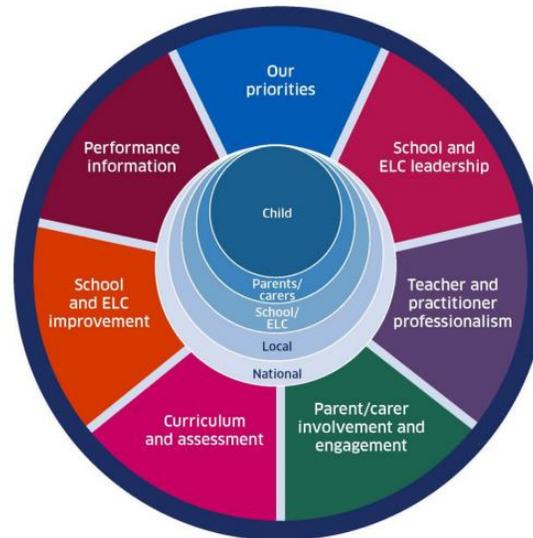


Education and Learning Directorate

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

(2022 - 2023)



School: St Teresa's RC Primary

Date: June 2022

1. Vision, Values and Aims

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

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

Our Vision, Values and Aims School Statement

The Mission of St. Teresa's Roman Catholic Primary is to:

- ✚ Ensure that Jesus Christ and the Gospel values are central to the life of our community of faith and learning, providing a happy, safe and supportive environment, where everyone is valued and treated with courtesy.
- ✚ Provide an inclusive ethos which inspires a climate of tolerance and respect, and encourages all to develop a sense of responsibility for themselves, others and the world in which we live.
- ✚ Encourage every member of the school community to pursue their unique talents to the best of their ability and to strive towards excellence.

The things we value most in St Teresa's are:

Loyalty Honesty Respect Friendship Tolerance Co-operation Responsibility Fairness Effort Achievement Kindness

Our aim is for our whole school community to become:

Successful Learners

Confident Individuals

Effective Contributors

Responsible Citizens

We will work together to be the best we can be in all we say and do. We will help and support each other and our brothers and sisters in the wider community. We will strive to make our world a better place.

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.

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Review Date: September 2022

Review Activities (as appropriate)

); We will consult with all our stakeholders, Pupils, Pupil Council, Parents, Parent Council, Teaching and Non-Teaching Staff, Our local Community, Our Parish Community and our learning partners, to ensure that our vision values and aims statements represent the views and opinions of all members of our community, collected and collated through discussion, questionnaires and surveys and all equally valued.

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

2. School Improvement Progress Report

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

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

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

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1 Raising Attainment in Numeracy and Literacy</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 and young people</p> <p>NIF Driver Teacher professionalism</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance information</p>	<p>This has been yet another challenging year due to the impact of Covid. Although we have not had to endure another national lockdown, pupil attendance has been adversely affected by the need to self-isolate both for individual pupils who have been affected by Covid and for whole families. In the three weeks before Christmas the school was affected by an outbreak which resulted in the school closing for one day to allow pupils to be tested, however following this, many children either tested positive or were kept at home by parents in an attempt to preserve Christmas and in the final week of term only four children attended the primary school.</p> <p>The provision of a Covid Recovery teacher, one day per week has enabled class teachers to work closely with target groups in numeracy and literacy. This has been successful in terms of literacy especially in the infant class where the P2 pupils have benefitted greatly from phonic revision with P1. This class group are the most affected having missed a large part of Nursery followed by a large part of P1.</p> <p>Standardised testing has been used throughout the year to aid identification of gaps in learning and to address these and we are seeing a steady improvement in reading in almost all pupils. Regular, termly star tests, through accelerated reader, have provided evidence of this and data for individual pupils has been analyzed by teachers to attempt to identify times where some individuals may see a dip in progress rates.</p> <p>The provision of extra Learning assistant time has not only given</p>	<ul style="list-style-type: none"> • Close monitoring of attendance patterns for some children who fell below acceptable levels of attendance this year. • Continue to use standardized assessments to monitor pupil progress and staff to engage at school and cluster level in interpreting data to inform next steps in learning for all pupils. • Teachers and Nursery Manager to complete engagement with Stephen Graham to enhance the writing in the school. Take opportunity to engage with other small schools, with multi-composite classes to

