



Education and Learning Directorate



School Improvement Progress Reporting and Planning Return to Education and Learning (2022 - 2023)



St Michael's Primary School
June 2022



Drivers of Improvement

Performance information

This is all of the information and data we need to get a full picture of how well Scottish education is improving. We gather together and analyse the data collected from each of the other key drivers of improvement and build up a clear picture of progress across the key drivers and of overall progress towards our priorities.

Evidence suggests that we must build a sound understanding of the range of factors that contribute to a successful education system. This is supported by international evidence which confirms that there is no single measure that will provide a full picture of performance. We want to use a balanced range of measures to evaluate Scottish education and take action to improve.

School and ELC leadership

Highly effective leadership is key to ensuring the highest possible standards and expectations are shared across a school/ELC to achieve excellence and equity for all. Leadership is recognised as a key driver of the success of any school or ELC setting.

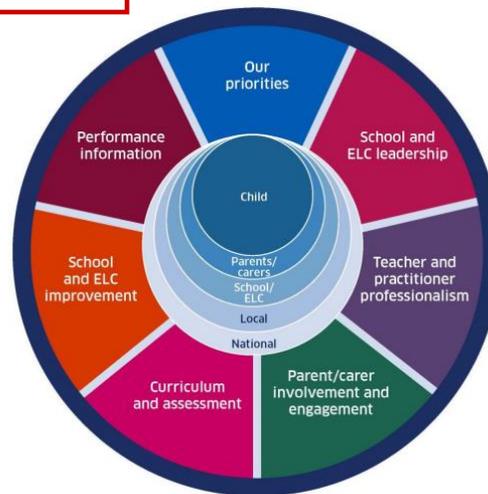
Leaders at all levels who are empowered and collaborative, and who empower others to take ownership of their own learning and teaching in a collaborative way, have a strong track record of ensuring the highest quality of learning and teaching.

School and ELC improvement

School and ELC improvement focuses on overall quality of education provided by each school and ELC setting in Scotland and its effectiveness in driving further improvement.

School and ELC improvement focuses on the quality of education, including learning, teaching and assessment, as well as the quality of the partnerships that are in place to support children and young people with their broader needs.

These are the essential elements to raise attainment for all children and young people, and close the poverty-related attainment gap.



Teacher and practitioner professionalism

Teacher and practitioner professionalism demonstrates the overall quality of the teaching workforce in Scotland and the impact of their professional learning on children and young people's progress and achievement.

The quality of teaching is a key factor in improving children and young people's learning and the outcomes they achieve.

Access to high quality early learning and childcare can make a huge difference to children's lives, particularly when they are growing up in more disadvantaged circumstances. Evidence shows that universally accessible and high quality ELC helps to provide children with skills and confidence to carry into school education, and is a cornerstone for closing the poverty related attainment gap between children from the most and least deprived communities.

The single most important driver of high quality in a child's school and ELC experience is a dedicated, highly skilled and well-qualified workforce. Ensuring the highest professional standards for all teachers and practitioners in Scotland will help to ensure the highest standards and expectations for all children and young people.

Curriculum and assessment

Data gathered on children's progress is essential to achieving excellence and equity.

Assessment of children's progress includes a range of evidence on what children and young people learn and achieve throughout their education and how well this prepares them for life beyond school. For example: Achievement of Curriculum for Excellence levels, skills, qualifications and other awards. It also includes curricular improvement to reflect the key links between curriculum and assessment and so this driver includes many of the actions in response to the OECD recommendations.

It is important that we ensure the curriculum remains coherent, appropriate and effective. We also need to know the size of the attainment gap at different ages and stages, across Scotland, in order to take the right action to close it.

Parent/carer involvement and engagement

Parent and carer involvement and engagement is a key factor in helping all children and young people achieve the highest standards whilst reducing inequity and closing the attainment gap.

This covers parental and family engagement in the learning of children and young people, as well as parental involvement in the life and work of school. Parental engagement focuses on ways in which parents, carers and families can best be supported to develop the skills and confidence to engage in, and encourage, their children's learning in school and in everyday life. Schools and partners can play a vital role in supporting families to do this effectively and with confidence.

Research shows that when parents and carers engage in their children's learning, and when children and young people live in a supportive home learning environment, it improves their attainment and achievement. Where high quality personalised communication between schools and ELC settings and parents/carers takes place, relationships are strengthened. This supports parents and carers to engage more with their child's learning and encourages the fostering of positive attitudes to lifelong learning.

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



St Michael's Primary School Vision, Values and Aims



Vision

Working together, we aspire to create a stimulating environment which promotes high quality learning and teaching, providing excellence, equality and equity for all.
Our goal is to equip learners with the skills and confidence they need to reach their full potential and thrive in a global world.

Respect

Equality and Fairness

Values

Fun

Celebrating Diversity

Honesty

Aims

SUCCESSFUL LEARNERS

Pupils

To participate fully in all learning activities and have respect for others as they share their achievements.

Parents

To be aware of what my child is learning and talk to them about their work and develop things further at home with positive feedback being given for effort.

Staff

To encourage and challenge pupils to "Reach for the Stars" by making learning experiences meaningful for all.

Community

To help and support pupils by encouraging self-confidence and strength of character in engaging with the community and the opportunities it has to offer.

CONFIDENT INDIVIDUALS

Pupils

To believe in yourself and always try your best.

Parents

To provide a solid, secure, emotional foundation which fosters self-belief and belonging.

Staff

To help and support pupils to have a 'can do' attitude by promoting positive relationships within a learning, caring and inclusive school community. Where pupil voice is encouraged and valued.

Community

Through the sharing of mutual values, and by respecting diverse values, help and support the school and its pupils.

RESPONSIBLE CITIZENS

Pupils

To take responsibility for your own safety and behaviour and demonstrate empathy towards others by building and maintaining positive relationships with everyone at St Michael's.

Parents

Whilst celebrating our own identity, we will respect other people's beliefs, culture and property. We will understand that we live in a diverse country and all have positive contributions to make.

Staff

To guide, support and encourage children on their journey through life-long learning with the celebration of a progressive and diverse culture.

Community

To encourage and provide positive role models for children in and out of school.

EFFECTIVE CONTRIBUTORS

Pupils

To be proud to be able to work with all pupils in our class, not just our friends, and respect every member of the St Michael's team.

Parents

To encourage parents and children to express their opinions and work efficiently together as a team to meet challenges positively.

Staff

To support and develop a multi-agency approach to improve learning and encourage enterprise by nurturing creativity and innovation.

Community

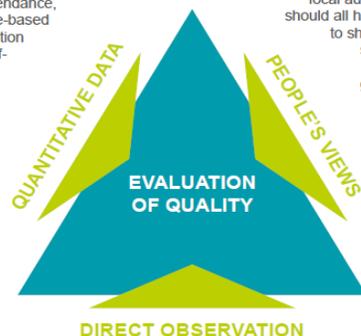
To build on community links and develop partnerships which support, encourage and further enhance the work we do.

Triangulation of evidence

Triangulation is the process used to ensure evaluative statements about strengths and aspects for development are grounded in a robust evidence base. The triangulation of evidence-based information and data, people's views and direct observation of practice should involve all school staff, learners, partners and other stakeholders. This process leads to a shared assessment of risk and an understanding of your school's capacity for continuous improvement.

Fig. 4: Triangulation

Schools collect a wide range of **quantitative data** for example about attainment, attendance, bullying and prejudice-based discrimination and option choices. Effective self-evaluation includes rigorous interrogation of this data by staff who are data-literate and use the data to recognise emerging issues and when specific interventions are necessary.



Direct observations of practice can take place in a range of learning contexts including during learning which takes place outdoors, in a workplace, at college and during excursions and residential experiences. Observations should be linked to agreed criteria and a shared understanding of their purpose. All stakeholders including staff, learners, parents and partners can engage in these structured observations and give feedback to support self-evaluation.

Staff, pupils, parents/carers, partners and other stakeholders such as the local authority or governing body should all have regular opportunities to share their views about the school. Examples of how **people's views** can be gathered include through surveys, focus groups, ongoing professional dialogue, learning visits and minutes of team meetings.



Review Date: *Spring 2023*

Review Activities (as appropriate): We worked with learners, parents and other partners to develop and shape a common vision for our school and community through reflection, debate and ongoing consultation. Our vision is firmly based on outcomes for learners and is in line with local and national priorities. The work of our school gains direction from the clear statements of our vision, values and aims which are issued to all Pupils, Parents/Carers when they join St Michael's. We continually revisit and reinforce our vision, values and aims through our events and activities. This, alongside the School Code of Conduct (created by pupils, staff and parents), results in a strong sense of common purpose throughout our school community. We take full account of our School's vision, values and aims when we review our work, implement improvements and shape future direction.

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 | | |
|---|---|--|
| <p><i>Include evaluative statement/s on the impact of Covid-19 on priorities.</i></p> <p><i>Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?</i></p> | | |
| <p><i>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) 4 key priorities and the 6 NIF drivers.</i></p> | | |
| 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 <i>Excellence Through Raising Attainment</i> Raise attainment in Literacy - Writing for all pupils through collegiate moderation and development of resources, pedagogy, planning and assessment.</p> <p>NIF Priority <i>Closing the attainment gap between the most and least disadvantaged children</i></p> <p><i>Improvement in Attainment, particularly in literacy and numeracy</i></p> <p>NIF Driver(s) <i>Teacher Professionalism</i></p> <p><i>Assessment of Children's Progress</i></p> <p>HGIOS?4 / HGIOELC QIs: <i>Leadership & Management</i></p> <p><i>1:3 - Leadership of change</i></p> <p><i>Learning Provision</i></p> <p><i>2:2 - Curriculum</i></p> <p><i>2:3 - Learning, teaching and assessment</i></p> <p>Successes & Achievements</p> <p><i>3:2 - Raising attainment and achievement</i></p> | <ul style="list-style-type: none"> • Levels in nearly all pupils' attainment and achievement in Literacy – Writing have improved. • Learners engaged in high quality activities and learning experiences which ensured all benchmarks were experienced. • Staff participated in individual & collective professional learning which led to improved outcomes for learners. • Staff are becoming familiar with the new Literacy /English-Writing planning formats to ensure pace and progression across all levels for all learners. • Through regular professional dialogue staff are developing a collective understanding of standards, pedagogy, assessment and strategies for raising attainment in writing. • All staff engaged regularly in effective moderation activities to agree standards and expectations. <p>This session there has been a whole school focus on Writing, and together staff have developed a fully planned overview in Writing, which focuses on depth, breadth, challenge, and application across all learning.</p> <p>Eight members of teaching staff have completed the 5 planned Stephen Graham - Creating a Balanced Reader and Writer Professional Learning CPD sessions and there is evidence that staff are beginning to successfully use his pedagogy to support them in their writing lessons. PT attended Stephen Graham training day at Heathhall Primary and our P1 & P2 Class Teachers, visited a local school to observe a lesson using the Pie Corbett –Talk for Writing approach.</p> <p>Staff analysed class baseline assessments in writing and identified areas for improvement with a focus in terms of pedagogy, planning and resources. Following whole school baseline assessments, the school Leadership Team (SLT), ASfL Teacher and staff identified pupils who experience economic disadvantage and demonstrate below-average attainment in Literacy - Writing, to receive targeted support from Learning Assistant funded through the Pupil Equity. However, the high level of support staff absence in Term 2 limited input of this resource.</p> <p>ASfL Assistant time was also allocated throughout the week, to support this specific intervention in class. Again, the high level of support staff absence in both Terms 2 and 3 limited the input of this resource.</p> <p>Extra time was given to staff in December 2021 to undertake further assessment in pupils' Writing, to ensure up-to-date data is available for whole school moderation activity in January 2022 and Dumfries Academy Cluster on INSET in February 2022. This gave staff the opportunity to analyse whole school data in pupils' Writing' and engage in professional dialogue to develop a collective understanding of standards, pedagogy, assessment and strategies for raising attainment in writing, including Stephen Graham - Creating a Balanced Reader and Writer Professional Learning CPD. Next steps are for staff to develop a 'Pupil Self-Reflection Activity' specific to their pupils' Writing, appropriate for their stage and moderate with peer support partner and engage more with parents/carers on how best to support their children in developing their writing skills.</p> <p>Termly tracking meetings with individual staff and SLT to look at progress, identify good practice and next steps took place in September'21, November'21, March'22 and Jun'22. All Tracking is up to date in both the School and SEEMIS Progress and Achievement Tracking Systems. The school's Tracking System in place ensures that we are able to effectively evidence pupil attainment over time, unfortunately the SEEMIS Tracking System does not meet our needs in this area and is something the Authority needs to address.</p> | <ul style="list-style-type: none"> • Continue to allocate some Learning Assistant time to focus on identified groups, including LA – PEF. • Sign staff up for the remaining 4 CPD sessions with Stephen Graham Creating a Balanced Reader and Writer Professional Learning • Ensure all staff get the opportunity to view the Stephen Graham Training Day on Inset Day 2. • Further embed the new Literacy /English-Writing planning formats to ensure pace and progression across all levels for all learners. • Continue to use Termly Tracking Meetings as an opportunity to focus on progress in Attainment and Achievement in Writing. • Staff to develop a 'Pupil Self-Reflection Activity' specific to their pupils' Writing, appropriate for their stage and moderate with peer support partner. • Increase engagement parents/carers on how best to support their children in developing their writing skills. |

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 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) 4 key priorities and the 6 NIF drivers.

