Dumfries & Galloway
COUNCIL

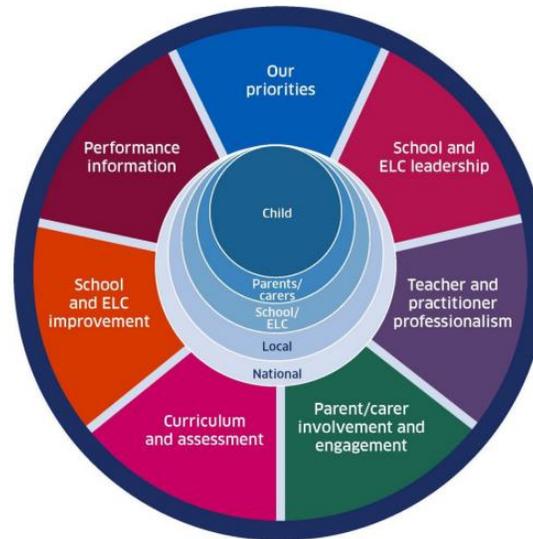# Education and Learning Directorate

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

(2022 - 2023)

Our priorities

School and ELC leadership

Performance information

Child

Teacher and practitioner professionalism

School and ELC improvement

Parents/ carers
School/ ELC
Local
National

Parent/carer involvement and engagement

Curriculum and assessment

School: Calside Primary

Date: April 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
Our vision is to build a community of healthy, confident, lifelong learners who embrace challenge, respect others and make a positive contribution to both their local and global community.
In all we do, we try to be the best we can be.

Calside Primary School aspires to:
✓ Ensure that all members of the school community value a high standard of achievement in all aspects of school life. **Everybody tries their best all the time.**
✓ Provide a happy and caring environment which allows all learners to develop their own personalities and opinions. **Be yourself and be happy.**
✓ Provide a framework in which positive behaviour and self-discipline are practised by all. **Follow the school golden rules.**
✓ Provide a challenging, stimulating and balanced curriculum, which caters for individual needs. **Our work should be interesting and challenging.**
✓ Foster supportive and effective home/school links, using effective systems of administration and communication within and outwith the school. **Share our learning at home and school so everyone can help with our learning.**

The things we value at our school are:
Creativity   Friendship   Enjoyment   Positivity   Responsibility   Resilience   Respect

Review Date: March 2022 onwards
As we moved forward after the last two years, the focus has been on stability and recovery. The vision, values and aims remained the same, and was at the core of all our recovery work. The nursery building works near completion at the same time as we hope for a more stable academic session to come. Therefore, this presents an opportune time to review.

Review Activities
Staff to revisit the curriculum rationale, vision, values and aims during collegial time;
Pupil Council to lead reflection activity in assembly, followed by circle time activities in class to discuss;
Pupil Council to work with nursery staff and pupils to align nursery vision, values and aims with those of the whole school;
Parents to be surveyed as to our vision, values and aims electronically through Forms;
Draft vision, values and aims to be shared back to classes for further discussion, and to Parent Council;
Finalised vision, values and aims to be then shared with school community through the school handbook, school website and display in all classrooms including the nursery.

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?