HGIOS?4 / HGIOELC QIs
1.1 1.2 1.3 1.5 2.1
2.3 2.5 2.6 2.7 3.1 3.2
National Standard Criteria

opportunities for more small group supported work, but has also relieved the pressure of some behavioural difficulties within the classes and has prevented teacher time being constantly diverted away from the majority of the class.

Engagement with The Stephen Graham approach to the teaching of writing has been very informative and supportive. Staff have engaged well and have been keen to start implementing techniques enthusiastically. The work has been well received by the children and good evidence has been seen of pupils beginning to work in this very prescriptive way. In the younger class pupils have moved completely to this approach to supported writing and it is hoped that the impact of this will be seen more clearly next session as time is needed to embed practice. In the upper class, a more blended approach is being used as there are many overlaps between this work and the work which was begun last session on Talk4writing. Again, initial results are good, but it is only over time that the full impact will be seen.

The children have, however continued to use GL Assessments at the end of the academic year and results in writing have been encouraging this year. Although this measures mainly the tools for writing, in terms of grammar and spelling, pupils appear to have benefitted from new approaches. It is not appropriate to compare percentages from last year as the movement of three families away from the school over the session would have an impact on results from last session. This being said results are much more positive and over time we will build on this.

GL Assessments June 2022 Maths			
Class	Less than expected progress	Expected progress	Greater than expected progress
P3	1	3	0
P4	1	3	3
P5	1	1	2
P6	0	5	0
P7	2	4	3
GL Assessments June 2022 English			
Class	Less than expected progress	Expected progress	Greater than expected progress
P3	0	4	0
P4	2	3	2
P5	1	1	2
P6	1	3	1
P7	1	6	2

develop a programme for writing which will ensure progression and depth over a variety of genre and contexts for learning. (£400 from PEF)

- Provide opportunities for pupils to access the wider world through planned outings and activities out-with school to enhance their experience of contexts for writing. (£1000 from PEF)
- Continue to enhance provision of Learning Assistant time to support classes in closing the attainment gap. (£13,000 from PEF)

	<p>Again, this year we see that the lack of experience of the wider world is affecting the content of our children's writing. Over the past two years the pupils have been unable to access the wider world and have even been lacking the opportunities to attend clubs and events in the local area. From Easter this year we have tried to resume some of the activities and excursions we have previously engaged in. Planned educational excursions have been arranged. The Senior class attending the Glasgow Science Centre and the younger class attending the transport museum. The former created many opportunities for writing with links to other curricular areas. Unfortunately, for the younger class, the planned work at the Transport museum, linking to work being done in class could not be completed as, due to an incident in Glasgow the class were diverted to Kelvin Hall Museum and Art Galleries. He day however provided a wealth of other learning experiences which gave rise to many aspects of both talking and Listening and Writing.</p> <p>We have finally been given access to</p> <p>It was noted that over the past two years we had been unable to provide properly for 1+2 languages. With the retirement of the member of staff who had responsibility for Spanish, we were uncertain in the continued delivery of the language. One member of staff was trained through the Authority on the delivery of French and the teacher in the younger class felt confident to start to deliver this with her children. We were able, through PEF, to buy in a specialist teacher to work in classes with pupils and staff to support the work, give experience to the pupils and a level of support and training to the staff over two terms. Staff are now upskilled, and much more confident to deliver French in the younger class and French and Spanish from P5 up. Pupils benefitted greatly from this experience.</p>	
<p>School Priority 2 Health and wellbeing</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>Closing the Attainment gap between the most and least</p>	<p>We have spent a great deal of time this session focusing on relationships within the school. As children settled back into what looked more like normal school life, relationships became strained between them, and we became aware of a rise in behavioural issues throughout the school. Small focus groups have been used to address this and Learning Assistants have played a key role. Unfortunately, we have also seen a rise in issues between families in the wider community spilling into the school. This will have to be addressed</p>	<ul style="list-style-type: none"> • Review and update behaviour management and Healthy relationships policies. • Develop outdoor area of school to provide learning