2.2 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 2 <i>Excellence Through Raising Attainment & Equity</i> <i>Engaging in Family Learning</i></p> <p>NIF Priority <i>Closing the attainment gap between the most and least disadvantaged children</i></p> <p><i>Improvement in Attainment, particularly in literacy and numeracy</i></p> <p><i>Improvement in children and young people's health and wellbeing</i></p> <p>NIF Driver(s) <i>School Leadership</i></p> <p><i>Parental Engagement</i></p> <p><i>School Improvement</i></p> <p>HGIOS?4 / HGIOELC QIs: <i>Learning Provision</i> <i>2:5 - Family Learning</i></p> <p><i>Successes & Achievements</i> 3:1 - Ensuring Wellbeing, Equality and Inclusion</p> <p>3:2 - Raising attainment and achievement</p> | <ul style="list-style-type: none"> • Providing regular engagement and communication has supported us in building parent and family resilience, through current Covid-19 fall-out. • Targeted interventions in Literacy, Numeracy and Health & Wellbeing are in place to support us in closing the poverty related attainment gap. • Supporting staff in identifying and promoting successful approaches in engagement with parents/carers and families and dealing with parental conflict. <p>Due to the Covid-19 restrictions which remained throughout most of the session, we were unable to invite parents into the school to engage in our usual planned events, which both support pupils' learning and enhance home/school relationships. As a result of this it was more important than ever that we continue with our well-established systems and some new ones*:</p> <p><i>Weekly Bulletin, Weekly Individual Class Assemblies, School Website, Home/School Daily Diaries, Pupils' personal Journey Book, Termly Overviews for Parents and Families, New IEPs (pilot scheme)*, Distribution of Primary 1 Bookbags, Distribution of Primary 2 and 3 Read Write and Count Bag, SKILLS Award Scheme to Support and Accredite pupils' Wider Achievements both in and out of school, Use of Class Dojo and Microsoft TEAMS, Individual phone calls to parents, Pupils' e-portfolios – sent out electronically to parents Jan'22 and Jun'22*, Head teachers' Report shared at the Parent and Carers Group Meetings and posted on the Website.</i></p> <p>This year our Pupil Interim Reports issued in Nov'21, were not supported by our open afternoon and our usual 3-Way Pupil Progress in Learning Conversations as they could not take place due to the restrictions in place at that time, however we were fortunate to be able to hold our planned 3-way Pupil Progress in Learning Conversations, face to face in May'22.</p> <p>Although we were unable to invite families into our annual Maths Circus Family Learning Event for all Primary 6 and Primary 7 families and our Family Engagement/Learning Event for our Primary 2 and Primary 3 pupils based on the Read, Write & Count national campaign to improve the literacy and numeracy skills of Scotland's children, these events still went ahead in school to ensure the pupils did not miss out in the learning experiences and photos and short videos were shared with families on Class Dojo. Our Bookbug Bag Programme which involves all P1 children and is supported by a 4 week, reading event with their P7 buddies, still took place with the P7 pupils filming themselves reading the book and sending the recording to their buddies to view.</p> <p>No after-school clubs were allowed to take place until Term 4, however the pupils who would have been attending the Homework Club were supported near the end of the school day with PE F- ASfL Assistant support. In November as part of the National Film Week we were able to successfully secure a free film viewing for all pupils, who attended in their separate bubbles.</p> <p>With the lifting of restrictions, we were able to once again engage fully with our P1 and P7 transition programmes, with our new Primary 1 pupils and families coming into the school for 3 visits prior to the end of the year.</p> <p>Our Pupil Equity Fund and Cost of the School Day monies were used very effectively to remove or reduce costs from families when engaging with various support partners eg QoS FC, Curling, Eco Day, Scots Language Day, Health Day, Into Film Cinema visits etc and 2 identified pupils receiving funding to engage in 1:1 out of school activities with partners.</p> | <ul style="list-style-type: none"> • Now that the restrictions regarding parents in the school building have been lifted, we need to re-establish our programme of activities which were previously in place to support family engagement in our pupils' learning. • Need to further build upon the successful approaches we had in place during the two school closure periods, as a result of Covid-19, to engage with parents and families to support Homework. • Need to be creative in our ways of engaging families in their child's learning whilst navigating our way through Covid-19 fall-out and the subsequent high level of both pupil and staff absence. |

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 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) 4 key priorities and the 6 NIF drivers.

2.3 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 3 <i>e-Portfolios to document pupils' learning journey.</i> <i>Roll out our newly introduced e-Portfolios for all pupils including pupils targeted through the Pupil Equity Funding scheme.</i></p> <p>NIF Priority <i>Improvement in Attainment, particularly in literacy and numeracy</i> <i>Closing the attainment gap between the most and least disadvantaged children</i> <i>Improvement in children and young people's health and wellbeing</i></p> <p>NIF Driver(s) <i>Performance Information</i> <i>Assessment of Children's Progress</i></p> <p>HGIOS?4 / HGIOELC QIs: <i>Leadership & Management</i> <i>1:3 - Leadership of change</i></p> <p><i>Learning Provision</i> <i>2:2 - Curriculum</i> <i>2:3 - Learning, teaching and assessment</i></p> <p><i>Successes & Achievements</i> <i>3:2 - Raising attainment and achievement</i></p> | <ul style="list-style-type: none"> • Pupils have had the opportunity to take ownership of their e-Portfolios to document their learning journey, as their portfolio grows and their digital skills progress. • The chosen platform enables students to organise their learning around their preferred learning style. • Staff are focusing on engagement and approaches to ensure the new Pupil Profiling System is integral to learning and teaching. • Teachers are strengthening their educational and professional development with supporting pupils' challenges and celebrating pupils' achievements. • Staff are beginning to be able to use the e-Portfolios to monitor and review progress in learning. <p>At the beginning of session 2021-22, Mrs Cubbon, Miss Nicoll and Primary 1&2 Class Teachers, shared with staff progress to date, identifying challenges and successes. Prior to leaving post, Mrs Cubbon also shared the Pupil Profile, with the Parent and Carer Group in April 2021, and sought their views on our plans for this new approach, which were very encouraging and supportive – with them recognising that 'Big Folders' sitting on a shelf in the classroom collating pupil's work for seven years, were out dated and a thing of the past.</p> <p>During collegiate time all staff had the opportunity to review and familiarise themselves with our new e-Portfolios and the identified list of criteria required to be fulfilled by the e-Portfolio.</p> <p>We then rolled out the e-Portfolios to the P3-7 classes and by Dec'21 all pupils had completed their own Individual Profile for Sept-Dec.</p> <p>In the January INSET, staff had the opportunity to once again review progress to date, identify challenges, share examples of good practice and plan next steps, with replies to Miss Nicoll being gathered on ways to improve the process. This led to discussions taking place to review the layout for 2022-23 as it was felt by some members of staff that the images were rather 'young' for the older primary pupils. It was agreed that an Early, First and Second Level Profile would be introduced next session.</p> <p>Our self-evaluation process was then undertaken with pupils, parents/carers in January 2022, after copies of the Sept-Dec Individual Pupil Profiles were e-mailed out to families. From the responses received, it was evident that they were well received, particularly as parents/carers were not allowed access into the school building due to the Covid-19 restrictions in place at that time. All responses but one were encouraging and supportive.</p> <p>We then undertook costing and purchased 15 more ipads and a storage/charging unit to support pupils in becoming more independent in profiling.</p> <p>Unfortunately, throughout the year, extremely poor digital connectivity has greatly hampered progress, in allowing teachers to make the Pupil Profiles integral to the learning and teaching going on in their class. Also, it has not allowed teachers the opportunity to support and encourage pupils to take ownership of their Profiles as planned</p> | <ul style="list-style-type: none"> • Need to continue to communicate to the Local Authority our continuous issues with digital connectivity and the negative impact it continues to have on Learning and Teaching. • Create new Pupil Profile layouts for Use in the First and Second Level classes. • Once digital connectivity improves, staff need to ensure that Pupil Profiling becomes integral to their daily Learning and Teaching. • Once digital connectivity improves, pupils targeted through the Pupil Equity Funding scheme will be given the opportunity to develop leadership skills by supporting younger pupils to take ownership of their e-Portfolios. |

| 2. School Improvement Progress Report | | |
|--|--|--|
| <p><i>Include evaluative statement/s on the impact of Covid-19 on priorities.</i> <i>Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?</i></p> | | |
| <p><i>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) 4 key priorities and the 6 NIF drivers.</i></p> | | |
| 2.4 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 4 School Self-Evaluation - Standards and Quality Survey and Report <i>All stakeholders will have the opportunity to engage in this self-evaluation process.</i></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>Improvement in children and young people's health and wellbeing</p> <p>NIF Driver(s) School Improvement</p> <p>HGIOS?4 / HGIOELC QIs: Leadership & Management 1:1 - Self-evaluation for self-improvement</p> | <ul style="list-style-type: none"> <i>All stakeholders had the opportunity to give their response to the Standards & Quality Survey, evaluating performance across key areas.</i> <i>A comprehensive Standards and Quality Report which reflects the current performance of St Michael's Primary School, identifying Key areas of Strength and Areas for Development.</i> <i>A School Improvement Plan which addresses the Key Areas for Improvement as identified in the Standards & Quality Report.</i> <i>Improvements will impact positively in supporting all our pupils to learn and achieve.</i> <i>A collegial, reflective approach to self-evaluation has been fundamental in determining action to secure improvements.</i> <p>Staff worked in pairs during INSET Day 3 to review both pupil and parent questions to reflect the current climate and changes due to Covid-19 and the subsequent lockdowns.</p> <p>These were shared, reviewed and finalised with the Parent and Carer Group at their meeting in January 2022 before being distributed to the wider Parent Forum and School community in February 2022.</p> <p>SLT reviewed the teaching and non-teaching staff questionnaires.</p> <p>Once the questionnaires were returned, the findings were shared with staff during a collegiate evening and the Parent and Carer Group meeting on the 2nd March 2022. The Head Teacher also created a booklet pulling together all the Parent/Carers results which will be issued to parents in hard copy one received from the Print Unit.</p> <p>It was noted by the Parent and Carer Group that the Parent/Carer results were very positive and supportive of all the work being carried out by the school. They felt that the responses reflected how very appreciative the parent /carers were in the way the school has supported them through the Covid-19 pandemic and how invaluable the weekly Head Teacher updates were in keeping them well informed during the last 2 years.</p> <p>The outdated toileting facilities, and poor digital connectivity – items which the Local Authority are already well aware of, - toilets since 2013 and digital connectivity since 2018, and the inadequate provision of Additional Support for Learning were identified as the aspects requiring urgent improvement.</p> <p>Results from these reviews have been used to assist in evidencing this year's Standards and Quality Report and assist us in identifying next steps in our Improvement Journey.</p> | <ul style="list-style-type: none"> Need to communicate once again with the Local Authority the need for urgent assistance with the toileting facilities and digital connectivity. Need to once again share with the ASfL Team our concerns regarding the inadequate provision of Additional Support for Learning. Issue copies of the Parent/Carer return Booklet once they are received from the Print Unit. |

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 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) 4 key priorities and the 6 NIF drivers.

2.5 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>Cluster Priority <i>Raising the levels of STEM skills and knowledge (including numeracy and digital skills) for all throughout their education, lifelong learning and training experiences.</i></p> | <ul style="list-style-type: none"> • Increased capacity at local authority level to coordinate support for science and to support sustainable and long-term improvements to STEM education in primary schools. • For all Dumfries Academy Cluster primary teachers, in the areas of science and technology we took steps in beginning to: <ul style="list-style-type: none"> ◆ raise their levels of confidence and expertise ◆ further develop pedagogic and assessment skills ◆ develop further individual professional practice ◆ engage regularly in professional dialogue to develop a collective understanding of standards, pedagogy, assessment and strategies for raising attainment and develop further collegiality. • Increase confidence, skills, knowledge and enthusiasm of primary school practitioners in relation to the teaching of STEM subjects – both in terms of content and pedagogy – through high-quality professional learning. This includes the provision of experiential learning to build capacity for the effective delivery of practical investigations. • Raise levels of engagement in primary STEM education, including providing opportunities to sustain and extend the impact of the SSERC Primary Cluster Programme. • Support effective progression in learning in STEM subjects across sectors from early years to primary and from primary to secondary school. <p>In June 2021, Miss Watret and Mrs Thomson engaged in an Information sharing session allowing SSERC to share the new programme and to lay out the expectations for mentors and schools between August 2021 – June 2022.</p> <p>Between Sept 2021 and December 2021, staff were invited to engage in a series of fully resourced experiential twilight workshops:</p> <p style="text-align: center;">Living in a Material World Sounds Good Carbon Dioxide</p> <p>with the school being provided with boxes of materials and resources for each of the above events.</p> <p>Miss Watret also participated in a course to develop Leadership & Mentoring Skills - Led by Agnes Hendry in October 2021.</p> <p>Two more events planned to take place in February 2022 and April 2022, were cancelled however other twilights were provided but unfortunately high levels of absence resulted in only one or two members of staff being available to participate. Due to no staff cover, Miss Watret was unable to attend the full day workshop in June 2022.</p> <p>The SLT has provided cover to allow for Miss Watret to undertake 'Team Teach' lessons in Primary 4 focusing on Materials and in Primary 3 focusing on Carbon Dioxide.</p> <p>Funding was also available to allow for the planning of a whole school STEM day, however high level of staff absence, with no provision of class cover, it had to be postponed until next session.</p> | <ul style="list-style-type: none"> • Need to allocate time in session 2022-23 for team-teach lessons using the various 'Resource' boxes provided within the programme. • Engage with D & G STEM Teacher to plan and organise a whole school STEM Day for session 2022-23. • Engage with Dumfries Learning Town Secondary School – St Joseph's College to use their science labs to undertake second level lessons. |

| 2. School Improvement Progress Report <i>Include evaluative statement/s on the impact of Covid-19 on priorities.</i> <i>Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?</i> | | |
|--|---|----------------------------------|
| <i>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) 4 key priorities and the 6 NIF drivers.</i> | | |
| 2.6 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) |
| 2.6 Report on the impact of Pupil Equity Funding <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>The school has put in place procedures which ensures transparency and equity in the use of Pupil Equity Funding.</p> <ul style="list-style-type: none"> • Through consultation with staff, pupils and parents, the school is able to allocate resources effectively to continue Pupil Equity Funding improvement priorities. • We have in place robust systems which allow us to monitor the use and impact of Pupil Equity Funding in closing the attainment gap between the most and least disadvantaged children. • We work hard to ensure that we are providing rich learning opportunities that are sufficiently made available for everyone, so that all learners are able to participate in classroom life. By focusing on what is to be learned by all the learners in the classroom, our inclusive pedagogical approach aims to avoid the problem and stigma associated with marking some learners as different. • Early intervention ensures that children who have difficulties learning receive the help they need as soon as possible and that parents of children are informed. • Removing barriers to learning – by embedding inclusive practice in every class, with staff responding to difference in ways that respect the dignity of each child in the classroom. • Raising expectations and achievement – by developing teachers' skills and strategies for meeting the needs of targeted pupils and sharpening our focus on the progress these children make. • Working with colleagues and Pupil Equity Funding resourced staff to identify successful ways of approaching the difficulties in learning faced by children. • Delivering improvements in partnership – taking a hands-on approach to improvement so that parents can be confident that their child will get the education and support they need. • We are committed to unlocking the potential of the many children who may have difficulty learning, but whose life chances depend on a good education. | |

