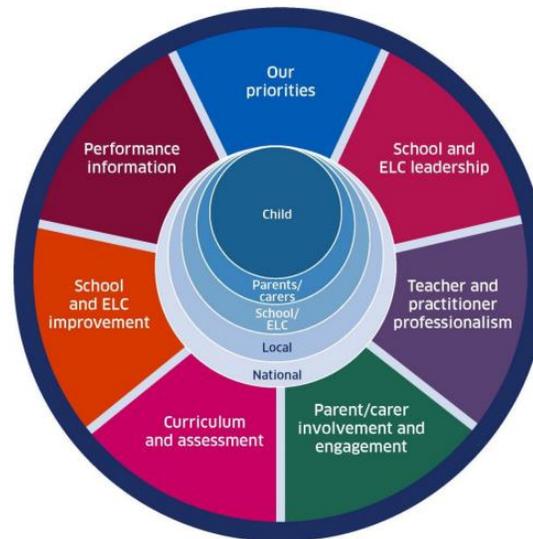


Education and Learning Directorate

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

(2022 - 2023)



School: St Andrew's R.C. Primary 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 Post COVID we went to our school community to refresh or Vision values and Aims. The following is the result of that consultation process.

School Statement

"A COMMUNITY OF FAITH AND LEARNING THAT VALUES EVERYONE FOR WHO THEY ARE AND WHAT THEY BRING."

Safe

We keep ourselves and others safe.

Family & Faith

We live our Gospel values every day.

Responsible

We care for our environment.

Respectful

We treat others the way we want to be treated.

Creative

We have the confidence to share our ideas and try new things.

Resilient

We keep going and don't give up.



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Review Date: 2021/2022 then 2024/2025

Review Activities (as appropriate)

The review this academic year took place after consultation with the children and adults in our school community, including families. These took place via Forms online with adults and face to face with our children, including Pupil Council.

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 <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
<p>School Priority 1: Improved access for all learners to appropriate school based support for learning assessment and intervention procedures when required.</p> <p>NIF Priority Improvement in attainment particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>NIF Driver School Improvement</p> <p>HGIOS? 4 / HGIOELC? Qis 2.4 3.1 3.2</p> <p>National Standard Criteria</p>	<p>School Supporting Learners Pathway implemented in school. All staff have ready access to procedures to help individual children/groups of children in terms of literacy, numeracy and health and well-being. Teaching staff have a clear, unequivocal understanding of how support for learners in school works, what assessment assistance they can expect, what interventions may follow and what they need to do to keep appropriate individual records for the children concerned. Combined with membership of the D&G Framework for Numeracy and DG Developing Balanced Literacy Teams with the associated intervention resources outlined in the 'Overview of D&G's Literacy Intervention and Professional Learning Opportunities', our school has a framework for intervention based on school and local guidance. The number of children with intervention input of some sort comes to 35. Included with these are children with the following plans:</p> <p>CSPs- 1 Child's Plans-4 IEPs-8 ASLPs-14</p> <p>The above is a significant increase in number and breadth of plans for the school as a whole but it is a much more confident representation of being in line with need.</p> <p>The plans above were decided on through a review of need and the appropriate IOC paperwork. The school is now in a more confident place in terms of the needs of children. This will only continue to be effective with regular review and target setting with families. This communication is now a key element of the limited SfL teacher time that the school is allocated. Along</p>	<p>Build on the framework's effectiveness through continued, proactive, effective communication between staff and families.</p>