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)
School Priority 1 Stability and Recovery following the extended phase of interrupted learning **NIF Priority: Improvement in Attainment; Improvement in Health and Wellbeing** **NIF Driver** **Teacher Professionalism; Parental Engagement; Curriculum and Assessment.** **HGIOS?4 / HGIOELC Qis** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 2.6 Transitions; Continuity and progression in learning 3.2 Raising Attainment	Health and Wellbeing Mental and social wellbeing continued to be a priority, following the extended phase of interrupted learning. We continued to implement the Health & Wellbeing programme with the Partnership for Children Team, and new staff in August were supported in order to be able to deliver this consistently. This approach supports the children to articulate their problems and focus on positive solutions (module reviews and evaluation interviews with Partnership for Children team; pupils' drawing and talking assessment tasks). In class assessments have then been used to identify pupils who require more individualised support, and then we draw from our menu of interventions to meet the need (teacher formative assessments, Boxall profiles, attainment tracking). The impact of these interventions is monitored on a group or individual basis as appropriate, and then next steps are identified. Following the return in August 2021, staff noted an increase in the number of social issues particularly in the playground. This was particularly acute when the bubbles were in place, minimising the number of people that a child could play with, as well as preventing the Play Leader clubs and Peer Mediators from being implemented. The Pupil Council revisited the "Respect for All: Anti-bullying Policy" and all classes revisited social skills and bullying in class as part of their Health & Wellbeing programme. The older pupils designed guides to share with parents: this had to be shared digitally as the Covid mitigations meant that the parents could still not come into school (staff, pupil and parent feedback; incident logs; pastoral notes). As bubbles for pupils and staff continued, the staff were still not able to work together in person, or even spend time together as a staff in the staffroom. This prevented us from fully re-establishing the whole staff team ethos, as well as continuing to prevent the nursery staff and P1 staff to come together as a stage. Staff mental health has continued to be our focus: the SMT has undertaken training with Barnardo's "Taking Care of the People we Lead", with regular staff wellbeing check-ins utilised. This will continue as a priority.	Complete the third and final year of our work with Partnerships for Children: review the impact of the programmes and refine our HWB programme as needed. Ongoing training of staff in key interventions. Continue to seek opportunities to work with professional partners to develop interventions. Further implement the use of Supervision Spaces to support staff health and wellbeing, planning this into our collegial calendar as a priority. Consider the Rights Respecting School Award scheme as directed by D&G. Continue to embed our play pedagogy and continuous provision across Nursery to P2. Develop a bridge from play pedagogy to active learning in P3 and P4. Complete an audit of the learning centre environment to identify next steps in the development of their continuous provision.

School Priority 1 Stability and Recovery following the extended phase of interrupted learning **NIF Priority: Improvement in Attainment; Improvement in Health and Wellbeing** **NIF Driver** **Teacher Professionalism; Parental Engagement; Curriculum and Assessment.** **HGIOS?4 / HGIOELC Qis** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 2.6 Transitions; Continuity and progression in learning 3.2 Raising Attainment	Literacy With the significant changes to staffing, and the ongoing absence of a mainstream Support for Learning teacher, we have had to be flexible with our menu of interventions. Allocated staff have undertaken training in a range of Literacy interventions including Literacy Ladders and Fastlane, therefore enabling us to continue to implement our usual breadth of support. The impact of this delivery on attainment and achievement has continued to have a positive impact (attainment and assessment data- both in class and for specific interventions; staff, parent and pupil feedback). We have piloted several new Literacy approaches: Early level staff have been working with the South-West Education Improvement Collaborative (SWEIC) on Literacy Building Blocks and Play Pedagogy; teaching representatives from all stages have undertaken and implemented the "Creating a Balanced Reader and Writer" (BRW) approach; and P2 & P4 have trialled using the YARC reading assessment to enable us to accurately identify next steps for learners. Our assessment data and ongoing teacher assessment shows us that all these approaches are having a positive impact on learning and teaching. We will continue to embed and extend these approaches and monitor the impact (attainment data; assessment folders; teacher and pupil feedback). Tracking using Progress and Achievement We have now moved fully to using SEEMIS Progress and Achievement for tracking attainment in Literacy and Numeracy, as per D&G guidance. All staff received refresher training in September ahead of update at the beginning of October. These levels were then moderated via discussions in our October attainment meetings. This process was repeated in January ahead of submission of predicted levels to Scottish Government in February. This process will be ongoing, with new staff trained as required (P&A; attainment meeting notes; submission of ACEL data). The use of moderated data from the P&A tracking forms part of our ongoing triangulation of data, allowing us to implement required interventions as needed. Parental Engagement The period of time that parents and families have been unable to come into school due to Covid mitigations has now been two years. We have provided digital information to parents: this includes our termly class newsletters and homework, as well as our usual P1 & P7 workshops in September. We continued to use Teams as our main class information tool to mixed effect. Older pupils have an increased confidence in using this to enhance their learning, but younger pupils require much more support. Parents have been supported in the use of the Class Team via a parental help sheet as we could not offer the in-person clinics we used previously. Some parents continued to report issues with Teams, and therefore we surveyed staff and parents via Forms in March 2022. The feedback from this audit will inform next steps.	Continue to implement the "Balanced Reader and Writer" approach across all classes. Audit our reading resources in line with BRW. Staff professional learning and dialogue on BRW approach in order to build understanding and consistency. Use of learning trios for staff to plan and implement the BRW approach, observing each other in class to build consistency and progression. Moderation of the BRW writing assessments to ensure consistency, challenge and support as needed. Extend the use of the YARC assessment to all classes. Implement, refine and reflect. Whole-staff moderation of the four stages of progress, aligned with SEEMIS Progress and Achievement. Revisit learner engagement in their own learning journey: input into what they want to learn; reflection on what they have learned; design of assessments to show what they have learned. Revisit our learning pathways and curriculum rationale to ensure a solid foundation at Early level incorporating both Nursery and P1, and to refresh the breadth and depth of the wider curriculum. Use feedback from pupils, parents and staff to review our use of Teams, and plan a way forward for our digital communication between home and school. Supporting parents to support their child's learning: consult with parents as to which workshops/activities they find useful; re-establish workshops in school. Use feedback from parents to design our parental engagement calendar as soon as safety mitigations allow