2.6 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) |
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2.6 Report on the impact of Pupil Equity Funding

- Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?
- How rigorous is the school's approach to providing robust evidence of closing the attainment gap?
- How well are you removing barriers to learning and ensuring equity for all?

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

It should be noted that although we receive funding for 26 pupils under the Pupil Equity Funding Scheme, this session we have 59 pupils in receipt of free school meals and therefore eligible for access to this source of funding. Due to this noticeable in balance, on our return to school in Aug'21, Pupil Equity Funds were used to allow the school to undertake PIPs assessments for all P1 pupils and INCAS Assessments for all P4 and P7 pupils and P2,P3, P5 and P6 pupils who receive FSM. These assessments gave us a clear picture of the attainment levels of those pupils so that we were able to identify where we needed to target our interventions. This exercise, supported by in class assessments and teachers' professional judgement was invaluable and allowed us as a school to be able to quickly put together our plans for identified support. The administration of these assessments were supported by the extra staffing provided through the Covid-19 Recovery Programme during the first fortnight back to school. This extra staffing was also used to PM Benchmark all pupils previously supported by ASfL, all P2 pupils and identified pupils supported through Pupil Equity Funding, following their INCA Assessments.

It is very important to recognise and understand when reviewing the evidence below, that the high level of both pupil and staff absence from October 2021 until the end of June 2021 has impacted greatly on the amount and consistency of planned support provided.

Numeracy

Whole staff training within Maths Recovery Developing Number Knowledge in August 2019 has ensured a clear strategic direction for raising attainment and closing the gap within mathematics. Assessment results in both June 2021 and September 2021, allowed for us to identify pupils for targeted support Data from class work, assessments and professional judgment evidence that we have raised attainment with this intervention for some of our targeted pupils, this session. Learning Assistant, funded through PEF worked with a P2 maths group of 4 and a P5 group of 5 for two 40 minute periods a week focusing on areas where assessments evidenced need for improvement. Throughout the year learners have required to revisit work on times tables, plus mental and written methods for addition, subtraction, multiplication, and division. The tables below shows INCAs Assessment results for our targeted P2 and P5 pupils in General Maths and Mental Maths which evidences the significant success our input has had in raising attainment and closing the gap for the majority of the pupils.

| PUPIL (PEF) | CLASS | EXRTA INPUT | GENERAL MATHS ASSESSMENT | | | | | MENTAL MATHS ASSESSMENT | | | | |
|-------------|-------|-------------|--------------------------|-----------------------|---------|-----------------------|------------------------|-------------------------|-----------------------|---------|-----------------------|------------------------|
| | | | AGE | Age Equivalent Scores | AGE | Age Equivalent Scores | ADDED VALUE (YRS:Mths) | AGE | Age Equivalent Scores | AGE | Age Equivalent Scores | ADDED VALUE (YRS:Mths) |
| | | | AUGUST'21 | | JUNE'22 | | | AUGUST'21 | | JUNE'22 | | |
| 1 | P2 | PEF | 5:6 | 4:5 | 6:4 | 6:8 | +1:05 | 5:6 | 4:10 | 6:4 | 8:0 | +2:04 |
| 2(IEP) | P2 | ASFL & PEF | 6:9 | 6:3 | 7:7 | 7:1 | = | 6:9 | 4:9 | 7:7 | 6:0 | +0:05 |
| 3 | P2 | PEF | 5:11 | 4:8 | 6:8 | 7:11 | +2:06 | 5:11 | 5:3 | 6:8 | 7:2 | +1:00 |
| 4 | P2 | PEF | 5:8 | 6:8 | 6:5 | 7:8 | +0:03 | 5:8 | 4:3 | 6:5 | 5:10 | +0:10 |
| 5 | P2 | NIL | 5:11 | 7:8 | 6:9 | 9:2 | +0:08 | 5:11 | 7:4 | 6:9 | 10:7 | +2:05 |

2.7 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)

2.6 Report on the impact of Pupil Equity Funding

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

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

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

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

Numeracy (Continued)

| PUPIL (PEF) | CLASS | EXRTA INPUT | GENERAL MATHS ASSESSMENT | | | | | MENTAL MATHS ASSESSMENT | | | | |
|-------------|-------|-------------|--------------------------|-----------------------|---------|-----------------------|------------------------|-------------------------|-----------------------|---------|-----------------------|------------------------|
| | | | AGE | Age Equivalent Scores | AGE | Age Equivalent Scores | ADDED VALUE (YRS:Mths) | AGE | Age Equivalent Scores | AGE | Age Equivalent Scores | ADDED VALUE (YRS:Mths) |
| | | | SEPTEMBER'21 | | JUNE'22 | | | SEPTEMBER'21 | | JUNE'22 | | |
| 1 | P5 | PEF | 8:10 | 7:1 | 9:8 | 8:6 | +0:07 | 8:10 | 7:0 | 9:8 | 8:5 | +0:07 |
| 2 | P5 | PEF | 9:0 | 8:0 | 9:9 | 8:11 | +0:02 | 9:0 | 9:6 | 9:9 | 10:3 | = |
| 3 | P5 | PEF | 9:5 | 8:4 | 10:3 | 9:3 | +0:01 | 9:5 | 6:11 | 10:3 | 9:2 | +1:01 |
| 4 | P5 | PEF | 9:9 | 8:8 | 10:7 | 9:3 | -0:03 | 9:9 | 7:9 | 10:7 | 10:7 | +2:00 |
| 5 | P5 | PEF | 9:0 | 8:5 | 9:10 | 9:9 | +0:06 | 9:0 | 6:5 | 9:10 | 9:1 | +1:10 |

All pupils have added value in Mental Maths and nearly all pupils have had added value in General Maths. The majority of P2 pupils are now achieving above their chronological age and no further input required, however there is further work to be undertaken with the Primary 5 group next session to build on the success the pupils have achieved this year. including general class and Developing Number Knowledge assessments.

We also continued to have a significant focus upon the development of the enjoyment of maths; improving learners' attitudes and building their confidence towards maths. Class teachers have observed much more positive and "I can", attitudes towards maths following the Pupil Equity Funded input. Class teachers in Primary 1-4 have used Developing Number Knowledge methodology to ensure daily high quality, learning and teaching to raise attainment. Learners are more willing to engage with maths problems and all targeted learners report that they now not only enjoy maths but look forward to maths!

2.6 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) |
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2.6
Report on the impact of Pupil Equity Funding
(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)

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

Literacy – TLQ

Following previous years successes in the TLQ – Talking, Listening and Questioning- programme, we were keen to offer this programme again. We were very focused with class cover being provided through Pupil Equity Funding, every Monday to allow the Primary 1 Class Teacher to work with their identified group for 45minutes and this was followed up with our PEF Learning Assistant providing two 40 minutes sessions later in the week. So important was it to ensure this programme was intensive with no slippage, the School Leadership Team stepped in to cover the high level of absences that occurred this session. All pupils, actively participated in the small group sessions and appear to have enjoyed the experience.

This is the first time the programme has run without any disruptions since session 2018/19 due to Covid lockdowns. This year's results have been very positive and encouraging and staff working with the children have seen first-hand the positive impact engagement in this programme has had on the pupils' learning. Pupils C, D and E are all supported through the Pupil Equity Funding.

- 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?

| Primary One TLQ Results: August 2021 – 22 nd March 2022 | | | | | | | | | |
|--|----------------------|---------------------------|---------|----------------------------------|--------------------------|----------------------|---------|-------------------------------------|-----------------|
| Name | Date of Assessment 1 | Age at Time of Assessment | Results | Age Equivalence | Further Action Required? | Date of Assessment 2 | Results | Age Equivalence | Differential |
| Pupil A | 06.09.21 | 5yrs 4mths | I: 23 ½ | I: 3yrs 6mths G: 3yrs 10mths | Yes | 22.03.22 | I: 36 ½ | I: 8yrs 2mths G: 5yrs 3mths | I: + 4yrs 8mths |
| | | | G: 16 | | | | G: 23 | | G: +1yr 5mths |
| Pupil B | 06.09.21 | 5yrs 6mths | I: 25 ½ | I: 4yrs G: <3yrs 6mths | Yes | 22.03.22 | I: 38 | I: Over 8yrs 6mths G: 7yrs 3mths | I: + 4yrs 6mths |
| | | | G: 14 | | | | G: 29 | | G: + 3yrs 9mths |
| Pupil C PEF | 06.09.21 | 5yrs 6mths | I: 25 | I: 4yrs G: 4yrs 9mths | Yes | 22.03.22 | I: 35 | I: 7yrs 9mths G: 6yrs 3mths | I: + 3yrs 9mths |
| | | | G: 21 | | | | G: 26 | | G: + 1yr 6mths |
| Pupil D PEF | 06.09.21 | 5yrs 3mths | I: 20 ½ | I: <3yrs 6mths G: <3yrs 6mths | Yes | 22.03.22 | I: 31 ½ | I: 5yrs 11mths G: 4yrs 2mths | I: + 2yrs 5mths |
| | | | G: 7 | | | | G: 19 | | G: +8mths |
| Pupil E PEF | 06.09.21 | 4yrs 11mths | I: 27 | I:4yrs 6mths G: <3yrs 6mths | Yes | 22.03.22 | I: 35 | I: 7yrs 3mths G: <3yrs 6mths | I: + 2yrs 9mths |
| | | | G: 13 | | | | G: 13 | | G: = |

Once again, we plan to use Pupil Equity Funding to support our TLQ – Talking, Listening and Questioning- programme in session 2022/23 to support Primary 1 pupils but also our EAL pupils who have recently arrived and will be in Primaries 2 and 3.

2.6 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) |
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2.6 Report on the impact of Pupil Equity Funding

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

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

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

(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)
Literacy - Reading

Throughout the year there has been a focus on Reading and Comprehension for identified pupils in Primary 2 and Primary 4 who are eligible for Pupil Equity Funding and whose INCAS and PM Bench mark assessments evidenced need for extra support.