	with advice on which assessments to use for a given need the SfL teacher role has been streamlined for effective use of time and best value for the children.	
<p>School Priority 2: Raising attainment in writing, especially in the middle years of primary.</p> <p>NIF Priority Improvement in attainment, particularly literacy and numeracy</p> <p>NIF Driver School Improvement</p> <p>HGIOS? 4 / HGIOELC? Qis 2.2, 2.3 and 3.2 National Standard Criteria</p>	<p>With restrictions in travel and expense, Pie Corbett writing training did not take place until the final term. All teachers understand where to get an overview of possible interventions for children with difficulties. All teaching staff know how to initiate support for learners in writing. Two teaching staff included PT have been trained in Pie Corbett writing methods in the final term.</p> <p>Any review of our writing curriculum will come on the back of this training.</p> <p>Writing is still the core area needing most focus in the middle of the school as a result of how late in the year we were able to take training.</p> <p>Although there is an increase in achievement of a level from last year, 70% of P4 children the achieved the desired level this year, there is still clearly room for improvement.</p> <p>Scottish National Standardised Assessment data for writing in P4 last year was mainly bands 6 and 7 with a range from band 3 to 9. This year 81% of P4 children were in the band 6 to and 7 range with 19% in bands 8 and above. There were no children below band 6.</p> <p>It can be interpreted that there has been some improvement in the middle of the school but work is still required.</p>	<p>Pie Corbett training will be disseminated to all remaining teaching staff by our two trained leaders in the next academic year.</p> <p>PEF entitled children in middle years of the school to be supported through PEF funded intervention.</p> <p>Moderation of writing in middle years, across schools and within.</p>
<p>School Priority 3: Roll out 'Laudato Si' School Status as a focus</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver</p>	<p>The principles of Laudato Si were introduced to staff and children. It was agreed that Laudato Si would be overarching way of describing part of our approach to looking after the environment and looking after ourselves. This is reflected in our revised Respectful and Responsible school values.</p>	<p>Laudato Si to form part of the remit of our new school award which will be successor to the Pope Francis Faith Awards. This will be action/practical based approach to faith and learning. It will be included in the SIP for the coming year.</p>

<p>HGIOS? 4 / HGIOELC? Qis</p> <p>National Standard Criteria</p>		
<p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • 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? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>PEF enabled a family of four to continue accessing education in our school after the break up of their family and their move into care. It paid for a daily taxi over a term.</p> <p>It also enabled our school to stay open for PEF children and others during the highest period of teaching staff/LA staff absence since this school opened. COVID induced to great extent and with a lack of supply staff availability, management team, cluster contracted staff and PEF contracted staff helped to keep school open for all by covering classes. This has been the most challenging aspect of any academic year since the new school came into being 13 years ago. There was an average of over one absence per day in our 7 class school over the course of the school year to this point, over 200 absences in all, just from teaching and learning assistant staff. It is often our PEF entitled children who need the consistency, comfort and nurture of our school the most. It is not to be underestimated the impact keeping the school open has had on them during a hugely difficult time for society in general and some of their families in particular.</p> <p>PEF also enabled us to supply PEF entitled children in P5 and P6 with their own laptop if they did not have one already.</p> <p>It also enabled the school to invest in appropriate literacy assessment resources so that more accurate diagnosis of literacy difficulties could be made and more appropriate next steps taken.</p> <p>Most of the PEF budget went into teacher resource enabling regular, direct one –to one or small group teaching support for key PEF entitled children. Please see examples in attainment section. An extreme example of how use such one to one teaching from a LA plus use of PEF spelling resource, enabled one PEF entitled P5 child to improve spelling in standardized SWST (Single Word Spelling Test) from 9/50 at start of the academic year to 43/50 by end of the academic year. This raw score is further highlighted by the equivalent change in standardized score from 86 to 112.</p> <p>PEF funding enabled our PEF entitled children to attend school excursions without incurring financial cost.</p>	

2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change. 	<p>School VVAs were further rationalized this academic year through a community consultation exercise. Results can be viewed at the start of this document.</p> <p>The increased levels of staff commitment to cooperative planning and development experienced during the 20/21 year continued into a full year of being in school.</p> <p>Senior leaders are guided by the needs of school community in terms of change.</p> <p>Evidence is taken from amongst other things: Monitoring and tracking Community questionnaires PRDs and PDRs Observations of practice Attainment meetings Support for Learning PEF and SIMD</p> <p>Local, national and school priorities are actively considered when planning change.</p> <p>Gospel values are evident in the way the school deals with equity and inclusiveness.</p> <p>Investment in resources to aid standardized assessment to support progress continues.</p> <p>Pupil opinions help to influence and lead change .- example of this is how they (through Pupil Council) have helped to revise the criteria against which monitoring observations of classroom</p>	<p>Extend how we put our new VVAs into action through a commitment from whole school to continue to value and raise the profile of these in school and across our local/parish community, in line with the principles of the Pope Francis Faith Award and Laudato Si, but through rationalizing them to focus on action rather than record keeping.</p> <p>Staff feeling time pressures particularly heavily especially in terms of CAT. CAT to focus on quality rather than quantity. Acknowledge the development work staff do that is not labelled CAT more clearly during PRDs PDRs etc.</p> <p>Still some work to be done understanding that practitioner enquiry should not be an add on but reflective of a more focused way of evidencing valued progress in individuals, groups or whole school and as a way to measure if interventions are actually impactful.- Time for it just to become good practice rather than 'professional enquiry'.</p>	<p>4</p> <p>6</p>