3

| **School Priority 2/ Cluster Priority** **Refresh of the Digital Literacy strategy after D&G Windows 10 rollout** **NIF Priority: Improvement in Attainment; Improvement in Employability Skills** **NIF Driver:** **Teacher Professionalism; Parental Engagement; Curriculum and Assessment.** **HGIOS?4 / HGIOELC QIs** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 2.6 Transitions; Collaborative planning and delivery; Continuity and progression in learning | Digital Literacy Strategy and Progression Pathway The Windows10 rollout by D&G was delayed for a significant length of time. This was partially completed in December 2021, with the upgrade to Wi-Fi and move to the remote desktop scheduled for March 2022. This has had a major impact on the range of software and hardware used to deliver our Digital Literacy learning and teaching programmes. Mr McIlorum is the Digital Leader for the school as well as for D&G. He also acts as the primary representative on the D&G working party for the remote desktop. This level of knowledge and expertise enabled Mr McIlorum to lead staff training in September on some of the digital services that would continue when the rollout is complete. Class teachers then trialled some of these approaches within the class learning programmes and engaged in professional dialogue in stages to reflect on the impact. As staff delivered different building blocks of the Digital Literacy programme, they have highlighted which programmes are no longer available, and the Digital Leaders for the cluster have started to collate issues and need. These have been passed to the D&G EducationICT group as well as the Remote Desktop working party so these can be addressed. We are not yet in a position to fully refresh the current Digital Literacy Strategy, as we are still not fully cognisant of what software/ hardware is available to us. Staff feedback has shown that the staff level of confidence in Digital Literacy has decreased due to the rollout, and therefore we must focus on building this expertise within the new parameters. Digital Schools and Digital Wellbeing Awards Calside has already achieved the Digital Schools Award, and the Cyber-Resilience & Internet Safety award. Mr McIlorum and Mrs Stores audited our practice against the criteria for the national Digital Wellbeing award and identified our next steps towards this achievement. Again, our progress in this area has been curtailed due to the safety mitigations which prevented children to work across bubbles, or for parents/ families to come and work in school. | Cluster Digital Leaders to audit the Digital Literacy Strategy to identify gaps in software and hardware, and to highlight alternatives if a piece of software is no longer available to us. A cluster Whiteboard to be set up to allow sharing of information if a member of staff has found an excellent replacement: this will build up over time. Work across stages, and across the cluster to build staff skills and confidence with the new programmes in order to deliver high quality learning and teaching. Staff to reflect on our Digital Literacy Strategy and programmes, using the Education Scotland documents "Features of Highly Effective Digital Learning, Teaching and Assessment in Schools" (January 2022) and "What Digital Learning Might Look Like". Identify next steps and then implement. Refine and extend our pupil Digital Leaders group: building pupil expertise in this area. The pupil Digital Leaders to then act as mentors for other pupils and staff as we implement new approaches and software. As soon as safety mitigations allow, develop and offer digital workshops for parents and inter-generational, led by pupils and staff. Development of parental guides for key programmes/apps. |

| **2.1.1 Report on the impact of PEF** *(Not required for ELC if PEF has not been used for children in the nursery.)*

• **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.)*

Over the last two years, we have seen considerable change. Learning has been fragmented; staff absence has impacted on our delivery; and changes to staffing has meant that existing expertise in our menu of interventions has been lost. PEF has been used to train current staff so that we can continue to deliver our wide range of interventions for Health & Wellbeing, Literacy and Numeracy. This has meant we have breadth and depth in staff skill, enabling us to be more flexible for prompt delivery as needs have become apparent. Where possible, PEF has also been used to pay for supply cover to release trained staff to deliver interventions as needed.