Working closely with the class teachers, staff focused on specific reading skills, as well as having in place co-ordinated timetables which ensured they were engaging in daily reading with all identified P2 and P4 (First Level) pupils. Thus, supporting what we fully recognise at St Michael's Primary as being an identified aspect of success in raising attainment – regular and often practicing of the core skills and never taking your foot of the pedal. Below are tables which provides PM Benchmark assessment results in reading for all identified Primary 2 and primary4 pupils in Sept'21, Dec'21 and Mar'22, along with their class Termly Reading Tracking Table.

| Primary 2 – Focus on Reading | | | | | | | | | | | | |
|------------------------------|------------------------|-----------|-------------|-----------|--------------------|-----------|-------------|-----------|--------------------|-------------|-------------|-----------|
| | September 2021 | | | | December 2021 | | | | March 2022 | | | |
| | PM Benchmark Level | Book band | Reading Age | ORT Stage | PM Benchmark Level | Book band | Reading Age | ORT Stage | PM Benchmark Level | Book band | Reading Age | ORT Stage |
| Pupil 1 (PEF) | Focus on single sounds | - | - | - | 4 | Red 2 | >5.0 | 2 | 12 | Green 1 | >6.0 | 5 |
| Pupil 2 ((PEF) | 4 | Red 2 | >5.0 | 2 | 12 | Green 1 | >6.0 | 5 | 15 | Orange 1 | >6.5 | 6 |
| Pupil 3 (PEF) | 8 | Yellow 3 | 5.5> | 3 | 15 | Orange 1 | 6.5> | 6 | 17 | Turquoise 1 | 7.0> | 7 |

| ST MICHAEL'S PRIMARY SCHOOL TRACKING PUPIL PROGRESS IN READING | | | | | | | | | |
|---|--|-------------|------------------------|--------------------------------------|------------------------|-------------|-------------------|-------------|-------------------|
| | Early Level | | | CfE First Level (Oxford Stages 4-11) | | | | | |
| ORT Stage | ORT Stage 1-2 | ORT Stage 3 | ORT Stage 4 | ORT Stage 5 | ORT Stage 6 | ORT Stage 7 | ORT Stage 8 | ORT Stage 9 | |
| PM Reading | PM 1-5 | PM 6-8 | PM 9-11 | PM 12-14 | PM 15-16 | PM 17-18 | PM 19-20 | PM 20-21 | |
| CFE Progress | G - Good Progress | | V - Very Good Progress | | B - Beginning to Learn | | S - Some Progress | | G - Good Progress |
| Sept P2 | STAGE 1 PUPIL 1 STAGE 2 PUPIL 2 | PUPIL 3 | | | | | | | |
| Jan P2 | STAGE 2 PUPIL 1 | | | PUPIL 2 | PUPIL 3 | | | | |
| Mar ch P2 | | | | PUPIL 1 | PUPIL 2 | PUPIL 3 | | | |
| End of P2 | | | | | PUPIL 1 PUPIL 2 | | PUPIL 3 | | |

2.6 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) |
|----------------------|--|----------------------------------|
|----------------------|--|----------------------------------|

2.6
Report on the impact of Pupil Equity Funding
(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)

- 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?

| | September 2021 | | | | December 2021 | | | | March 2022 | | | |
|-------------------|--------------------|-----------|-------------|-----------|--------------------|-----------|-------------|-----------|--------------------|-----------|-------------|-----------|
| | PM Benchmark Level | Book band | Reading Age | ORT Stage | PM Benchmark Level | Book band | Reading Age | ORT Stage | PM Benchmark Level | Book band | Reading Age | ORT Stage |
| Pupil 1 (PEF) | 20 | Purple | 7.5> | 8 | 23 | Silver 1 | 8.5> | 10 | 25 | Silver 2 | >9.5 | 12 |
| Pupil 2 ((PEF) | 19 | Purple | 7.0> | 8 | 23 | Silver 1 | 8.5> | 10 | 24 | Silver 2 | 9.0> | 11 |
| Pupil 3 (PEF) | 19 | Purple | 7.0> | 8 | 23 | Silver 1 | 8.5> | 10 | 24 | Silver 2 | 9.0> | 11 |
| Pupil 4 (PEF) | 17 | Turquoise | 6.5> | 7 | 22 | Gold 2 | 8.5> | 10 | 24 | Silver 2 | 9.0> | 11 |
| Pupil 5 (Non PEF) | 19 | Turquoise | 7.0> | 8 | 23 | Silver 1 | 8.5> | 10 | 23 | Silver 1 | 8.5> | 10/11 |

|  | | ST MICHAEL'S PRIMARY SCHOOL TRACKING PUPIL PROGRESS IN READING | | | | | | | | | |  | |
|---|-------------------|---|--|----------|---|---|---|--|------------------------|--|-------------------|---|--|
| | | CfE First Level (Oxford Stages 4-11) | | | | | | CfE Second Level (Oxford Stages 12-16) | | | | | |
| ORT Stage | Stage 6 | Stage 7 | Stage 8 | Stage 9 | Stage 10 | Stage 11 | Stage 12 | Stage 13 | Stages 14+ | | | | |
| PM Reading | PM 15-16 | PM 17-18 | PM 19-20 | PM 21-22 | PM 23-24 | PM 25-26 | PM 27-28 | PM 29-30 | | | | | |
| CfE Progress | S - Some Progress | | G - Good Progress | | | V - Very Good Progress | | | B - Beginning to Learn | | S - Some Progress | | |
| Sept P4 | | Pupil 4 (PEF) | Pupil 1 (PEF) Pupil 2 (PEF) Pupil 3 (PEF) Pupil 5 | | | | | | | | | | |
| Jan P4 | | | | | Pupil 1 (PEF) Pupil 2 (PEF) Pupil 3 (PEF) Pupil 4 (PEF) Pupil 5 | | | | | | | | |
| March P4 | | | | | | Pupil 1 (PEF) Pupil 2 (PEF) Pupil 3 (PEF) Pupil 4 (PEF) Pupil 5 | Pupil 1 (PEF) | | | | | | |
| End of P4 | | | | | | | Pupil 1 (PEF) Pupil 2 (PEF) Pupil 3 (PEF) Pupil 4 (PEF) Pupil 5 | | | | | | |

This data, supported also by regular in class assessments, SNSAs for the Primary 4 pupils and teachers' professional judgement evidences that the wide range of support and resources put in place have had a significantly positive impact overall. The Primary 2 pupils are all now on track to achieve First Level in Primary 4 and all our Primary 4 have achieve First level and at the beginning of Second Level as they enter Primary 5.

| 2.6 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>2.6 Report on the impact of Pupil Equity Funding</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>Homework Club Due to the Covid-19 restrictions which have been in place throughout session 2020-2021 and most of session 2021-22, our well-established Homework Club was not able to take place again this year. To compensate we once again allocated extra PEF Learning Assistant time to supporting identified pupils with their Homework within the school day. Homework Club is valued by all parents, and we have a number of requests for pupils to attend when we reintroduce it early next session.</p> <p>Before/After School Clubs Unfortunately, once again this session we were unable to engage in our family P5-7 Running Club held on Friday mornings 8:10am - 8:50am, Baking Club, Cooking Club, Chess Club and Gymnastics Club. However, in term 4, when COVID-19 restrictions were lifted, we were able to reinstate our After School Football Club for P5-7 pupils in preparation for the Guid Nychburris Football Festival in June which was attended by 49 pupils. We were delighted that out of our 22 P5-7 Pupil Equity Fund Pupils – 14 pupils signed up and 13 represented the school at the Guid Nychburris Football Festival.</p> <p>Health and Wellbeing Our Balance Bikes and Scooters were reintroduced this session, much to the delight of our P1 and P2 pupils, with us being successful to secure extra funding for new helmets from the ibike team. We held our Whole School Health Day, supported by our Active Schools partners in late March'22 which was very successful, especially as the 'Bubble' restrictions had been lifted and the children were able to work together and support each other in their House Teams. Also, we continued to focus in getting our classes out into local 'Green Spaces' to support our pupils Health and Wellbeing. Examples are Orienteering for all pupils P1-7 at either Castledykes, Maryfield Park and/or St Joseph's Playing Field, Fishing for the Future with the River Nith Catchment Trust, and regular walks around Dumfries town to support IDL topics.</p> <p>Supporting Our Pupils Our Supporting Pupil Document evidences the wide range of experiences all pupils, including our targeted pupils were offered from Aug'21- Jun.22 at St Michael's Primary School. Compared to last year's limited opportunities, this document evidences how proactive we have been in "bringing the real world into the classroom and taking the classroom out into the real world" and highlights how very good our engagement is in supporting the 4 capacities of Curriculum for Excellence. This session both our Pupil Equity Funding and Cost of the School Day monies have been used very effectively to allow us to weaver all cost, except our P5 trip to Bannock Burn which was £5.00 per pupil and reduced to £3.00 per pupil for families of targeted pupils. This has been greatly appreciated by the families involved, many of whom have taken the time to offer personal thanks to staff.</p> | |

2.7 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>2.6 Report on the impact of Pupil Equity Funding</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>Analysing Self-Perception – 'Myself As A Learner'</p> <p>At St Michael's Primary School we are very aware of the central role played by a person's self-perceptions in contributing to motivation and achievement in school and in learning for life. Last year, we decided to focus on this with all of P5-P7 pupils who are supported through the Pupil Equity Funding. This resulted in us identifying 3 pupils where low self-esteem and lack of confidence when approaching problems was very much in evidence and put in plans for action to be taken. However, the number of the fun activities planned with them engaging with younger pupils never came to fruition as our 'Bubble' system, which restricted pupil interaction to one class group, and the second Lockdown hampered even the planned activities within the class!</p> <p>This year we were able to put our plans into action and once the 'bubbles' were removed and they were able to begin working with younger pupils the children, their self-confidence noticeable increased and on analysing the results of their follow-up 'Myself As A Learner' assessment it was encouraging to note that their overall perception of school was more positive and that working with the younger pupils made them look forward to the day.</p> | |

2.2 Summary of Key Strengths / Areas for Improvement (What is our capacity for continuous 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"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change | <ul style="list-style-type: none"> Most staff work closely together to create a stimulating environment which promotes high quality learning and teaching, providing excellence and equality for all. Pupils, parents, partners and staff are all involved in the creation and ongoing review of our School Vision, Values and Aims which are clear, ambitious, and reflective of our school's local context and set the agenda for our planned improvements in outcomes for all. (Next review date – February 2023) For effective change and improvement to take place within our school, systems are in place which ensure that continual and systematic self-evaluation of our work is embedded into school practice. By regularly reflecting on our current practice, the school vision, values and aims and using quality indicators systematically, as the basis for gathering evidence we are able to make evaluative judgments, which set an agenda for change and improvement. When identifying strengths and areas for improvement we ensure that evidence is gathered from a wide variety of sources and effectively use attainment data to help identify trends and inform decisions. We also carried out a systematic approach to Whole School Self-Evaluation through our Standard and Quality Review, involving all stakeholders, in spring 2022. In taking the school forward we fully recognise our School Improvement Plan to be the document which focuses on excellence through raising attainment and achieving equity and impacts on improving the achievements, attainment and well-being of all learners. Our Vision, Values and Aims laid out in our School Improvement Plan are underpinned by our actions and it is viewed by all to be a working document which is revisited continuously throughout the session. Senior leaders in our school community promote and support innovation, creativity and practitioner enquiry which lead to positive change. Thus, practitioner enquiry and creative approaches are integral to the thinking and practice of staff, pupils and partners. The school is imbued with a collective culture and commitment to improvement by working collaboratively to meet children's personal, social, health and educational needs and provide children with the highest quality experiences and outcomes. Fortunately, with the relaxing of Covid-19 restrictions many of our annual events such as Health Days, Languages Week, Eco-Action Day, World Book Week, Maths Week and STEM activities were reintroduced, though not involving the usual extensive range of people within our local community. The school's own data, corroborating evidence from standardised assessments and evidence regularly scrutinised, indicate that children across the school are making good progress in their learning and are being enabled to do their best in school. As individuals and with colleagues, all staff evaluate their own class as reflective practitioners and make improvements. This is achieved through focused evaluations of plans, PRI engagement, peer observations and most importantly continuous professional dialogue. All of which are embedded in the GTSC standards. In our school we use Quality Indicators from HGIOS? 4 as a basis for improvement. Pupils are also encouraged to evaluate their experiences and identify possible improvements e.g. Health Day activities, Children in Need, School Toilets, Curricular Structures, World Book Week engagement, etc | <ul style="list-style-type: none"> Have in place a strategic plan to reduce disruption to learning should the high level of both pupil and staff absence be repeated next session. Continue with the school's effective approaches to planning improvements and leading, managing and implementing change. Continue to share good practice, both locally and nationally and look at ways of using information within learning to plan new learning. Continue increased focus on closing the attainment gap between the most and least advantaged children. | <p style="text-align: center;">4</p> |

2.2 Summary of Key Strengths / Areas for Improvement (What is our capacity for continuous 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>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 overall quality and range of children's learning experiences both in and out of the school are very good, where children's learning experiences are of a consistently high quality across the school. • Effective prioritisation of improvement requirements focused on learning and teaching to raise levels of Attainment, Achievement and Participation. • Learners say that they value their teachers and feel teachers work very hard to provide stimulating activities which help them to achieve their best. • Nearly all pupils are highly motivated and enthusiastic learners who can talk about and remember their prior learning very well. For example, children can recall and talk about their learning in most of their previous IDL topics very well, providing clear evaluative comments. • Throughout the day, children work very well together, overall, at a fairly brisk pace, however the high level of both pupil and staff absence this session has resulted in our usual brisk pace being compromised. The children want to do their best for their teachers who set high expectations. They demonstrate that they can work together very well in pairs and groups to complete tasks. • Pupils play a very significant part in their own learning and achievement. They know and understand the learning intentions through conversations and planning with their teachers. They are involved in developing success criteria and the school continues to support pupils to build on this. • The creation and use of PLPs via the pupils' 'My Journey' books and our newly introduced Pupil Profiles, to enhance learning, are improvements to engage learners in the language of learning and our SKILL Awards scheme which accredits the wider achievement of pupils have been well received and are now firmly embedded into our practice. These approaches continue to impact positively on all our pupils' approaches towards reflecting on and taking forward their own learning. • Staff continue to be increasingly more confident in recognising and providing valid and reliable assessment evidence at key milestones to report on pupil progress, now using the Four Stages of Progress within a CfE Level. • Within our school we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum, demonstrating a full understanding that moderation is integral to planning. This is beginning to develop across our learning communities. • Learners' engagement with formative learning strategies is helping all of them experience success and understand why. Home/school diaries, Activity Time Passports, My Journey books and the new ePortfolios all contribute to their drive toward improving achievement and attainment. Children value the conversations they have with their teachers about their skills and progress. • While teachers use the experience and outcomes to plan children's learning and assess children's progress, they triangulate assessments using a range of approaches, including the use of INCAS scores (for identified pupils) and the SNSAs. These range of data show that almost all of our children's levels of attainment exceed that of comparator schools our Cluster. The data also shows clear evidence of value added where children achieve beyond the levels expected of them from standardised assessments. We also use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners. Though concerns have been raised regarding pupils' levels of attainment in Literacy -writing and basic skills upon entering P1 from our wide range of early year providers and the possible link to the 2 periods of Lockdown in the last 2 years. • A range of highly effective approaches are in use, including standardised testing, target setting and tracking arrangements, to identify, review and evaluate children's learning needs. All staff see it as their responsibility to identify children across a broad range of needs, including those facing additional challenges such as young carers and those who are looked after and those living with financial hardship. • The Headteacher sets the highest aspirational expectations and has successfully established an inclusive, caring and nurturing ethos that expects, supports, empowers and enables staff and children to develop and achieve of their best. | <ul style="list-style-type: none"> • Reduction in the high level of both pupil and staff absence to limit the disruption to learning. • A need to engage with our early year providers to share concerns regarding the poor levels of attainment in Literacy our pupils have upon entering into Primary 1. • Work with the newly appointed Cluster QAMSO to support moderation activities both in school and within the cluster. • A need to continue to agree shared standards and assessment/tracking of attainment within our learning communities. | <p>4</p> |