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	practice take place. These criteria are shared with all. All pupils take part in the Pupil Council over the course of each year as part of a rolling programme of participation. They drove our review of VVAs.		
2.3 Learning, Teaching and Assessment <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> 	<p>The learning environment is built on positive, nurturing and appropriately challenging relationships.</p> <p>Creativity and the chance to shine in areas (outside literacy and numeracy) that children are interested in has been important to well-being in school.</p> <p>STEM- as our cluster development, teaching staff completed STEM training through the academic year via the national SSERC training. All staff who took part reported that the development had been positive and had increased their confidence. Some quotes below: - ' I feel the SSERC meets have shown me practical examples of how STEM can be brought to life for children within the primary classroom.' -The courses have been very clear and show a natural link with STEM with topics within class.' -'The SSERC meets have allowed me to see how science can be taught in an engaging and hands on way with easily accessible resources-how experiments link to learning and seeing different ways to explore the es and os needing covered at each level.'</p> <p>Feedback to learners has continued to improve. Online feedback has become a feature of learning</p>	<p>At recommendation of the school's EO- Use of success criteria, benchmarks etc to be more evident in wall displays.</p> <p>Recognition that professional enquiry offers a way to demonstrate more clearly the difference to pupils that certain interventions make in day to day practice.</p> <p>Continue to invest in diagnostic assessment resources as they are recommended or needed. This should include Dumfries and Galloway's newly updated literacy and numeracy interventions</p> <p>Continue to review the provision for Supporting Learners in school with particular attention to outcomes of Angela Morgan's report, 'Support for Learning: All our Children and All Their Potential.'</p>	4

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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
	<p>and teaching that has continued after the pandemic.</p> <p>Outdoor spaces in school are used effectively to support learning and well-being especially through the garden and woodland areas. The development of growing, bringing on and harvesting our own crops in school has proved to be of continued and developing value to our children who choose to be part of gardening in a small way in ever increasing numbers. Children from every class group have voluntarily been involved this year, often as a break-time activity of choice.</p> <p>School developed and implemented a new, clear Support for Learning Pathway over the last year. Senior management are keeping on some of Support for Learning teacher roles going forward due to long term absence of learning support teacher and temporary replacement but also due to impending result of the review for learning support by local authority. The new approach has given us a much greater, more detailed understanding of appropriate assessment and interventions as well as a greater overview of genuine need. It has resulted in clearer paper trails for the identification, assessment and reporting on specific needs. Feedback from parents of identified children with specific needs is positive. Communication is improved. The new approach has resulted in more children receiving more focused interventions, others receiving more timely assessment interventions and in a few diagnosis for specific difficulties that may not have happened so quickly in the past.</p>		

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	<p>Observations by management of class learning and teaching continue to demonstrate:</p> <ul style="list-style-type: none"> - Most children can talk about targets/next steps in learning. - All classes consistently use success criteria to share purpose and reflect on learning. - A variety of approaches to differentiation is evident in all classes to meet need. - All teachers work with ASL and PEF funded staff to identify gaps and address need. - Individual teachers work with school management to formally share data, identify need and plan for next steps twice per year. - SNSA assessments at P4 and P7 are completed in November to enable time to address identified gaps during the same academic year. - All teachers have begun to use holistic assessments as part of planning for learning across the curriculum. - Benchmarks are used as a fundamental part of planning for learning across the whole curriculum. - Levels of pupil choice and leadership in learning are resulting in creativity and engagement for example- pupil lead activities to engage with charities as part of their Pope Francis Award activities. <p>COVID restrictions and the subsequent high staff absences have limited the professional enquiry exercises chosen to highlight the process this year due to absence induced bottlenecks in work</p>		