We monitor and evaluate learners' progress on an ongoing basis, including:

• Teacher assessment in class using a balance of formative and summative techniques, to identify need promptly;

• Use of the interactive Boxall profile to ascertain need for Health & Wellbeing intervention;

• Assessment before an intervention commences, and assessment at the end of the intervention to identify next steps;

• Termly Support for Learning consultations, and attainment meetings in October and January;

• Use of the Scottish National Standardised Assessments in P1, P4 and P7;

• Tracking of attainment and achievement using SEEMIS Progress and Achievement. This is updated by staff three times a year, and moderated by SMT.

The triangulation of this data allows us to track attainment of all pupils, and to evaluate the effectiveness of interventions as per our usual practice. By knowing our children well, we can deliver the intervention that will help them to progress.

We have also continued to use PEF to minimise the cost of the school day for identified families, targeting this support as needed. This has included costumes for non-uniform days; covering costs of fun events, trips and residentials; supporting with uniform, lunch/ breakfast. During lockdown, families were also provided with ICT resources to enable them to access remote learning. We have continued to deliver home learning when needed over the last year, and also bought Sumdog for both Literacy and Numeracy to support home learning in these areas. |

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
1.3 Leadership of Change • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.*	• Opportunities for professional learning are promoted through the peer observation, collegiate and PRD processes, incorporating professional dialogue as an essential component. As staff have not been able to meet altogether due to safety guidelines, this has been done online or in stage teams. • Moderation activities include staff sharing practice; staff planning learning, teaching and assessment in stage groups; stage moderation of planning and assessment folders at other levels. Peer observations have been limited due to safety restrictions. Cluster level work has not been able to occur this year; other moderation has been completed online. • Opportunities for leadership exist at all levels through the stage teams and working parties; usually this is complemented through participation in cluster and authority activities, although these have been curtailed this year. The majority of staff take on these opportunities for leadership. • The pupils are encouraged to take part in decision-making, with the Pupil Council leading on different initiatives such as the update of the anti-bullying strategy and the review of the vision, values and aims; the ECO leading on our recycling project etc. Again, these have been limited in the past year. • The majority of staff are clear on the school's strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements. • The SMT carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities.	The past two years and safety mitigations have impacted on staff mental health, both individually and at collegial level. We have begun to re-integrate the staff and build new teams: continue as a priority. Ongoing safety guidelines have prevented the new Nursery staff from working with the P1 staff to build a core early level programme and approach. This needs to be a priority to ensure a shared understanding of achievement of CfE levels. Revisit the vision, values and aims to incorporate the nursery, now the works near completion. Revisit our learning pathways and curriculum rationale to ensure a solid foundation at Early level across both Nursery and P1, and to refresh the breadth and depth of the wider curriculum. Continue to encourage staff to take on leadership roles both within and outwith the school. Audit the learning centre environment to identify next steps to improve the provision. Reintroduce opportunities for the pupils to have ownership not only of their learning, but also in school life, as safety restrictions lift. Continue to develop opportunities for practitioner enquiry as part of the improvement process. Look to maximise opportunities to support collaborative learning within and across stages as well as across schools in our cluster, DLT and collaboratives, when safety guidance permits. Relaunch our cluster, authority and regional collaborative work in person once safety mitigations allow.	4/5 6