<p>disadvantaged children</p> <p>NIF Driver Assessment of Children's Progress</p> <p>Parental Engagement</p> <p>School Leadership</p> <p>HGIOS?4 / HGIOELC Qis 1.2 1.4 1.5 2.2 2.5 2.6 2.7 3.1 3.3</p> <p>National Standard Criteria</p>	<p>further in the new session both with the children and the wider parent community. For next session we will begin working towards our awards as a Rights Respecting School through the UNCRC programme.</p> <p>The children have adapted well to life back in the classroom and have been keen to engage with a variety of activities. In the summer term we were able to re-establish a football and lacrosse club with the help of parent volunteers. This enabled us to take part in local competitions, and although not especially successful in competition, the children benefitted in being involved in teamwork, and getting back out into the community. We were very proud of their efforts, and they were a credit to the school when out and about.</p> <p>In order to raise some much-needed finances to develop our outside area we took part in the Cash for Kids schools Challenge. This gave us a three week period in which to raise as much money as possible with significant prizes on offer to the schools who managed to raise the most. Although we are a particularly small school, pupils, staff, parents and the wider parish community, all worked together to devise activities and events for this purpose. We had no illusions that we would win as we were in competition with much larger schools, however, we achieved second place which came with a prize of £1000 to top up the money raised. This has given a much-needed boost to the self-esteem and general wellbeing of the whole school community. We will work with our community next session to develop the area and find suitable use for the money raised for the benefit of the pupils.</p> <p>During the course of this session there has been a great deal of work carried out by teachers and pupils to reclaim over-grown beds and begin planting again. Fruit, vegetables and flowers have all been planted in and around the school grounds and we have participated in the Dandelion project in conjunction with St Josephs college to encourage the growing of food both at school land at home. With their teacher the senior class took receipt of growing medium and seed potatoes which have been planted at school and taken home by the children to plant there. Other typed of crops have also been planted and the children have learned a great deal about suitable locations and conditions for successful growth. Although this has been started the harvesting of our crops will not take place until after the summer and plans are being made for a Harvest festival to which family and friends will be invited. We have been provided with a budget for this to the tune of £350 to ensure an appropriate celebration of learning can</p>	<p>opportunities and activities to support the health and wellbeing of pupils. (£5000 from fundraising)</p> <ul style="list-style-type: none"> • Harvesting of crops planted before the summer and planning of harvest festival to celebrate with the wider school community. • Provide specialist Support in the delivery of PE to fully address areas where staff are less confident. 0.1fte all year (PEF £6000) • HT to work with pupil Council to introduce HGIOurS. Pupils to then roll out across the school through devising questionnaires, giving input at assemble and leading by example. A small noticeboard to be assigned to them to display progress.(Carried forward from last session)
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	<p>take place.</p> <p>The physical fitness of the pupils has also been a target and we engaged a specialist teacher of PE for three terms (1.5 hours/week) to enhance the curriculum and give support in areas where teacher feel less confident. E have also worked closely with Active schools not only to provide extra curricular sporting activities for the pupils, but to work with P6 pupils on Play Leader training to enable and empower them to develop and run playground games and activities with the younger class. This has proved a powerful tool in preventing inappropriate behaviour in the playground. We were delighted to be able to welcome parents back to our annual Sports Afternoon and the occasion was well received and enjoyed by all.</p> <p>We have not managed to get our pupil Council fully functioning so this aspect of the plan will be carried forward to the new session.</p> <p>P2-P4 have engaged with our Family Learning coordinator in Roots of Empathy training. This has been very successful and all pupils were fully involved with our baby teacher, noting her developmental progress, asking relevant and probing questions, treating her with gentleness and compassion and learning much about how a baby develops and how to promote their learning. The sessions ended with a celebration at which the children presented a gift to their baby teacher. A wall display was constructed to document the journey through the year and hopefully, this can be made into a book now to preserve the information gained, which can be revisited by the children who were involved.</p>	
<p>STEM/RERC</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver School Improvement School Leadership Teacher professionalism</p>	<p>St Teresa's has worked with SSERC over the course of the year on the Cluster Schools Programme. In conjunction with St Andrew's primary, we have taken part in in-service training in 6 areas of the science curriculum. Materials have been provided to the school and the teacher in the upper primary has worked as mentor across the school. Lessons provided have been successfully delivered to classes and the children have gone on to devise their own experiments and predict outcomes/record findings. Through our mentor, work done was recorded and taken to festival of learning at SSERC in June. Our mentor liaised closely with St Andrew's to produce this excellent piece of work which represented the work across the whole cluster. We were however disappointed that as whole schools we were unable to come together more than once on a face-to-face basis due to the restrictions imposed by the pandemic. In the next session we will extend this work by featuring other aspects which have been resourced by SSERC but</p>	<ul style="list-style-type: none"> • Resource other aspects of science not covered by this year's programme. • Revise programme of study for science. • Work closely with STEM TEAM to ensure all staff are upskilled in the delivery of science. • Liaise closely across the cluster to ensure pupils