2.2 Summary of Key Strengths / Areas for Improvement (What is our capacity for continuous 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>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality | <ul style="list-style-type: none"> • Our school's vision, values and aims set out clear expectations for and positive attitudes towards, diversity. We are strongly committed to equality, where the ethos of the school is based on a culture of mutual respect, supporting polite and positive behaviour, at all times. • All staff engaged in the annual Child Protection update via power point in Aug'21, and all relevant supporting documentation is available for staff to access in Teacher's Community. • All school staff work with pupils appropriately and they are treated with respect and staff feel that the school, works hard to ensure that pupils know what respect is and that they treat everyone within the school, community and home with respect. • Caring, sensitive and dedicated staff who have a sense of corporate responsibilities towards the pupils and the school has created a very inclusive and nurturing ethos throughout the school where all adults are attentive to children's wellbeing and learning throughout the day. They encourage and instil an ethos of aspiration and determination in children. • Our 'Supporting Pupils' document and weekly 'Activity Time', with supporting Pupil Passport, evidences how all staff regularly take the learning out of the classroom to promote positive relationships, behaviour and wellbeing. • Effective deployment of staff ensures support for children's learning and provides a high standard of care and support to children with additional needs. • Children's learning about health and wellbeing is built around the SHANARRI indicators and enhanced by the involvement of partners including social, health and emergency services personnel. Now need to ensure our Journey Books are used effectively to record and evidence pupils' learning linked to the wellbeing indicators. • Effective working arrangements within the school, and with partnership services ensures that all learners are included in the life of the school. • An inclusive atmosphere throughout the school where pupils, staff, families, partnership services and visitors are all made to feel welcomed and valued. • The school's rigorous arrangements meet the requirements of legislation on supporting learning. • Learners, families and staff are treated with respect and in a fair and just manner. • There is a strong sense of equality and fairness throughout the curriculum and all aspects of the school. This was recognised as a key strength in our recent Standards and Quality review in spring 2022. However, it also recognised that the high number of staff absences, including 4 long-term absences, this year has led to inconsistency in approaches to behaviour management which pupils were very quick to point out. • All pupils have a sense of identity and pride in the school and are actively involved in school life and decision making. • Diversity is recognised, valued and promoted within our school and community, whilst emphasising what is shared in our values and experiences. We currently have 17% BAME pupils and 17.5% of pupils with English as an Additional language. • We discuss equality issues openly and constructively, with our pupils' demonstrating confidence in recognising and addressing discrimination. • During our Health and Safety Inspection in 2019, our approaches to the Health and Safety of the pupils was described as 'exemplary'. Our Health and Safety Folder and other items have been identified as good practice and has now been shared at Authority Level. Colleagues have worked with the Head Teacher to gain extra support in this area. The building and in particular the toilets did not fare so well, and renovation plans have been postponed due to Covid-19 School Closures. | <ul style="list-style-type: none"> • Begin our journey towards becoming a Rights Respecting School, involving all stakeholder. • Continue to ensure support is considered and available to address the impact of COVID-19 related issues - illness, bereavement, social isolation and poverty on individual children, families, staff and the school. • Our school approaches to the SHANARRI wellbeing indicators will continue to evolve through increased reflection and debate across the school and community, involving pupils, parents, partners and staff. • Re-establish links with neighboring 'new build' schools to access their facilities which are fit for purpose and further enrich our learners' experiences. • Ensure the planned refurbishment addresses all H & S issues such as the toilets, radiators etc. | <p>5</p> |

2.2 Summary of Key Strengths / Areas for Improvement (What is our capacity for continuous 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners | <p>Attainment in literacy and numeracy</p> <ul style="list-style-type: none"> Overall, children are making good progress in literacy and English language and in numeracy and mathematics. Across St Michael's Primary School, children's attainment and the quality of their work is sustained, enhanced and of a high standard. Data shows that almost all children across the school make good progress from prior levels of attainment. A significant number of children in all classes across the school exceed national expectations for their stage. Staff make highly effective use of a variety of assessment data to evaluate children's progress and achievement in literacy and numeracy. This includes data from formative, summative and holistic assessments as well as the results from the Scottish National Standardised Assessments. As part of the schools well-structured tracking, monitoring and self-evaluation processes, staff have reflected on attainment and achievement at St Michael's Primary School against their Dumfries Academy Cluster schools and Dumfries and Galloway Schools, using the information provided by the Authority – see below: <table border="1" data-bbox="409 570 1478 737"> <thead> <tr> <th colspan="9">EARLY LEVEL – P1 Jun'21 Achievement and P2 Achievement in Feb/Mar'22</th> </tr> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Listening & Talking</th> <th colspan="2">Numeracy</th> </tr> <tr> <th></th> <th>Jun-21</th> <th>Feb-22</th> <th>Jun-21</th> <th>Feb-22</th> <th>Jun-21</th> <th>Feb-22</th> <th>Jun-21</th> <th>Feb-22</th> </tr> </thead> <tbody> <tr> <td>D & G</td> <td>71.4%</td> <td>75.5%</td> <td>69.2%</td> <td>72.4%</td> <td>81.9%</td> <td>80.1%</td> <td>77.4%</td> <td>78.1%</td> </tr> <tr> <td>Dumfries Academy</td> <td>65.1%</td> <td>68.0%</td> <td>66.3%</td> <td>70.9%</td> <td>87.2%</td> <td>85.5%</td> <td>75.6%</td> <td>78.5%</td> </tr> <tr> <td>St Michael's Primary</td> <td>57.1%</td> <td>90%</td> <td>80.9%</td> <td>85%</td> <td>100%</td> <td>100%</td> <td>80.9%</td> <td>85%</td> </tr> </tbody> </table> <table border="1" data-bbox="409 748 1478 922"> <thead> <tr> <th colspan="9">FIRST LEVEL– P4 Jun'21 Achievement and P5 Achievement in Feb/Mar'22</th> </tr> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Listening & Talking</th> <th colspan="2">Numeracy</th> </tr> <tr> <th></th> <th>Jun-21</th> <th>Feb-22</th> <th>Jun-21</th> <th>Feb-22</th> <th>Jun-21</th> <th>Feb-22</th> <th>Jun-21</th> <th>Feb-22</th> </tr> </thead> <tbody> <tr> <td>D & G</td> <td>67.7%</td> <td>74.2%</td> <td>59.0%</td> <td>64.8%</td> <td>75.9%</td> <td>79.7%</td> <td>64.2%</td> <td>69.0%</td> </tr> <tr> <td>Dumfries Academy</td> <td>69.2%</td> <td>72.3%</td> <td>61.5%</td> <td>62.3%</td> <td>80.0%</td> <td>78.5%</td> <td>70.8%</td> <td>78.5%</td> </tr> <tr> <td>St Michael's Primary</td> <td>80%</td> <td>89.2%</td> <td>72%</td> <td>75%</td> <td>92%</td> <td>92.8%</td> <td>76%</td> <td>89.2%</td> </tr> </tbody> </table> <p>As over 90% of our Primary 7 pupils transfer to St Joseph's RC College it is far more appropriate to compare our P7 data with St Joseph's RC College S1 data rather than Dumfries Academy S1 data, therefore both Cluster data has been included in this table.</p> <table border="1" data-bbox="409 1036 1478 1230"> <thead> <tr> <th colspan="9">SECOND LEVEL– P7 Jun'21 Achievement and S1 Achievement in Feb/Mar'22</th> </tr> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Listening & Talking</th> <th colspan="2">Numeracy</th> </tr> <tr> <th></th> <th>Jun-21</th> <th>Feb-22</th> <th>Jun-21</th> <th>Feb-22</th> <th>Jun-21</th> <th>Feb-22</th> <th>Jun-21</th> <th>Feb-22</th> </tr> </thead> <tbody> <tr> <td>D & G</td> <td>70.8%</td> <td>71.6%</td> <td>62.1%</td> <td>65.4%</td> <td>78.2%</td> <td>81.4%</td> <td>66.4%</td> <td>70.1%</td> </tr> <tr> <td>Dumfries Academy</td> <td>60.4%</td> <td>71.9%</td> <td>61.5%</td> <td>67.7%</td> <td>70.8%</td> <td>77.1%</td> <td>61.5%</td> <td>72.9%</td> </tr> <tr> <td>St Joseph's College</td> <td>81.8%</td> <td>78.8%</td> <td>63.6%</td> <td>66.7%</td> <td>72.7%</td> <td>75.8%</td> <td>69.7%</td> <td>72.7%</td> </tr> <tr> <td>St Michael's Primary</td> <td>84.8%</td> <td>-</td> <td>60.6%</td> <td>-</td> <td>90.9%</td> <td>-</td> <td>72.7%</td> <td>-</td> </tr> </tbody> </table> <p>Attainment levels higher than the Authority and Cluster Primaries/Secondary Schools and increase of achievement of a level in school.</p> <p>Attainment levels lower than the Authority and Cluster Primaries/Secondary Schools</p> <p>This positive picture provides clear evidence that the school has continued to embed highly effective approaches to moderation which have a very positive impact on learners' attainment. The collegiate and collaborative approach to planning, learning, teaching and assessment is resulting in children making good progress across the school.</p> | EARLY LEVEL – P1 Jun'21 Achievement and P2 Achievement in Feb/Mar'22 | | | | | | | | | | Reading | | Writing | | Listening & Talking | | Numeracy | | | Jun-21 | Feb-22 | Jun-21 | Feb-22 | Jun-21 | Feb-22 | Jun-21 | Feb-22 | D & G | 71.4% | 75.5% | 69.2% | 72.4% | 81.9% | 80.1% | 77.4% | 78.1% | Dumfries Academy | 65.1% | 68.0% | 66.3% | 70.9% | 87.2% | 85.5% | 75.6% | 78.5% | St Michael's Primary | 57.1% | 90% | 80.9% | 85% | 100% | 100% | 80.9% | 85% | FIRST LEVEL– P4 Jun'21 Achievement and P5 Achievement in Feb/Mar'22 | | | | | | | | | | Reading | | Writing | | Listening & Talking | | Numeracy | | | Jun-21 | Feb-22 | Jun-21 | Feb-22 | Jun-21 | Feb-22 | Jun-21 | Feb-22 | D & G | 67.7% | 74.2% | 59.0% | 64.8% | 75.9% | 79.7% | 64.2% | 69.0% | Dumfries Academy | 69.2% | 72.3% | 61.5% | 62.3% | 80.0% | 78.5% | 70.8% | 78.5% | St Michael's Primary | 80% | 89.2% | 72% | 75% | 92% | 92.8% | 76% | 89.2% | SECOND LEVEL– P7 Jun'21 Achievement and S1 Achievement in Feb/Mar'22 | | | | | | | | | | Reading | | Writing | | Listening & Talking | | Numeracy | | | Jun-21 | Feb-22 | Jun-21 | Feb-22 | Jun-21 | Feb-22 | Jun-21 | Feb-22 | D & G | 70.8% | 71.6% | 62.1% | 65.4% | 78.2% | 81.4% | 66.4% | 70.1% | Dumfries Academy | 60.4% | 71.9% | 61.5% | 67.7% | 70.8% | 77.1% | 61.5% | 72.9% | St Joseph's College | 81.8% | 78.8% | 63.6% | 66.7% | 72.7% | 75.8% | 69.7% | 72.7% | St Michael's Primary | 84.8% | - | 60.6% | - | 90.9% | - | 72.7% | - | <ul style="list-style-type: none"> Authority needs to ensure there is sufficient number of supply staff available to cover the high level of staff absences due to Covid-19. Following the success of our trial this session we now require to transfer all pupil's IEP short-term targets into our pupils' Individual Journey Book, to allow for progress to be monitored and shared by all involved staff. Continue increased focus on raising attainment and closing the poverty gap for our most disadvantaged children. Continue to work closely with EAL staff and Interpreters to ensure appropriate and effective support for our pupils. | <p style="text-align: center;">4</p> |
| EARLY LEVEL – P1 Jun'21 Achievement and P2 Achievement in Feb/Mar'22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Jun-21 | Feb-22 | Jun-21 | Feb-22 | Jun-21 | Feb-22 | Jun-21 | Feb-22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D & G | 71.4% | 75.5% | 69.2% | 72.4% | 81.9% | 80.1% | 77.4% | 78.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| St Michael's Primary | 57.1% | 90% | 80.9% | 85% | 100% | 100% | 80.9% | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FIRST LEVEL– P4 Jun'21 Achievement and P5 Achievement in Feb/Mar'22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Reading | | Writing | | Listening & Talking | | Numeracy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Jun-21 | Feb-22 | Jun-21 | Feb-22 | Jun-21 | Feb-22 | Jun-21 | Feb-22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D & G | 67.7% | 74.2% | 59.0% | 64.8% | 75.9% | 79.7% | 64.2% | 69.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dumfries Academy | 69.2% | 72.3% | 61.5% | 62.3% | 80.0% | 78.5% | 70.8% | 78.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| St Michael's Primary | 80% | 89.2% | 72% | 75% | 92% | 92.8% | 76% | 89.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SECOND LEVEL– P7 Jun'21 Achievement and S1 Achievement in Feb/Mar'22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Reading | | Writing | | Listening & Talking | | Numeracy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Jun-21 | Feb-22 | Jun-21 | Feb-22 | Jun-21 | Feb-22 | Jun-21 | Feb-22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D & G | 70.8% | 71.6% | 62.1% | 65.4% | 78.2% | 81.4% | 66.4% | 70.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dumfries Academy | 60.4% | 71.9% | 61.5% | 67.7% | 70.8% | 77.1% | 61.5% | 72.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| St Joseph's College | 81.8% | 78.8% | 63.6% | 66.7% | 72.7% | 75.8% | 69.7% | 72.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| St Michael's Primary | 84.8% | - | 60.6% | - | 90.9% | - | 72.7% | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2.2 Summary of Key Strengths / Areas for Improvement (What is our capacity for continuous 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>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners | <p>Attainment in literacy and numeracy</p> <ul style="list-style-type: none"> Data for 2021-22 shows most children achieve Early Level across literacy and numeracy by the end of P1. By the end of P4, almost all children achieve first level across reading, listening and talking and numeracy and mathematics and most children achieve First Level in writing. By the end of P7, almost all children achieve second level across all areas of literacy. Most P7 children achieved second level in numeracy, however pupil attainment in this area noticeably decreased from Dec'20 – Jun'22. P4 and P1 SNSA Assessment results for session in March'22 and June'22, respectively were all above the National Average and P7 SNSA Assessment results in November 2021 are also above the National Average, in all areas assessed, which evidence good levels of attainment in literacy-writing and numeracy and very good levels of attainment in reading. Nevertheless staff, although pleased that all pupils have made progress in their writing, recognise that the degree of improvement has been hampered by the very high level of both pupil and staff absence and therefore identified that there still remains the need for us to continue to focus on raising attainment in writing at all stages, as a priority. (see table below) <table border="1" data-bbox="474 654 1411 857"> <thead> <tr> <th colspan="4">June 2022 Curriculum for Excellence Data</th> </tr> <tr> <th></th> <th>Primary 1</th> <th>Primary 4</th> <th>Primary 7</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>78.3%</td> <td>80%</td> <td>87.5%</td> </tr> <tr> <td>Writing</td> <td>69.6%</td> <td>72%</td> <td>78.1%</td> </tr> <tr> <td>Listening & Talking</td> <td>87%</td> <td>88%</td> <td>93.8%</td> </tr> <tr> <td>Numeracy</td> <td>82.6%</td> <td>80%</td> <td>68.8%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Well established, robust tracking systems, based on a wide range of data, are in place, which effectively monitor children's progress and currently evidence that almost all learners are making good progress from their prior levels of attainment in literacy and numeracy. Staff use the 'Four Stages of Progress within a Curriculum for Excellence Level' assessment tracking data, to log present skills levels. They also use Curriculum for Excellence benchmarks confidently to break down the skills being undertaken within a level. Evidence presented from all assessment data shows that almost all pupils, including learners with additional challenges, are making progress. Termly, 'Tracking & Raising Attainment and Achievement' meetings enable all staff to discuss every individual as a learner and reflect upon good practice. The school understands that strong attendance supports improvement for those who face additional challenges. Staff monitor attendance carefully. However, due to the Covid-19 Guidelines in place for the majority of the session and the high number of people testing positive for Covid-19, who have had very high levels of both pupil and staff absence which has impacted, not only on continuity and pace of learning but also on general pupil and staff Health and wellbeing. Support from the Attendance Liaison team has been sought to assist pupils who have found returning to school in the midst of the Covid-19 pandemic a challenge. In addition, there have been no exclusions over the last five years. | June 2022 Curriculum for Excellence Data | | | | | Primary 1 | Primary 4 | Primary 7 | Reading | 78.3% | 80% | 87.5% | Writing | 69.6% | 72% | 78.1% | Listening & Talking | 87% | 88% | 93.8% | Numeracy | 82.6% | 80% | 68.8% | | <p style="text-align: center;">4</p> |
| June 2022 Curriculum for Excellence Data | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Primary 1 | Primary 4 | Primary 7 | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 78.3% | 80% | 87.5% | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 69.6% | 72% | 78.1% | | | | | | | | | | | | | | | | | | | | | | | | |
| Listening & Talking | 87% | 88% | 93.8% | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 82.6% | 80% | 68.8% | | | | | | | | | | | | | | | | | | | | | | | | |