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

Quality Indicator	How well are you doing? What's working well for your learners? *(Include evidence of impact.)*	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	• The majority of our young people are eager and active participants who are fully engaged, highly motivated and interact well during activities. • Learners' experiences are appropriately challenging, enjoyable and well matched to their needs and interests. We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies. • Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. They understand the purpose of their learning and have opportunities to lead the learning. • Assessment is integral to our planning of learning and teaching. The majority of teaching staff are reflective practitioners: they evaluate their lessons and use identified next steps to inform future learning. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. • We review the progress of all children effectively, including those with additional support needs. We can provide reliable and valid evidence to support this process. The Team Around the Child are involved in planning and reviewing support for the individual (pupil, parent, support staff and teacher). Parental workshops to support parents with their understanding of the curriculum and core programmes could not be delivered in person this year. Instead, How To guides, digital presentations and ongoing support from staff were used. • Our transition arrangements between nursery and school, between classes and onto secondary school support continuity of learning and promote pupil well-being. Our usual transition programmes were adapted to be delivered virtually where needed in the past two years.	Continue to prioritise health and wellbeing for all (pupils, staff and parents) as we move forward from the pandemic. Revisit our curriculum programmes and learning pathways, to fully incorporate the nursery and build a solid foundation at the Early level, and to refresh the wider curriculum. Continue to embed our play pedagogy and continuous provision across Nursery to P2. Develop a bridge from play pedagogy to active learning in P3 and P4 (PEF funding). Undertake audit of the Learning Centre environment, and then action changes from this review. Continue to incorporate assessment into the planning and learning process, considering how assessment approaches meet the needs of our diverse learners. SEEMIS Progress and Achievement is now in place: training for new staff, and moderation activities to ensure common understanding and consistency across all levels. Following the significant changes to our digital literacy resources from D&G, the programmes available for learning and teaching have drastically altered. Staff require training on some/all of the new software in order to provide appropriate and relevant learning in digital literacy. Refine our digital communication, using the feedback from pupils, parents/carers and staff. Moderate to ensure consistency across all classes. Dependent on safety guidance, review our parental workshops for key year groups of incoming P1 and P7; include current P1 and P2 also given that these parents have not been able to come into school in the past two years. Develop pupil leadership of parental and inter-generational workshop, either in person or remotely dependent on safety guidance at the time.	4/5

7

2.2 Summary of Key Strengths and Areas for Improvement
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Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	• Our learners benefit from the high-quality education which we provide. Relationships across the school community are generally positive and supportive, founded on a climate of mutual respect, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. • The communication between home and school has been vital in ensuring that all children are safe and well over the past two years. Open lines of communication have been essential, but mainly digital. • Our learning community promotes a nurturing ethos where pupils feel safe and secure, promoting the well-being of all. The majority of our children feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. • 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, well-being and inclusion of all children and young people. • Child Protection and GIRFEC procedures are followed by all staff, who have a very good understanding of these. We know the needs of our children well. The fragmented past two years have meant that needs have fluctuated and staff flexibility in meeting this need has been crucial. Parental communication as to how the children are doing has also been an essential part of the process. • The menu of interventions for Health and Wellbeing that we have developed over the past few years has enabled us to tailor support to meet needs quickly and flexibly. • All members of the Senior Management Team have up-to-date training on GIRFEC and Child Protection. An annual review of training needs is completed and actioned as required. Training has mainly been digital. • We have well-embedded systems to promote wellbeing across all aspects of school.	Prioritise health and wellbeing for all (pupils, staff and parents) as we stabilise the school after the fragmented year. Implement the practice of Supervision Spaces for staff, in line with the Barnardo's Wellbeing approach. As safety restrictions relax, and parents & families are able to come into school once more, focus on rebuilding our school community and consolidating our Team Around the Child approach again. Continue ongoing open lines of communication between home and school. Review our digital methods following parent and staff feedback. Continue to identify appropriate interventions for equity and excellence for our pupils, and use the Pupil Equity Funding to implement these interventions (PEF funding). Continue to offer our menu of interventions, ensuring we still have a breadth of expertise within the staff as the staffing complement changes (PEF funding). Build consistency in wellbeing approaches, expectations and ethos between the nursery and all stages of the school (PEF funding). Continue to embed our play pedagogy and continuous provision across Nursery to P2. Develop a bridge to active learning in P3 and P4 (PEF funding). Undertake collaborative review of the Learning Centre environment, and then action changes from this review. Ensure all new staff are fully cognisant of their roles and responsibilities, fully aware of the needs of our learners and undertake all relevant mandatory training.	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
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners* **3.2 Securing children's progress (for Early Learning Childcare)** • *Progress in communication, early language, mathematics, health and wellbeing* • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all children*	• The majority of our learners are successful, confident, exercise responsibility and contribute to the life of the school. Most are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. As they move through their learning pathways, they take increasing responsibility for ensuring they continue to add value to their achievements. • We have created numerous opportunities to celebrate and share wider achievements. The Class Teams allow us to track wider achievements and share these between home and school. They also offer learners the chance to build self-awareness and evaluation skills through the reflection log. P7 pupils consolidate this approach through their profiles created using My World of Work. • Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. We use a variety of assessment approaches to allow learners to demonstrate knowledge and understanding, skills and capabilities in different contexts across the curriculum. • We have rigorous embedded systems to track attainment for all learners, using the data to analyse required intervention, and then to monitor the impact of any intervention. • Teacher skill in adapting the curriculum and in differentiating activities has been key over the past two years of interrupted learning. Ongoing assessment allows staff to tailor learning as different concepts are taught. • Relationships and communication between home and school have been vital over the past two years. Parental feedback has been and will continue to be crucial for us to appropriately support the children as they recover from two years of interrupted learning.	Prioritise health and wellbeing for all (pupils, staff and parents) as we stabilise the school after the fragmented past two years. Continue to prioritise attainment for all, and identify interventions for equity and excellence for our pupils, and use the Pupil Equity Funding to implement these interventions (PEF funding). Ensure all staff have a shared understanding and high expectations of our learners, incorporating the nursery. Ensure all staff are fully trained in core Health & Wellbeing, Literacy and Numeracy interventions. Revisit our curriculum programmes and learning pathways, ensuring that these fully incorporate the nursery and building a solid foundation at the Early level, and to refresh the breadth and depth of the wider curriculum. Continue to embed our play pedagogy and continuous provision across Nursery to P2. Develop a bridge to active learning in P3 and P4 (PEF funding). SEEMIS Progress and Achievement is now in place: training for new staff as needed, and moderation activities to ensure common understanding and consistency across the four stages of progress. Continue to incorporate assessment into the planning and learning process, considering how assessment approaches meet the needs of our diverse learners. Dependent on safety guidance, review our parental workshops for key year groups of incoming P1 and P7; include current P1 and P2 also given that these parents have not been able to come into school in the past two years.	4/5