<p>Parental Engagement Assessment of Children's progress</p> <p>HGIOS?4 / HGIOELC Qis 1.1 1.2 1.3 1.5 2.1 2.3 2.5 2.6 2.7 3.1 3.2</p> <p>National Standard Criteria</p>	<p>will be delivered to our cluster through our local STEM Team. The senior class has had the opportunity to engage with the RAISE Team at the bridge over the course of four sessions to improve digital literacy in Coding, Microbits and Lego WeDo. This work has now been embedded in classroom practice and we hope to build further on this in the next session.</p>	<p>have access to the same experiences and learning opportunities.</p>
<p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> • How rigorous is the school's approach to providing robust evidence of closing the attainment gap? • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • 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>Over the course of this session, we have used a variety of methods to assess and adapt learning to meet the needs of all learners. Staff have been involved in many activities to assess, collate, and interpret data across a number of different platforms. The purchase of GL Assessments in English and Mathematics, INCAS for some year groups and the renewal of Accelerated Reader have all enabled us to monitor closely the attainment of pupils, to move forward where appropriate and to introduce interventions where necessary. Termly Star Tests in Accelerated Reader have enabled us to monitor closely progress in reading across the session. We are beginning to see the impact of interventions in reading writing and mathematics with most children making up lost ground over the past two years. With changes in the classes and several families moving from the school it is not possible to accurately determine a percentage gain but individual records show improvement for almost all of our target children.</p> <p>Pupils have struggled with peer relationships on coming back to school so we have been able to provide activities which involve team work, sharing and co-operation to over come this. Extra staffing, both in terms of Learning Assistant time and Covid recovery teacher (1 day per week) have helped to enable class teacher to focus on specific groups within the classes and have supported teachers when behavioural issues within the class would have caused a loss of learning time for many pupils. Greater team work between Teachers and Learning Assistants has optimized learning for pupils and staff relationships are excellent.</p> <p>As we are emerging from the pandemic it has become apparent that many pupils have been unable to pursue an active lifestyle over the past two years. Increased opportunities for physical activity has been vital in restoring the physical fitness of pupils. This is something we intend to build on further next session. 70% of the pupil population have engaged in extra curricular activities involving games and sport, and as a result parents are beginning to come forward to volunteer to work with staff to make this sustainable into the future.</p> <p>Pupils have greater access to IT as the use of i-ads has been increased throughout the school. More MiFi</p>	