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	pressures.		
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> 	<p>The continued development of the school's outdoor area to encourage well-being continues through increased number of those choosing to garden/grow crops.</p> <p>The role of sporting competition and activity in supporting the building of resilience has shown its value for older pupils this year. The role of working with younger groups during the last term once COVID regulations were eased has also benefitted the same group of pupils in terms of self-esteem and how to value care skills.</p> <p>High levels of staff and pupil absence due to COVID and personal stress.</p>	<p>Build on the current high level of teacher cooperation across the school for the benefit of all, through the principles of care and respect for each other and our environment but also to highlight the real, recognized value of care skills in our children.</p> <p><i>Look for ways to take some pressure off learning and teaching without reducing quality. Value what we have more.</i></p> <p><i>Look for opportunities to reduce stress levels for children and adults.</i></p> <p><i>Build personal resilience in children and adults. Acknowledge the importance to well-being of recognizing achievement in the wider curriculum- look for new and effective ways of doing so.</i></p> <p>We will have two children who have toileting difficulties in school next academic year- request intimate care training for staff who will be supporting them.</p>	5
3.2 Raising attainment and achievement <ul style="list-style-type: none"> <i>Attainment in literacy and</i> 	<p>Professional enquiry project in P3 demonstrated an improvement in spelling across the class of an average of the following.</p>	<p><i>Face to face moderation activities/professional dialogue across school teaching staff, within and out with our own school continues to be important as an ongoing activity.</i></p>	4

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<p><i>numeracy</i></p> <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>Through assessment using the SWST and average increase of 10.2 standard points was found.</p> <p>Over the 8 months of the project, 2 children made less than 8 months progress. 5 made progress between 8months and 1 year. 17 made progress of between 1 and 2 years. 3made progress of over 2 years. Although the project didn't use any new methodology, it did focus on regular use of active spelling.</p> <p>Attainment in P7 to be reported for June sits at: T&L- 84% Writing- 87% Reading- 81% Maths- 81%</p> <p>Attainment in P4 to be reported in June sits at: T&L- 78% Writing-74% Reading-91% Maths-74%</p> <p>Attainment in P1 to be reported in June sits at: T&L- 91% Writing-81% Reading-81% Maths-91%</p> <p>SNSA assessments are completed around November for primaries 4 and 7 and towards the end of the academic year in P1. Results were:</p>	<p>Post COVID we will now re-introduce greater opportunities for these. Including with a similar sized school out with our normal school cluster.</p> <p>Management in school to continue developing Assessment and tracking of progress for key groups of children including those that are PEF entitled.</p> <p>Raise attainment in literacy, particularly in writing to 80% in the first case then 85% as next stage if these standards have not been reached already.</p> <p>Teachers to have a consistently, confident, approach to assessing attainment based on a renewed moderation/cooperative approach within and across schools.</p> <p>Reporting on pupil attainment in writing is consistent across the various stages in our school and in line with thinking elsewhere.</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>P7 Writing 80% in bands 8-10 3% above band 10 17% in bands 6and 7.</p> <p><i>SNSA writing results over the last 5 years have been relatively steady at this level even during COVID with the median rising since a return to school to above pre COVID levels.</i></p> <p>Reading 73% in bands 8-10 13% in bands 11 and above 14% in bands 6 and 7.</p> <p><i>SNSA reading result medians have been quite steady over the last 6 years with outliers being the main area of fluctuation.</i></p> <p>Numeracy 80% in bands 8-10 3% in bands 11 and above 17% in bands 6-7.</p> <p><i>SNSA numeracy result medians in P7 took a slight dip on last year but end of year reports show significant recovery over the year to improve on last year's attainment results.</i></p> <p>P4 Writing 95% in bands 6-8 5% in band 9 and above.</p>		

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	<p><i>SNSA writing result medians in P4 show that results are recovering from the mid-Covid lows but are not yet at pre-Covid 2018/19 levels.</i></p> <p>Reading 19% in band 4 67% in bands 6-8 14% in bands 9 and above.</p> <p><i>SNSA writing result medians in P4 show that results are recovering from the mid-Covid lows but are not yet at pre-Covid 2018/19 levels being roughly a band below 2017/18 results.</i></p> <p>Numeracy 14% in band 5 77% in bands 6-8 10% in bands 9 and above.</p> <p><i>SNSA numeracy result medians for P4 show that they have almost recovered to 2017/18 levels after being a full band below during COVID.</i></p> <p>P1 Literacy 5% in band 3 72% in bands 4 and 5 24% in band 6 and above.</p> <p>Numeracy 43% in band 4 57% in band 6 and above.</p>		
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>The school’s curriculum is built and adapted upon the principals that although there are set Es and Os/benchmarks for teachers to plan with children</p>	<p>Clearly recognize the achievements of our young people in regard to areas that our learning pathways help to create eg. Care for younger children.</p>	

