</p> <p>Use Rights based language in Positive Behaviour Policy and when dealing with behavior/relationship issues as part of RRSA work towards Silver and Gold</p>	<p>Teaching staff to use SHANARRI tools with classes Aug, Oct, Dec 21 and respond to identified needs</p> <p>Learning Assistant to have time to talk to pupils informally to identify emotional needs <i>(PEF Funded)</i></p> <p>Teaching staff to use school assessments regularly to identify gaps in learning > interventions when necessary <i>(LA - PEF Funded)</i></p> <p>ASLT to assess learners and provide suitable interventions</p> <p>Agreed LA funding for Silver Level accreditation - £75 + VAT</p>

<p>School Priority 2 Raise attainment in writing across the school using strategies from Developing a Balanced Reader and Writer</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver Assessment of children's progress School improvement</p> <p>HGIOS?4 / HGIOELC Qis 2.2 2.3 3.2</p>	<p>Learners across the stages will write more regularly and for a wider range of purposes.</p> <p>Learners will have a more explicit understanding of text types and the skills needed to create different text types.</p> <p>Learners will have embedded skills for creating high quality text in a variety of text types (Stretch aim - 85% of learners will have achieved expected ACEL by June 23)</p> <p>Learners will experience further challenge moving into third level to ensure continued improvement in literacy especially writing</p> <p>Focussed interventions in literacy and numeracy will ensure no children fall behind.</p>	<p>Teaching Staff to engage in 4 sessions of CPD with Stephen Graham on teaching text types to build on previous training</p> <p>Teaching Staff to implement new strategies in class</p> <p>Teaching Staff to assess writing regularly to identify improvement and development needs</p> <p>Framework for Writing to be developed and implemented - using Local Authority guidance as a framework</p> <p><i>PEF Funded 1-1 interventions delivered by LA, supported by ASLT and CTs</i></p>	<p>Aug 22 - March 23 Approx. £25 per session per staff member to be confirmed (2x staff to be trained)</p> <p>HT and Staff - Aug 22 - June 23</p> <p>Class Teachers - August 22, November 22, February 23, May 23 as well as ongoing assessment in class</p> <p>HT and CT throughout the year - by June 23</p> <p><i>PEF funding to provide an additional 6.5 hours per week of LA time (August 22 - June 23)</i></p>
<p>School Priority 3 Preparation and planning for the change to a one class school (P1-7) to ensure progress - including continued development of open-ended learning and play based learning using investigative and exploratory approaches</p> <p>NIF Priority Improvement in attainment, particularly in literacy and</p>	<p>Learners across the stages will engage regularly in critical and creative thinking. As a result, children and young people have developed increased capacity to respond and adapt to change.</p> <p>Learners will engage in effective and progressive outdoor learning including using Eco Schools, the Climate Crisis and other projects to focus our activities.</p> <p>Learners will have more ownership of</p>	<p>We will continue to adapt the learning environment to support a more 'play-based/ exploratory' approach that will challenge and extend children's leadership of learning.</p> <p>We will continue to adapt approaches to learning and teaching outdoors to enhance approaches to learning and teaching within the classroom.</p> <p>We will work towards our 8th Green Flag plan - Litter, Global Citizenship and Climate Action (This will link with</p>	<p>Staff Development Time INSET CPD training as available</p> <p>Aug 22 - Mar 23 - staff implementation of projects</p> <p>Review progress so far in March 23</p> <p>Timeline for Eco Flag March 22 - March 24</p>

<p>numeracy Improvement in employability skills and sustained, positive school-leaver destinations for all young people Placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver Assessment of children's progress School improvement</p> <p>HGIOS?4 / HGIOELC QIs</p> <p>..3</p>	<p>their learning and so will be more engaged and motivated to improve.</p> <p>Attainment will be raised across all curricular areas.</p> <p>Learners across the stages will be involved more progressively with their learning, including using digital technologies</p> <p>There will be a renewed focus on the four Capacities in line with the refreshed curriculum. SDS Meta Skills Framework will help develop knowledge and understanding about skills for learning and be used as an assessment tool</p> <p>Review of Vision, Values and aims with all stakeholders will ensure an increased understanding and confidence in the learning and teaching at Shawhead</p>	<p>work towards RRSA silver and gold and the RSPB Wild Challenge) We will develop further ways for children to be involved in planning their learning.</p> <p>We will reengage with Digital Schools Award to evaluate our digital learning approach</p> <p>Meta Skills Framework to be included in Teachers' planning and PLPs - and used to assess progress in exploratory, independent and outdoor learning</p> <p>We will share learning approaches with parents and families to help develop an understanding of and confidence in the benefits of investigative and exploratory learning and how it works in school.</p> <p>We will review the school's Vision, Values and Aims with all stakeholders in Term 1 to include developments in learning and teaching at Shawhead</p>	<p>Pupil Voice groups to take leadership role - timetables weekly group sessions (snack and chat time)</p> <p>HT and CTs - Term 1 in staff development time</p> <p>CTs ongoing throughout the year</p> <p>Pupil groups to use Meta skills for self and peer evaluation</p> <p>HT - to arrange in person or virtual sharing learning sessions for parents and families throughout the year - as social distancing allows. (Approx. one session per term, in school time - one or two evening sessions for working parents- dates TBC)</p> <p>HT to organise working groups - staff/pupils/parents - to review and update VVAs in Term 1/2 Sept 22 - Dec 22</p>
<p>School Priority 4/Cluster Priority Cluster Moderation and the development of Learning and Teaching Cycle- focused on writing NIF Priority Improvement in attainment, particularly in literacy and</p>	<p>Through a better understanding of CfE benchmarks, SNSA and collegiate moderation activities, teachers will:</p> <ul style="list-style-type: none"> ~ Feel confident in assessing pupils against a level. ~ Have raised expectation for pupils. ~ Be better able to identify and 	<p>We will develop approaches to assessment as an ongoing part of learning and teaching, alongside planned development work to use the benchmarks in a more structured way.</p> <p>We will continue work with our Cluster colleagues on shared planning and achievement of a level dialogue.</p>	<p>Cluster HTs and QAMSOs Cluster Moderation Budget Cluster Twilight sessions and INSET Feb- May 23</p>

<p>numeracy</p> <p>NIF Driver</p> <p>Assessment of children's progress</p> <p>Teacher Professionalism</p> <p>HGIOS?4 / HGIOELC Qis</p> <p>3.1 3.2</p>	<p>support pupils who may not be on track to achieve a level.</p>		
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