2.2 Summary of Key Strengths / Areas for Improvement (What is our capacity for continuous 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>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> | <p>Attainment over time</p> <ul style="list-style-type: none"> • The school maintains high expectations and ambitious aims are set for all children. There is a constant drive to ensure all children maximise their potential and make the greatest progress possible. Robust dialogue with class teachers ensures a relentless focus on achieving the best outcomes for all learners. Where predictions indicate that individuals or groups are not on track to achieve, staff work together to identify appropriate interventions to address this. For example, in Sept'21 it was identified that a significant number of Primary 4 pupils were not on track to achieve First Level in reading – both School Leadership Time and Pupil Equity Funding staffing resources were put in place between Sept'21 and Dec'21 to provide targeted support for those individuals. All pupils made very good progress with everyone successfully achieving First Level in May'22 and now all are on track to begin working towards second level in Primary 5. It was hoped to replicate this with an identified group of Primary 3 pupils in Jan'22, however the very high level of both pupil and staff absence during terms 3 and 4 has unfortunately resulted in this being postponed until the beginning of next session. <p>Solutions are tailored to individuals and include creative approaches in order that children achieve success. As a result, the school has raised attainment in literacy and numeracy over time and continues to sustain these gains.</p> <ul style="list-style-type: none"> • Teachers regularly moderated their assessment standards with each other and this year, during the February'22 Inset Primary Staff within the Cluster carried out an engaging and successful moderation exercise with a focus on writing. It was planned for Secondary colleagues to engage with Second and Third Level, however they were unable to attend due to staff not being informed. This approach has supported staff in developing a very systematic overview of attainment. From the wide variety of assessment data, staff are able to measure the added value for all children in their learning as they move through the stages. Differentiation of tasks is demonstrated well across the levels, within carousel tasks and from the use of personalised, individual success criteria. • This session there has been a focus on writing with staff successfully engaging in the Stephen Graham programme and under taking extra pupil assessments and moderation exercises both within the school and with Cluster Colleagues. Although, we have seen attainment levels increase with nearly all pupils making some degree of progress, there is more work to be undertaken next session. Handwriting and Spelling are areas which have been ear-marked as areas where extra focus is required. <p>Overall quality of learners' achievement</p> <ul style="list-style-type: none"> • 'Reach for the Stars' is inspiring our children to do their best for themselves and the whole school. Previous success in cultural, sporting, STEM and Family Learning events helped to encourage children. Across the school there is a very positive culture of recognising and valuing children's achievements and the development of their skills within the four capacities, underpinned with Learning for Sustainability. Children have various opportunities for leadership and pupil voice is strong across the school. All children can contribute ideas and opinions through their participation in one of the pupil groups. These include the Eco Group, Road Safety Team, Health Group, Pupil Council, Determined to Succeed Team, Sports Committee and the STEM Team. Through these groups, children discuss important topical, real-life, local/global issues and consider how they can make a positive contribution to school improvement, their local community and beyond. For example, the Eco Group have been very proactive this session in working towards the school's 5th Green Flag, which we hope to obtain in spring 2023, by reintroducing our class recycling bins and drawing an awareness of the global problems such as climate change and plastic pollution in the world's oceans, through COP26. They devised plans for how we as a school can play a part in reducing plastic waste. Throughout the classes, and at our recently reintroduced whole school Weekly Assemblies, there is reference to how children are taking forward the values of their school, which will be reviewed in Spring 2023. | <ul style="list-style-type: none"> • Continue to engage in the final 4 sessions of the Stephen Graham Programme to improve attainment in writing. • Need to review our Handwriting and Spelling Programmes and Policies with the aim to achieve improvements in this area of pupils' learning. | <p style="text-align: center;">4</p> |

2.2 Summary of Key Strengths / Areas for Improvement (What is our capacity for continuous 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>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> | <p>Overall quality of learners' achievement</p> <ul style="list-style-type: none"> • Our school tracks every pupil's progress very carefully within Literacy, Numeracy, Health and Wellbeing, BGE and Wider Achievement. Each child has challenging but realistic targets and every child is aware of their next steps in learning and has a meaningful role in reflecting on their progress. Every child has a record of achievement that includes weekly targets with a section where children are invited to reflect on how well they have got on towards meeting these targets. These records go home every week and are signed by the parents/family and teachers. The pupils' Journey Books, home/school diaries and comprehensive Interim and Full Reports with Long Term Targets ensure that parents and partners are aware of children's achievements and how these link to learning and further support home/school links. • The school also has very effective arrangements for monitoring and tracking children's wider achievements, having successfully developed a progressive, whole-school skills framework scheme for accrediting children's skills development and wider achievements which has been recognised nationally as an example of good practice in an Education Scotland publication. Our SKILL Awards tracker follows children from P1-P7, recording participation and achievement. Staff make effective use of this data to ensure equity of opportunity for all children. Staff signpost options and target those at risk of missing out on opportunities for wider achievement. Staff have developed a progressive, whole-school skills framework. Commendably, all children can identify the skills they develop through their learning experiences as well as through their participation in clubs and other activities. They talk confidently about 'Reaching for the Stars' and recognise how skills they are developing support them to achieve this. • As a result of the variety of opportunities for success and achievement, all children are developing as responsible citizens who are well placed to make valuable contributions to their school and wider community. From the earliest stages, they are developing a range of skills and attributes which they recognise will support them in their future learning and career aspirations. • Our comprehensive yearbook contains many of the experiences, children participate in beyond the school gates. Sporting and cultural achievement, dancing displays, involvement in support groups and charity events are all documented for children across the school to share. Entries in the previous 2 yearbooks were reduced greatly since March'20, when we experienced our first Covid-19 Lockdown, so it has been heartening this session to have an increase in entries as we begin to see the removal of Covid-19 restrictions. • The school has established a culture of high expectations around children's achievements and ways of celebrating and sharing these with the whole school community. Displays and noticeboards around the school, Weekly Bulletins, pupils' Journey Books, individual class assemblies, the school's Weekly Bulletin, the school's Yearbook, the School Website and Class Dojo and our nationally acclaimed SKILL Awards scheme. • This year our children were once again able to experience engagement in the Rotary Speech Making competition, the Euro Quiz, Nithsdale Cross Country Championships, Nithsdale Relay Championships and Guid Nychburris Competitions – Handwriting and Football. We were also very successful in the Cash for Kids Challenge, which resulted in us receiving an extra £100 for the most 'Creative Fundraising Idea' and two of our Primary 7 pupils received a special award with each being recognised as the two 'Star Pupils' out of all the schools, during this fundraising challenge. As a result the school will receive an additional £200. | | <p>4</p> |

2.2 Summary of Key Strengths / Areas for Improvement (What is our capacity for continuous 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>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> | <p>Equity for all learners</p> <ul style="list-style-type: none"> • The school has a clear strategy for raising attainment, whilst ensuring equity. We currently have 17% (31 pupils) of our pupils from ethnic minority groups and 17.5% (32 pupils) who have English as an Additional Language, a number of families supported by Social Services and 24% (43 pupils) of pupils who have Additional Support needs. As a result, all staff promote equity across learning for all children in an inclusive and nurturing ethos. They know and understand children, families and the socio-economic context of the community very well. Using the school's allocation of Pupil Equity Funding, interventions in literacy, numeracy and health and wellbeing are targeted to reduce potential barriers to learning and improve outcomes for learners. These interventions are monitored carefully and rigorously reviewed. Where outcomes are not in line with expectation, plans are amended accordingly. The school's highly effective approaches to tracking and monitoring children's attainment and achievement evidences the very positive impact of interventions. • Pupil Equity Funding has strategically been used to effectively begin to close the attainment gap. Robust systems are in place which allow SLT and staff to monitor the use and impact of Pupil Equity Funding in closing the attainment gap between the most and least disadvantaged children. SLT PEF attainment meetings ensure that support is targeted to those as and when required and that resources prioritise the level of need. Specific funding to ensure that targeted learners do not miss out on experiences due to lack of finance is highly effective and the Cost of the School Day funding introduced this session has allowed us to remove/reduce costs for all pupils within the school. Regular donations of clothing are distributed fairly to meet the Health and Wellbeing needs of identified pupils and this has been especially helpful in assisting the high level of refugee pupils who have arrived throughout the year. All staff have a very good working knowledge of our families and their needs. • Procedures are in place which ensures transparency and equity in the use of Pupil Equity Funding. Through consultation with staff, pupils and parents, the school is able to allocate resources effectively to introduce Pupil Equity Funding improvement priorities. • The school works hard to ensure that it is providing rich learning opportunities that are sufficiently made available for everyone, so that all learners are able to participate in classroom life. By focusing on what is to be learned by all the learners in the classroom, our inclusive pedagogical approach aims to avoid the problem and stigma associated with marking some learners as different. The school's annual 'Supporting Pupils' Document clearly evidences the wide range of experiences all pupils, including our targeted pupils, are offered throughout the year at St Michael's Primary School. Some of the excursions require a small fee from families, however with the Pupil Equity Funding monies and the newly introduced Cost of the School Day funding, we have been in a position to weaver these costs, offering families of targeted pupils financial support for day excursions. This has been greatly appreciated by the families involved, many of whom have taken the time to offer personal thanks to staff. • The school is committed to unlocking the potential of the many children who may have difficulty learning, but whose life chances depend on a good education. Working with colleagues and Pupil Equity Funding resourced staff the school has identified a number of successful ways of approaching the difficulties in learning faced by children, including developing teachers' skills and strategies for meeting the needs of targeted pupils and sharpening our focus on the progress these children make. • Currently 34% of children (62 pupils) receive free school meals and PEF allocation. This is a significant increase of 7.4% from last session. Unfortunately, we currently only have funding for 26 pupils in 2022-2023. | | <p>4</p> |