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	<p>for over the course of a year, how those are interpreted with the children is key to making the curriculum relevant for them. For example, there are no set themes for groups of Es and Os. This was a conscious choice not to predetermine what will interest successive groups of children and to help give some ownership of learning. Our pre-COVID sports awards reflected our investment in sports as a way of building resilience for some children. Sport Scotland- Gold award SFA (Scottish Football Association) Gold (Community Award) Junior park Run Gold award.</p> <p>COVID restrictions have highlighted the crucial value of the wider curriculum to our children, such as opportunities to care for and work with younger children and the benefits for them and the older children they work with. Other areas such as sport and gardening have been widening interests, supporting emotional development and building resilience.</p> <p>After a few years of taking part in the Pope Francis Faith Award we have decided to adapt it to ensure that it becomes an even more action based approach to faith, helping each other and helping our community. Feedback from pupils and teachers was that it was becoming too paper based, missing the core purpose and values of the programme.</p>	<p>Continue to invest time in sporting opportunities for children as ways of building resilience and in line with our awards pre-COVID.</p> <p>Continue to support the work of key staff in growing and maintaining crops .</p> <p>Adapt the Pope Francis Faith Award approach to our needs by making it more action focused and less about paperwork. The award is about faith in action so we are going to alter it to do so. SCES have been informed.</p>	
<p>2.7 Partnerships – Theme 3: Impact on Learners</p>	<p>Pre Covid, our school had worked hard for many years to form effective partnership with parents and families. During Covid we decided to put out</p>	<p>Post Covid- continue with weekly newsletter routine.</p> <p>Build the role of the Parent Council once again.</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>The impact of parental involvement on improving children and young people's learning.</p>	<p>weekly update newsletters so that communication levels were high.</p> <p>This final term we have been able to ease COVID mitigations and have full transition programmes for our nursery to P1 children as well as our P7 to secondary children. Parent feedback has been highly appreciative, especially from those who have not been through transition processes with their children before.</p> <p>Our new supporting learners procedures have also resulted in improved communication/transition meetings with families for P7 to S1 children with additional needs.</p> <p>Parent Council have not yet got back up to full speed and are in their own period of transition but a new shape there is emerging.</p> <p>Demand for the school remains high from families.</p> <p>Earlier in the academic year parents were a key part in our revision of our school values, post Covid. Their responses helped to shape the rewording and accessibility of the values that underpin our school community's identity. This was important to relaunch (post COVID restrictions) our initiative to build/rebuild the excellent face to face working relationships the school has had with families.</p> <p>Microsoft Teams continues to be used as the main way to communicate about and submit homework.</p> <p>Our school (P7 teacher in particular) has been</p>	<p>Financial support for school initiatives for pupils that comes with the work of the Parent Council will be needed to support positive outcomes for children.</p> <p>Clearly recognise achievement of individuals and groups when working effectively with others, especially in terms of care for others and our environment- Perhaps through some sort of St Andrew's care standard/ linked to Laudato Si (focussing on care for our common home) initiative and Pope Francis Faith Award values.- Share this via effective reporting strategies with parents.</p> <p>Training for teachers on using new IEP format so that they can lead IEP meetings with parents and pupils in an informed and effective manner. Update information to parents about this process.</p> <p>Continue to build relationship with our local St Vincent de Paul group in order to anonymously support families that struggle financially to be able to have the absolute basics in life.</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? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>instrumental in re-establishing positive transition/curriculum arrangements with St. Joseph's College for our P7 pupils/families which support learners.</p> <p>Our link with St Andrew's Parish's St Vincent de Paul organization means that some of our families in most need have benefitted from anonymous financial help with groceries etc. We all need assistance from time to time- we are pleased to be able to help.</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.