	<p>units are available, and i-pads have finally been equipped with the relevant software/Apps to enhance the curriculum. All pupils are now confident in logging into a variety of devices and are now working with devices several times in the day.</p>
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2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 /HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<ul style="list-style-type: none"> • Shared values and high expectations for the achievement of all pupils • A strong, stable staff team, who have formed good relationships with each other, pupils, parents and the wider community, and show commitment to shared educational values and professional standards. • An ethos of trust which supports self and peer evaluation. • A willingness to develop and change and engage in CPD activities • Pastoral care and support of learners and families. Particular attention given to the poverty agenda and the increased needs of some members of the school community • Celebration of achievement at all levels. • Eagerness of staff to take on leadership roles in a variety of areas within the school. • Engagement of staff with CPD to upskill and provide more varied learning experiences for pupils 	<ul style="list-style-type: none"> • Review of policy in terms of pupil management. • More opportunities for individuals to take a lead role in development of specific aspects of the plan. • Create more opportunities to engage in peer evaluation within the school and across the cluster. • Need for further upskilling of staff to keep abreast of changes in technology and new learning opportunities for learners • Preparation for proposed changes to management structure and the partnering of the school with another small school. 	4

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<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"> • Pupils are motivated and enjoy opportunities to lead learning and share learning with peers and other members of the school community. • They contribute effectively to the life of the school and wider community through a range of activities. • Pupils have access to digital technology and use it effectively to record and display learning. • Lessons are well planned and designed to meet the needs of pupils at an individual level. • Explanations and instructions are clear, and teachers use a variety of approaches to cater for the learning styles of pupils. • Questioning is of a high standard and employs higher order thinking skills where appropriate. • Feedback is used effectively to allow pupils to understand how they are doing and what they need to do to improve. • Teaching staff have a good understanding of interpreting data and using findings to advise next steps. • Teachers use a variety of assessment approaches to allow pupils to demonstrate and share their learning. • Planning is manageable and caters for the individual needs of pupils including those with additional challenges e.g. Looked after and those living in poverty. • Pupil progress is tracked, and strengths 	<ul style="list-style-type: none"> • Focus on Formative Assessment especially in relation to peer assessment and create greater opportunities for this. • Continue to engage in activities and develop programmes to help close poverty gap through targeted support especially in relation to writing and STEM subjects. • Further focus on developing programmes of study to raise attainment and cater for all learners and learning styles, promoting equity for all learners. • More opportunities should be provided for children to show creativity in the use of digital technologies and build on experiences of digital music provided this year by YMI. • Engage with RAISE team to ensure pupils have increased experience of STEM subjects. • Appropriate CPD for staff to ensure competence in use of some aspects of digital technology. • Develop use of digital technology across the curriculum. • Review assessment activities and relate these more closely with Benchmarks • Continue to provide families with more support and instruction in the use of digital technology and digital learning platforms. 	4

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>and difficulties shared and reflected upon with pupils and parent/carers</p> <ul style="list-style-type: none"> • Teachers have engaged with Developing a balanced reader/writer and will continue with this in the new session • Engagement with SSERC Cluster programme has upskilled staff in the delivery of science and increased resourcing of this. 		
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<ul style="list-style-type: none"> • Positive relationships across the school community. • All pupils are included, engaged and involved in the life of the school. • Promotion of the principles of SHANARRI • We celebrate success and diversity • Most pupils are making consistent progress across levels • Pupils are encouraged to take part in decision making and express views and opinions • Pupils are confident and responsible in the use of technologies and staying safe on-line. • Strong focus on Health and Wellbeing and promotion of healthy life choices. • Family atmosphere where pupils can be 	<ul style="list-style-type: none"> • Pupils supported to re-engage with school and learning following periods of absence due to Covid. • Pupils further encouraged to accept responsibility and strengthen independence skills. • Engage pupils with HGIOurS and give pupils opportunities for leadership roles in developing this across the classes. • Re-establish partnership working with universal services and parents. • Progress in effective use of assessment data, tracking and monitoring • Improvement in communication with parents • Ensure appropriate provision of support for pupils with additional needs through PEF funding. 	5