2.2 Summary of Key Strengths / Areas for Improvement (What is our capacity for continuous 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>2.2 Curriculum: Theme 3</p> <ul style="list-style-type: none"> Learning Pathways | <ul style="list-style-type: none"> • Provision of a broad and well-balanced curriculum, which provides flexible learning pathways. • Developments to embrace CfE methodology have maintained a good pace, and it is evident in all areas and aspects of the school curriculum. • Children value their teachers who they say set high expectations and work very hard to provide stimulating activities which help them to achieve their best. Almost all children when questioned through the standards and quality survey in spring 2022, said they enjoy learning at school. • Children are successfully developing a range of important skills linked to the four capacities, through class projects/themes and whole school experiences, challenges and responsibilities. Children value the opportunities to work with children in different classes and enjoy sharing their work. Shared learning, a range of After School Clubs and Activity Time all make an important contribution to children developing these skills. • Activity Time provides opportunities to work with others across the school. Children are very supportive of one another, and consideration is given to ensure everyone can contribute effectively in a group situation. • The school has a well embedded sports leadership programme. This works very well and involves children in P6 training children in P5 to become sports leaders and then achieving their award through leading learning with children in P2. The School was awarded the SILVER Sports Scotland Award in June 2016 and plan to engage in the newly revised programme in session 2022-23. • Children have begun to once again have access to a wide range of after school sports clubs and activities. These include gymnastics, football, rugby, curling, cross country, badminton, athletics (track) and cycling. Children are performing well in a range of sports as individuals and as part of a team. • Previously, children in P6 and P7 made good use of opportunities to take part in residential trips (Kingswood - Hexam and Barcaple outdoor education resource) which develop a range of skills including independence, self-reliance, resilience and team working. There are activities on offer which challenge children and staff, to test themselves in unfamiliar settings whilst learning new skills. This will resume in 2022-23. • Outdoor learning enables children to explore their local area and the facilities and resources available to them and their families through planned and purposeful visits into the community around the school. (Cycle tracks, Dock Park, Crichton Royal Farm, Georgetown Library, Burns Centre, Dumfries Museum, curling/skating rink and Burns House and Mausoleum etc). These visits support what children are learning in class. • The school's very effective work on global citizenship has given the children a very good knowledge and understanding of the world and Scotland's place in it, allowing children to demonstrate a very good understanding of complex environmental issues. Class learning is linked to the Global Goals. • Learning for Sustainability is central to the school's Curriculum Rationale and is increasingly embedded within our planning, supporting social learning and constructive action. | <ul style="list-style-type: none"> • Continue to sustain the school's very effective arrangements for planning and reviewing children's learning across all curriculum areas to develop manageable approaches for moderating, assessing and tracking children's progress in all areas of the curriculum. • Continue to support staff in developing their understanding and confidence in recording pupil progress within the CFE Levels of Attainment. • Further enhance transition from P7 – S1 by working together with Dumfries Learning Town Primaries and Secondary staff to review Assessment and Moderation within the Core areas of CFE. | <p style="text-align: center;">5</p> |

2.2 Summary of Key Strengths / Areas for Improvement (What is our capacity for continuous 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>2.7 Partnerships: Theme 3 Impact on Learners</p> <p>The impact of parental involvement on improving children and young people's learning.</p> | <ul style="list-style-type: none"> • We use partnership working and team development to encourage families to be involved in their child's learning and in the life of the school. A return of 81% from our Parents Standards and Quality review in Spring 2022, was very positive to gain an overall impression of "How good is our school?" • The parental response to all questions was very positive with almost all (over 86%) answers being strongly agree or agree. This was especially encouraging considering that our engagement with parent/carers and families was still very limited due to the Covid-19 restrictions in place at the time. • A strong ethos of team work is evident in our school and we engage actively with families, having fairly good levels of participation from families in our work and improvement. However, there is a need to focus on getting our families back into the school, following their 2 year absence due to the Covid-19 restrictions that have been in place. • In May 2022 almost all (93%) pupils and their families participate in high quality 3-Way Learning Conversations providing effective feedback which enables them to have a deeper understanding of their child's progress in learning and allows for a far greater input into the planning of their child's next steps in learning. • Attainment levels in L&T, Reading continue to remain high with staff effectively using the learning conversations to identify strengths and agree on next steps in learning. • Our Weekly Bulletins and pupils' individual PLPs (Journey Booklets) ensure that families receive helpful information about their child's progress and are aware of the opportunities and experiences offered to encourage their child to enjoy their learning. Families are regularly given the opportunity to see first-hand through Celebration of Learning events how their child is progressing at school and how much they engage with their learning. • Our innovative Shared Learning Policy supports both pupils and their families in their learning, with parents being informed about what their child is learning at school and how they can help their children at home with their learning. Shared Learning is integral to teacher's planning, with termly planners providing a whole school overview and demonstrating a clear understanding of the school's policy. • All pupils receive homework tasks that are interesting, provide depth of learning and personalisation and choice and also support further learning. Pupils and their family are encouraged to see the value in homework and how it helps in supporting their learning. Most pupils are encouraged at home to do well in school. • Our well-established arrangements for pre-school/P1, class to class and P7/S1 transition, which were reintroduced in Summer term 2022, help to build parent confidence, improve continuity and ensure progression in the children's learning. • Introduction of our new e-portfolios and pupil profiles has allowed pupils the opportunity to reflect on their learning within the Core Areas and the BGE, with them all beginning to be able to describe themselves as a 'Learner'. These have been shared with their families, who were all very positive and encouraging of this new approach in their feed-back. • We work closely with our learners, their families and partner services, who provide valuable support to ensure family circumstances, health needs or disability, social or emotional factors which may hinder learning are promptly identified and addressed effectively. | <ul style="list-style-type: none"> • Need to focus on Increasing parental/family engagement now Covid-19 restrictions have been lifted. • Using PEF reintroduce some of our more focused interventions which target families who do not engage in their child's learning eg The Family Cooking Club and the K'Nex Family Celebration • Need to address how our Parent and Carer Group can be more representative of all families in the school and their social, economic and cultural backgrounds. • Re-engagement with pupils and families in the planning of resources in relation to Pupil Equity Funding. | <p style="text-align: center;">5</p> |

3. SCHOOL IMPROVEMENT PLAN 2022 - 23 *(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? | | Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date) |
|--|---|--|---|
| | Outcomes for Learners / School Community | Key Tasks | |
| <p>School Priority 1 <i>Excellence Through Raising Attainment</i> <i>Raise attainment in Literacy - Writing for all pupils through collegiate moderation and development of resources, pedagogy, planning and assessment.</i></p> <p>NIF Priority <i>Closing the attainment gap between the most and least disadvantaged children</i></p> <p><i>Improvement in Attainment, particularly in literacy and numeracy</i></p> <p>NIF Driver(s) <i>Teacher Professionalism</i></p> <p><i>Assessment of Children's Progress</i></p> <p>HGIOS?4 / HGIOELC QIs: <i>Leadership & Management</i> 1:3 - Leadership of change</p> <p><i>Learning Provision</i> 2:2 - Curriculum 2:3 - Learning, teaching and assessment</p> <p><i>Successes & Achievements</i> 3:2 - Raising attainment and achievement</p> | <ul style="list-style-type: none"> To raise attainment and achievement in Literacy – Writing by having a fully planned overview in place for pupils in Writing, that ensures depth, breadth, challenge and application across all learning. All staff will participate in individual and collective professional learning which improves outcomes for learners. Learners will engage in high quality activities and learning experiences which ensure all benchmarks are experienced. Staff will use the new Literacy /English-Writing planning formats to ensure pace and progression across all levels, is evident in all classes. Staff engage regularly in professional dialogue to develop a collective understanding of standards, pedagogy, assessment and strategies for raising attainment in writing. All staff will also be engaging regularly in effective moderation activities to agree standards and expectations. St Michael's will also increase opportunities for family learning to improve writing. Achieving Equity by ensuring every child has the same opportunity to succeed. Accelerate progress in closing the poverty related attainment gap. Raising attainment of children | <p>This session we will continue to have a whole school focus on Writing – (PEF pupils' achievements will continue to be recorded & collated by Pupil Equity Funding Identified Staff)</p> <p>Together staff will revisit and review the 5 CPD sessions with Stephen Graham Creating a Balanced Reader and Writer Professional Learning undertaking in 2021-2022 and view Stephen Graham's Training Day which took place in Heathhall Primary School in Mar'22.</p> <p>Staff will participate in the remaining 4 CPD sessions with Stephen Graham Creating a Balanced Reader and Writer Professional Learning</p> <p>Staff will further develop our newly introduced planned overview in Writing, which focuses on depth, breadth, challenge, and application across all learning.</p> <p>Staff will analyse whole school baseline assessments in spelling and handwriting, and identify areas for improvement and focus in terms of pedagogy, planning and resources.</p> <p>Following baseline assessments, SLT, ASfL Teacher and staff will identify pupils who experience economic disadvantage and demonstrate below-average attainment in Literacy - Writing, to receive targeted support from Learning Assistant funded through the Pupil Equity. Additional Support for Learning Assistant time will be also allocated throughout the week, to support this specific intervention in class.</p> <p>Staff will develop a 'Pupil Self-Reflection Activity' specific to their pupils' Spelling appropriate for their stage and moderate with peer support partner.</p> <p>Staff will analyse whole school data in pupils' Writing' and engage in professional dialogue to develop a collective understanding of standards, pedagogy, assessment and strategies for raising attainment in writing, including Stephen Graham - Creating a Balanced Reader and Writer Professional Learning CPD.</p> <p>Further Additional resources to support the new Writing Programme will be identified by teaching staff and purchased using Pupil Equity Funding.</p> <p>Learning Assistant funded through the Pupil Equity Funding will collate, organise and distribute resources appropriately.</p> <p>Termly tracking meetings with individual staff and SLT to look at progress, identify good practice and next steps. Sept, Nov, Mar and June.</p> <p>All staff will have an opportunity to visit colleague's classes within the school to observe approaches to spelling</p> <p>All staff meet to engage in professional dialogue to develop a collective understanding of standards, pedagogy, assessment and strategies for raising attainment in writing and next steps with a focus on <i>what is working well and what</i></p> | <p>H Thomson (Head Teacher)</p> <p>H Thomson (Head Teacher) INSET DAY 2 - 19th Aug'22</p> <p>Collegiate Evenings X 4 (1.5hrs) (Sept'22 – Nov'22)</p> <p>All Staff Throughout the Session</p> <p>H Thomson (Head Teacher) Collegiate Evening (5th Dec'22 – 1.5hr)</p> <p>H Thomson (Head Teacher) Collegiate Evening (12th Dec'22 – 1.5hrs)</p> <p>H Thomson Head Teacher INSET DAY 2 – 7th Jan'22</p> <p>LA (Pupil Equity Funded) (Sept'21 – Mar'22)</p> <p>H Thomson Cover –SLT & Pupil Equity Fund</p> <p>H Thomson SLT and Pupil Equity Funding will provide class cover. (Jan'22 - 1.5hrs per teacher)</p> <p>H Thomson (Head Teacher) 2 Collegiate Evening (2nd and 9th Feb'22 -2x1hr) INSET DAY - 5 (16th Feb'22 -1.5hrs) H Thomson</p> <p>H Thomson (Head Teacher)</p> |

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| | experiencing economic disadvantage. | needs to get better. All staff meet to analyse data gathered in Mar'23 to support next steps. | Collegiate Evening (23 rd Mar'22 -1hr) |
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3. SCHOOL IMPROVEMENT PLAN 2022 - 23