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 Achievement in wider school curriculum</p> <p>NIF Priority Improvement in employability skills.</p> <p>NIF Driver Assessment of Child's Progress</p> <p>HGIOS?4 / HGIOELC Qis 2.2- Learning pathways 2.3 2.7- Partnerships 3.1 3.3</p>	<p>Children experience a wide range of opportunities to make a positive impact on the world by putting the vision, values and aims of our school into action in the local and wider community.</p>	<p>Replace the Pope Francis Faith award with action focused, faith/values based activities which impact positively on our local community through the action of our children.</p> <p>Buddying systems, pupil peer support systems to be encouraged amongst and across classes within school.</p> <p>Caring for one another and our environment continues to have profile raised in regard to health and wellbeing, Laudato Si Schools etc.</p> <ol style="list-style-type: none"> 1) St Andrew's School awards created to acknowledge the skills and work done by our children in regard to the above. 2) Purposefully report on the above areas with consideration given to giving them specific profile in end of year summative reports. 3) Begin the journey of formally becoming a 'Respecting Rights School,' in line with our school values, UNICEF's guidelines and the ambitions of Dumfries and Galloway Council. 	<p>Miss Cullen (P7 teacher) Mrs Turnbull (P6 teacher)</p> <p>Management Team of school</p> <p>School staff work cooperatively as part of their annual/termly planning.</p> <p>Management team look at how reporting progress - how we can ensure that how we care for each other and our environment have a high achievement/ reporting format profile. The value of caring skills to be reflected in how we report on progress in this area. Use the values and standards of Laudato Si and The Pope Francis Faith Awards as a basis for creation of awards system in regard to care for others and the environment.</p>

<p>School Priority 2 Attainment in writing</p> <p>NIF Priority Improvement in attainment, particularly in literacy.</p> <p>NIF Driver Assessment of children’s progress. School improvement. Performance information.</p> <p>HGIOS?4 / HGIOELC Qis 1.2</p>	<p>Raise attainment in literacy, particularly in writing to 80% in the first case then 85% as next stage if these standards have not been reached already.</p> <p>Teachers to have a consistently, confident, approach to assessing attainment.</p> <p>Reporting on pupil attainment in writing is consistent across the various stages in our school and in line with thinking elsewhere.</p>	<p>Continue to develop school management of interventions in supporting learners.</p> <p>Management in school to continue developing Assessment and tracking of progress for key groups of children including those that are PEF entitled.</p> <p>Look at longer term Pupil Equity Fund plans in line with new government PEF guidelines.</p> <p>Reflect on the Morgan report implications for our own school level support for learners.</p> <p>Pie Corbett training for all teaching staff to improve quality of talk/writing.</p> <p>Share the success of spelling improvement in P3 through sharing practice between teachers.</p> <p>Writing interventions, particularly in middle of school to focus on a direct, focused approach to writing particularly with PEF entitled individuals to maximise potential.</p> <p>Moderation of writing across the school in order to ensure consistency. a)- moderation of writing within our staff. b) –moderation of writing along with staff at Locharbriggs Primary School. c)- moderation lead by new St. Joseph’s cluster QAMSOS.</p>	<p>Mrs Davidson/ Ms Chierici-Black (Pie Corbett training).</p> <p>HT PT SfLT (intervention management)</p> <p>Class Teachers-(new role in leading IEP process in individual classes).</p> <p>QAMSOS</p> <p>Locharbriggs Primary HT and St Andrew’s PT.</p>
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<p>School Priority 3</p> <p>Staff wellbeing and pastoral support.</p> <p>NIF Priority</p> <p>NIF Driver School Leadership Teacher professionalism</p> <p>HGIOS?4 / HGIOELC Qis</p> <p>1.4- Leadership and management of staff</p>	<p>In response to the challenges of evr increasing demands on staff, including COVID related and difficulties staff have had with absence over last year, 'Dignity at Work' policy is put in place for all staff.</p>	<p>Policy statement- Summarise the support network of the school in clear policies and procedures, based on school values, and the standards for registration and career long professional learning.</p> <p>Policy statement- Summarise how school makes sure that student teachers and probationer teachers are well supported to increase their confidence and develop sound pedagogies.</p> <p>Reflection on the various teaching standards is part of regular practice by teaching staff.</p> <p>Reflection on Maximising Attendance Policy and how it supports safe return to work.</p> <p>PRDs reflect the above.</p>	<p>HT</p> <p>School values</p> <p>Laudato Si principals.</p> <p>Council Fair Treatment at Work policy.</p> <p>Maximising Attendance policy</p> <p>35 hour week agreement</p>
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