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>treated as individuals and supported by staff and peers.</p> <ul style="list-style-type: none"> • Pupils encouraged to accept responsibility and strengthen independence skills. • Child protection and pastoral support is of a high standard • Progress in effective use of assessment data, tracking and monitoring • Improvement in communication with parents • Pupils with additional support needs are (at present) well supported and are achieving • Child protection and pastoral support is of a high standard • Successful engagement of P2-P4 in Roots of Empathy 		
<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> 	<ul style="list-style-type: none"> • Pupils and successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. • Most pupils making consistent progress across levels • Staff engagement in developing effective use of data • In most year groups pupils are achieving 	<ul style="list-style-type: none"> • Pupils supported to re-engage with school and learning following periods of Lockdown. • Continue to develop effective use of data. • Continue work to strengthen tracking system to encompass all areas of the curriculum especially STEM subjects • Give pupils access to a wider range of 	4

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<ul style="list-style-type: none"> • <i>Equity for all learners</i> <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>in line with or above national and authority averages.</p> <ul style="list-style-type: none"> • We have raised attainment for all pupils and are focusing on most disadvantaged children to work towards closing the attainment gap. <ul style="list-style-type: none"> • ELC follow same pathways as the primary school ensuring continuity of learning across the level. • Teachers work collaboratively across early level and transition arrangements support pupils in moving into Primary. • Strong links ensure prior learning is shared and built on. • Well planned transition programme running from Easter to Summer. • Parents take an active role in their child's learning and almost all engage with shared workshops, activities and outings on a regular basis • Pupils are happy, well cared for and achieving • Pupils benefit from a planned, well- 	<p>learning experiences especially in science, technology and computing.</p> <ul style="list-style-type: none"> • Give parents support/training in order to allow them to access to a wider range of digital platforms to enhance and support learning at home. • Encourage parents back into school to take a more active role in their child's learning • Target support to most disadvantaged children. • Provide more opportunities for experiential learning. • Continue to closely track and monitor pupil progress through good interpretation of data and target support as required. <ul style="list-style-type: none"> • Integration of ELC staff into the wider school community • Review use of outdoor learning spaces and provision of equipment and activities for the children • Provide additional support in H&W through opportunities for pupils to work with PE Specialist teacher. 	<p>4</p>

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>resourced and active curriculum which embraces the natural world and places high value on outdoor learning.</p> <ul style="list-style-type: none"> • Pupils can demonstrate good progress through conversation and evidence in plp's 		
2.2 Curriculum: Theme 3 Learning Pathways	<ul style="list-style-type: none"> • We support children to build on prior learning and ensure appropriate progression. • We strive to build ambition in all children and to give them knowledge of opportunities and experiences open to them. • Learning pathways are based on experiences and outcomes and the seven design principles and take note of the locality and the need for pupils to experience the wider world. • All children have access to high quality outdoor learning experiences. 	<ul style="list-style-type: none"> • Create more opportunities to engage families in learning. • Further develop learning pathways and progression frameworks • Continue to promote skills for learning life and work, raising aspirations and widening choice for learners. • Provide more opportunities for creativity in learning. 	

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>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"> • Parents have benefitted from the implementation of twice yearly 'Learning Conversations' enabling them to be more informed of their child's progress and to be more able to contribute to their learning. • Separating of year group Learning conversations enables parents to focus on one child at a time • Improved communication with parents through social media, school app and digital communication has increased 	<ul style="list-style-type: none"> • Provide training and video instructions to build confidence in parents/carers to support pupils both within and out of school, especially in the use of technology and digital learning, and to enable them to engage more fully in their child's learning, attainment and achievement both in school and at home • To further develop parent voice in the day to day running of the school. • To continue to develop partnership work with all stakeholders based on mutual trust and respect, for the benefit of all learners. To increase parental involvement in shaping policy across the school. 	