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? | | Planned Management of Improvement Area <small>(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)</small> |
|--|--|---|--|
| | Outcomes for Learners / School Community | Key Tasks | |
| <p>School Priority 2 <i>Meeting Learners Needs Supporting pupils with Additional Support Needs (ASN) with a focus on Dyslexia and Inclusive Practices within the classroom.</i></p> <p>NIF Priority <i>Improvement in Attainment, particularly in literacy.</i></p> <p>NIF Driver(s) <i>Teacher and practitioner professionalism</i></p> <p><i>Curriculum and assessment</i></p> <p><i>Performance information</i></p> <p>HGIOS?4 / HGIOELC QIs: <i>Leadership & Management</i> 1:3 - Leadership of change</p> <p><i>Learning Provision</i> 2:4 - Personalised Support</p> <p><i>Successes & Achievements</i> 3:2 - Raising attainment and achievement</p> | <ul style="list-style-type: none"> Learners will be enabled to fully participate in literacy activities by ensuring that tasks, activities, and resources are effectively differentiated. Learners' individual needs are recognised, with differentiation planned and embedded in classroom practice. Learners have access to a wide range of resources which support their learning. Improved levels of attainment and achievement in literacy skills. Staff will participate in individual and collective professional learning which improves literacy outcomes for identified learners. Staff engage regularly in professional dialogue to develop a collective understanding of standards, pedagogy, assessment and strategies for identification of Dyslexia. An identification of Dyslexia for individual learners if appropriate. | <p>Self-evaluation to establish current position in terms of meeting the needs of learners who face challenges within literacy and require highly effective differentiation.</p> <p>Staff will engage with Open University Online Learning courses: Introduction to Dyslexia and Inclusive Practices. Dyslexia. Identification and Support</p> <p>Staff will become more familiar with Dyslexia Scotland Toolkit building confidence and recognition of the fact that all class teachers are in the best position to identify early indicators of dyslexia and other literacy difficulties.</p> <p>Staff will explore how to engage with the toolkit as an identification pathway which can be used to ensure that appropriate collaborative assessment and support are in place for learners with literacy difficulties.</p> <p>Staff will familiarise themselves with processes for giving an identification of Dyslexia exploring how the use of the Literacy Forum process can support them in their decision making. Staff will explore a range of assessment/resources which can be used to identify individual's strengths and areas for development.</p> <p>Staff will explore how to support a range of Dyslexic learners in the classroom setting to ensure that they are fully included in their learning. Staff will share examples of good practice.</p> | <p>All staff (INSET DAY 2 – 19th Aug'22)</p> <p>2 x Collegiate Session (OU Self Study) All staff – self study</p> <p>1x Collegiate session PT</p> <p>1x Collegiate session R Cubbon PT ASN West</p> <p>All staff (INSET DAY 4 – 21st Feb'23)</p> <p>Peer observation Sharing good practice at staff meeting.</p> |

3. SCHOOL IMPROVEMENT PLAN 2022 - 23

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

| Improvement Area | Outcomes for Learners / School Community | Key Tasks | Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date) |
|---|--|---|--|
| <p>School Priority 3 GIRFEC Getting It Right For Every Child</p> <p>NIF Priorities <i>Placing the human rights and needs of every child and young person at the centre of education.</i></p> <p><i>Improvement in children and young people's health and wellbeing.</i></p> <p>NIF Driver(s) <i>School and ELC leadership</i></p> <p><i>Teacher and practitioner professionalism</i></p> <p>HGIOS?4 / HGIOELC QIs: <i>Successes & Achievements 3:2</i> - Ensuring Wellbeing, Equality and Inclusion</p> | <ul style="list-style-type: none"> All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people. Staff will continue to support children and parents/families to increase their knowledge, understanding and use of the wellbeing indicators as an integral feature of school life. Our school approaches to the SHANARRI wellbeing indicators will continue to evolve through increased reflection and debate across the school and community, involving pupils, parents, partners and staff, As a result of this active collaboration, the staff, pupils and families will know and be able to demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. (SHANARRI) Through effective leadership at all levels, our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. | <p>All staff will have the opportunity to refresh themselves with the Authority's Child Protection Policy and Guidelines and the United Nations Convention on the Rights of the Child.</p> <p>All staff will participate in 'General Child Protection – Awareness Raising' training led by Nicola Reynolds, arranged with the Dumfries Academy Cluster, on 18th August 2022 (pm).</p> <p>SLT will participate in new GIRFEC Training events and opt into GIRFEC Modules under the headings General, Specific & Intensive.</p> <p>Pupils and parents involved in planning of SHANARRI programme which will ensure our Journey Books are used effectively to record and evidence pupils' learning linked to the wellbeing indicators.</p> <p>Recognising that the wellbeing indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success, all staff will be involved in reviewing and updating our current approaches to the SHANARRI wellbeing indicators.</p> <p>All staff review pupil and parent input into the SHANARRI wellbeing indicators planning and finalise whole school approach using Journey Books effectively. Sign-post staff to personal research eg John Bowley, Respect Me, Emotion Works, Better Relationships/ Better Learning, Rights Respecting Schools etc</p> <p>GIRFEC will continue to be placed on Agenda of our fortnightly Staff Meetings and any literature will be shared with staff and parents/carers, as and when appropriate.</p> <p>The 6 monthly and monthly H&S Inspections and class teacher termly Classroom H&S Inspections will continue and be shared/discussed with the appointed Team undertaking our School Refurbishment Programme planned for 2022-2023.</p> | <p>Hilary Thomson Head Teacher (Inset Day 1 – 18th Aug'22 pm)</p> <p>Nicola Reynolds Authority CP Officer (Inset Day 1 – 18th Aug'22 pm)</p> <p>H Thomson & L Nicoll SLT (Throughout the year)</p> <p>Lisa Nicoll Principal Teacher (Sept'22)</p> <p>Lisa Nicoll Principal Teacher Collegiate Evening (1.5hr 26th Jan'23)</p> <p>H Thomson & L Nicoll SLT (Inset Day 2 - 19th Aug'22 and Inset Day 3 – 9th Jan'23'</p> <p>H Thomson Head Teacher (Throughout the year)</p> <p>H Thomson Head Teacher R Rivero Facilities Assistant Class Teachers Identified Lead in Refurbishment Team (Throughout the year)</p> |

3. SCHOOL IMPROVEMENT PLAN 2022 - 23

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

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

| Improvement Area | Outcomes for Learners / School Community | Key Tasks | Planned Management of Improvement Area <small>(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)</small> |
|--|---|--|--|
| <p>School Priority 4 <i>Rights Respecting Schools</i></p> <p><i>Strand A: Teaching and learning about rights.</i></p> <p><i>Strand B: Teaching and learning through rights – ethos and relationships.</i></p> <p><i>Strand C: Teaching and learning for rights – Participation, empowerment, and action.</i></p> <p>NIF Priorities <i>Placing the human rights and needs of every child and young person at the centre of education</i></p> <p><i>Improvement in children and young people's health and wellbeing</i></p> <p><i>Improvement in attainment, particularly in literacy and numeracy.</i></p> <p>NIF Driver(s) <i>School and ELC leadership</i></p> <p><i>Parent/carer involvement and engagement</i></p> <p><i>School and ELC improvement</i></p> <p>HGIOS?4 / HGIOELC QIs: <i>Leadership & Management</i> 1:3 - Leadership of Change</p> <p><i>Successes & Achievements</i> 3:2 - Ensuring Wellbeing, Equality and Inclusion</p> | <ul style="list-style-type: none"> • Staff have an awareness and understanding of Rights Respecting Schools and the 3 strands. • Children, young people, and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere. • An Action Plan is in place to become a Rights Respecting School that all children and adults are working together to implement. • In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child. • Relationships are positive and founded on dignity and a mutual respect for rights • Children and young people are safe and protected and know what to do if they need support. | <p>Introduce staff to Rights Respecting Schools and together agree on steps towards creating a plan which will involve all stakeholders.</p> <p>Bronze: Rights Committed Together staff, pupils and parents/families will create an Action Plan to become a Rights Respecting School that all children and adults are working together to implement. A working party including representatives from all stakeholders will be established to take this work forward. This plan will be shared with the Whole School Community.</p> <p>To develop an awareness and understanding of the UN Convention on the Rights of the Child, input from Rights Respecting Schools will be incorporated into our Weekly Assemblies and a link to this will be e-mailed to all parent/carers on a Friday, along with the Head Teacher's Weekly Bulletin.</p> <p>Evaluate progress in relation to the Action Plan to become a Rights Respecting School. If applicable submit application for Bronze Award.</p> <p>Silver: Rights Aware The school will begin to implement its Action Plan and begin to make progress towards embedding the principles and values of the Un Convention on the Rights of the Child into its ethos and curriculum following the 3 RRSA strands.</p> <p>St Michael's Primary School will make a link with another school to share good practice and ideas.</p> <p>Link RRSA with our Positive Behaviour Policy, our Vision, Values and Aims (due to be reviewed and updated Spring 2023) and to make further links to RRSA in other areas of curriculum.</p> <p>Evaluate progress of Action Plan in relation to achieving Silver: Rights Aware to become a Rights Respecting School and identify next steps for session 2023/24.</p> <p>Silver: Rights Aware Will continue to further embed the principles and values of the Un Convention on the Rights of the Child into our ethos and curriculum following the 3 RSSA strands in session 2023/24.</p> | <p>Lisa Nicoll Principal Teacher (Inset Day 1 – 18th Aug'22 am)</p> <p>Lisa Nicoll (Terms 1 & 2) SLT</p> <p>Lisa Nicoll (Ongoing throughout the year) SLT</p> <p>Lisa Nicoll Principal Teacher (Inset Day 3 – 9th Jan'23 am)</p> <p>Lisa Nicoll Principal Teacher (Collegiate 25th Jan'23 8th Feb'23)</p> <p>Lisa Nicoll Principal Teacher (Terms 2 - 4)</p> <p>Hilary Thomson Headl Teacher (Term 3 and Inset Day 5 – 23rd Feb'23)</p> <p>Lisa Nicoll Principal Teacher (Collegiate 8th Mar'23)</p> |

3. SCHOOL IMPROVEMENT PLAN 2022 - 23

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

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

| Improvement Area | Outcomes for Learners / School Community | Key Tasks | Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date) |
|--|--|--|---|
| <p>School Priority 5 <i>Whole School Vision, Values and Aims - Review</i> <i>Revisit at both School and Cluster level, involving all stakeholders.</i></p> <p>NIF Priorities <i>Placing the human rights and needs of every child and young person at the centre of education</i></p> <p><i>Improvement in children and young people's health and wellbeing</i></p> <p><i>Closing the attainment gap between the most and least disadvantaged children and young people</i></p> <p><i>Improvement in skills and sustained, positive school-leaver destinations for all young people</i></p> <p><i>Improvement in attainment, particularly in literacy and numeracy.</i></p> <p>NIF Driver(s) <i>School and ELC leadership</i></p> <p><i>Parent/carer involvement and engagement</i></p> <p>HGIOS?4 / HGIOELC QIs: <i>Leadership & Management</i> 1:3 - Leadership of Change</p> | <ul style="list-style-type: none"> Senior leaders will continue to provide strong leadership which will enable our school and wider community to develop, promote and sustain an aspirational vision which underpins our continuous improvement. The vision of the school will continue to be ambitious and focuses on improvements in outcomes for all, where learners are supported to understand the vision, values and aims through the four contexts for learning. Our school vision, values and aims will continue to evolve through ongoing reflection and debate across the school and community, involving pupils, parents, partners and staff, As a result of this active collaboration, the school and community will have ownership of the newly revised vision, values and aims, which are shaped by our clear understanding of the social, economic and cultural context in which children, young people and their families live, alongside our awareness of current policy and practice. Through effective leadership at all levels, our school community works together to turn the shared vision into a sustainable reality. | <p>A consultation process involving all stakeholders, to review the school's vision, values and aims will take place between November 2022 and February 2023.</p> <p>All stakeholders will be given an opportunity to review and comment on the school's current Vision, Values and Aims.</p> <p>Working Groups will be set up involving pupils, parents, staff and members of the wider community to collate findings and update as required.</p> <p>Newly revised 'Vision, Values and Aims' will be widely broadcast and shared with all stakeholders in March 2023.</p> <p>An A3 Visual of our new Vision, Values and Aims will be on display in all rooms throughout the school, updated on the school's new website and handbook.</p> | <p>Nov'22 – Feb'23</p> <p>Head Teacher will engage with:</p> <ul style="list-style-type: none"> - pupils and staff in school. (Nov-Dec and - parents and families during the Nov' Open Afternoon & 3-Way Learning Conversation Evening. - wider community through an invitation event. <p>Head Teacher and Staff Member leading the working groups.</p> <p>Mar'23 Head Teacher will ensure new Vision, Values and Aims widely shared</p> |

4. DUMFRIES ACEADEMY CLUSTER IMPROVEMENT PLAN 2022 - 23

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

| Improvement Area | Outcomes for Learners / School Community | Key Tasks | Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date) |
|---|--|--|--|
| <p><i>EXCELLENCE – Raising Levels of Attainment through Moderation</i> Working with newly appointed Cluster QAMSO</p> | <ul style="list-style-type: none"> • For all Dumfries Academy Cluster primary teachers, in the area of ?????? to: <ul style="list-style-type: none"> ❖ Raise their levels of confidence and expertise ❖ further develop pedagogic and assessment skills ❖ develop further individual professional practice ❖ engage regularly in professional dialogue to develop a collective understanding of standards, pedagogy, assessment and strategies for raising attainment and develop further collegiality. • Increase confidence, skills, knowledge and enthusiasm of primary school practitioners in relation to the teaching of ???? – both in terms of content and pedagogy –through high-quality professional learning. This includes the provision of experiential learning to build capacity for the effective delivery of practical investigations. • Support effective progression in learning across sectors from early years to primary and from primary to secondary school. | <p>To be completed by our newly appointed QAMSO.</p> | |