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

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

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

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1 Raising Attainment in Numeracy and Literacy</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 and young people</p> <p>NIF Driver Teacher professionalism</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance information</p> <p>HGIOS?4 / HGIOELC QIs 1.1 1.2 1.3 1.5 2.1 2.3 2.5 2.6 2.7 3.1 3.2</p>	<p>Pupils achieving and progressing through levels in line with national expectations.</p> <p>Evidence of attainment gap closing for pupils, especially those in deciles 1 - 4.</p> <p>Increased parental engagement leading to greater support for pupils both at home and in school.</p>	<p>Teachers engage with Stephen Graham training in the remaining four aspects of writing.</p> <p>Staff to construct a plan for the delivery of the nine aspects of writing and develop programme of study, linking approach from Stephen Graham with work already in place through Talk4writing.</p> <p>Identify a similar sized school who have also engaged in Creating a balanced reader/writer training to enable professional discussion and moderate work being done.</p> <p>Continued use of standardised assessments to track and monitor pupil progress across the year and from previous years.</p> <p>Staff to engage at school and cluster level in interpreting data to inform next steps in learning for all pupils.</p> <p>Identify short term focus groups both for literacy and numeracy who will engage</p>	<p>Teaching staff take part in 4 online training sessions with Stephen Graham to enhance the teaching of writing. (PEF £400)</p> <p>A further four collegiate sessions will be allocated to consolidate this work and to develop whole school programme of study.</p> <p>Two days cover to be allocated to allow teachers to liaise with colleagues in another school regarding the teaching of writing (PEF £400)</p> <p>Purchase and utilize GL Assessments for all year groups and INCAS for those who do not have access to SNSA this year (PEF £600)</p> <p>2 Collegiate sessions with Cluster to focus on interpretation of data to inform next steps.</p> <p>Class teachers to identify pupils for targeted support following on from end</p>

<p>National Standard Criteria</p>		<p>in targeted support in both literacy and numeracy. The criteria for the groups will be children in SIMD 1 – 4 who are performing up to 18 months below expected levels.</p> <p>Continue to enhance provision of Learning Assistant time to support classes in closing the attainment gap through focused interventions in maths and language;</p> <p>Close monitoring of attendance patterns for some children who fell below acceptable levels of attendance this year.</p> <p>Pupils engage in a rich variety of writing tasks in preparation for the 60th Anniversary of the school, developing posters, invitations, interviews with past pupils, pupil handbook for the school, etc to be compiled over the course of term 2 and 3.</p> <p>Pupils to take part in formation of committee with staff and representatives of the wider community to plan and prepare for 60th Anniversary.</p> <p>Provide opportunities for pupils to access the wider world through planned outings and activities out-with school to enhance their experience of contexts for writing.</p>	<p>of year assessments.</p> <p>19Hours of Learning Assistant time to be funded (PEF £13000)</p> <p>HT to monitor patterns of attendance for some children now we are emerging from the pandemic.</p> <p>HT to provide opportunities for the children to engage with past pupils and have access to archive materials. Printing costs of up to £200 from DSM budget to be made available.</p> <p>Teachers to identify destinations for educational excursions in line with IDL programme year 2 (£1000 from PEF)</p>
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<p>School Priority 2 Health and wellbeing</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>Closing the Attainment gap between the most and least disadvantaged children</p> <p>NIF Driver Assessment of Children's Progress</p> <p>Parental Engagement</p> <p>School Leadership</p> <p>HGIOS?4 / HGIOELC Qis 1.2 1.4 1.5 2.2 2.5 2.6 2.7 3.1 3.3 National Standard Criteria</p>	<p>Pupils have greater opportunity to engage in all aspects of Health and wellbeing and are able to make healthy life choices.</p> <p>Take part in UNCRC Rights Respecting school award programme to achieve Bronze award and start planning for Silver award</p> <p>Pupils become aware of their rights and their responsibilities in preserving the rights of others</p>	<p>Staff to become confident in the use of materials and content of UNCRC RRSA Programme. Work towards Bronze award and form action plan to prepare for silver award.</p> <p>Awareness raising session of UNCRC with Parent council and plan to roll out to the wider parent population at a launch event</p> <p>Pupils work with school staff to form a pupil led steering group to become familiar with the United Nations Convention on the Rights of the Child and work towards putting this into practice within the school and beyond.</p> <p>Work with pupils to encourage positive relationships within the class and beyond</p> <p>Encourage children to take an active roll in developing and caring for their playground.</p> <p>Form action group from pupils, parent staff and local community to Develop outdoor area of school to provide learning opportunities and activities to support the health and wellbeing of pupils.</p> <p>Harvesting of crops planted before the summer and planning of harvest festival to celebrate with the wider school community.</p> <p>Provide specialist Support in the delivery of PE to fully address areas where staff are less confident.</p> <p>Work with Active schools to provide additional opportunities for sport and</p>	<p>Purchase resources to support work with school community £200 DSM Budget.</p> <p>Staff attend training sessions. 2 Collegiate sessions</p> <p>Event organised to launch our journey towards awards</p> <p>Pupil led steering group formed and</p> <p>Review and update behaviour management and Healthy relationships policies. 2 Collegiate sessions</p> <p>Provide resources, equipment and activities to enhance the outdoor areas of the school (£5000 from fundraising)</p> <p>Pupils prepare Harvest festival to be shared with local community (£350 from Dandelion Project)</p> <p>All pupils, including nursery benefit from specialist input 0.1fte all year (PEF £6000)</p> <p>Plan programme of delivery with Active Schools Coordinator (£400 DSM)</p>
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		<p>after school activities open to all children at no cost to families</p> <p>HHT to work with pupil Council to introduce HGIOurS. Pupils to then roll out across the school through devising questionnaires, giving input at assemble and leading by example.</p>	<p>A small noticeboard to be assigned to them to display progress.(Carried forward from last session)</p>
<p>School Priority 3 STEM/RERC</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver School Improvement School Leadership Teacher professionalism Parental Engagement Assessment of Children’s progress</p> <p>HGIOS?4 / HGIOELC Qis 1.1 1.2 1.3 1.5 2.1 2.3 2.5 2.6 2.7 3.1 3.2</p> <p>National Standard Criteria</p>	<p>Pupils have increased experience of and access to science, technology, engineering and mathematics education and its application in real world situations.</p> <p>Pupils have increased opportunities for creativity and creative thinking.</p> <p>Pupils engage with the wider community</p> <p>Parents have access to resources and activities to enhance pupil learning at home.</p>	<p>Resource other aspects of science not covered by last year’s programme.</p> <p>Revise programme of study for science.</p> <p>Work closely with STEM TEAM to ensure all staff are upskilled in the delivery of science.</p> <p>Liaise closely across the cluster to ensure pupils have access to the same experiences and learning opportunities.</p> <p>*****</p> <p>Through the Laudato Si programme, focus on caring for our world and its people.</p> <p>Continue to work with SCES over the year to focus on following the Pope’s call to Love God, care for our planet and all its people</p>	<p>Staff mentor to work across cluster and with STEM team to identify, provide training in and resource areas of science not covered by last sessions cluster programme. (£500 DSM) Two days for mentor to liaise with cluster</p> <p>Staff work together with mentor to revise programme of study for science 2 collegiate sessions</p> <p>In-service training for staff in remaining aspects of science delivery. 2 collegiate sessions</p> <p>*****</p> <p>Pupils continue to take part in a variety of activities focusing on climate change, recycling, and sustainability to establish an ethos of conservation, and responsibility for our world.</p> <p>Pupils engage in charitable works to support the least advantaged in our community and across the world. Enterprise activities to be undertaken within each class to support this</p>