9

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
2.2 Curriculum: Theme 3 Learning Pathways	• Our curriculum is planned to offer flexible learning pathways building on prior learning, using progression pathways across the curriculum. • Pupils have input into their learning journeys: they reflect on their progress and what they have learned, and they discuss their next steps with a member of staff regularly. • Parents/carers have regular opportunities to discuss their child's learning and identify next steps, through two learning conferences and a written report each year. • All staff take responsibility for developing Literacy, Numeracy, Health and Wellbeing and Digital Literacy across the curriculum. Learners demonstrate these skills in a variety of meaningful contexts. • We have strategies in place for Literacy, Numeracy and Health & Wellbeing which include a wide range of interventions we select from on an individual basis when a need is identified. • Staff are reflective practitioners and are open to new methodologies if they demonstrate a positive impact on learning. Staff trial new approaches, and then reflect & refine as needed. • Digital technologies are promoted across the curriculum enabling young people to be creative and use a range of digital technologies.	Prioritise health and wellbeing for all (pupils, staff and parents) as we stabilise the school after the fragmented past two years. Continue to ensure all staff are fully trained in core Health & Wellbeing, Literacy and Numeracy interventions (PEF funding). Reflect on impact of the trials for "Building a Balanced Reader and Writer", Play Pedagogy in P1 & P2, and the use of YARC reading assessments. Refine these as needed, and then extend implementation. Revisit our curriculum programmes and learning pathways, ensuring that these fully incorporate the nursery and building a solid foundation at the Early level, and to refresh the breadth and depth of the wider curriculum. Incorporate the cross-cutting themes into the learners' journey to ensure this is embedded: this includes learning for sustainability; skills for lifelong learning and work; financial education; creativity and enterprise. Following the significant changes to our digital literacy resources from D&G, the programmes available for learning and teaching have drastically altered. Staff require training on some/all of the new software in order to provide appropriate and relevant learning in digital literacy. Build staff knowledge and expertise in the software available following the rollout, to ensure we maintain excellence in this curriculum area.	

| 2.7 Partnerships – Theme 3: Impact on Learners

The impact of parental involvement on improving children and young people's learning. | We communicate with parents and families in a variety of ways, including the termly class newsletters and the Class Teams. Wider achievements are shared between home and school and are celebrated through newsletters and the Class Team. We have been unable to share these achievements together in assemblies in the past two years. We consult with parents/carers on policy and practice decisions, increasingly via Microsoft Forms over the past two years. This parental feedback helps us to identify ways to move forward and improve our practices. We work with a range of partners to enable us to offer a variety of opportunities to extend and enrich learning. These partnerships allow us to share expertise and skills. Our partners understand our school context well. They demonstrate a high level of commitment to improving outcomes for all our learners. Our partners work with us to plan their work with us and then to reflect on the impact of their work. This shared professional learning benefits us all. | Survey parents as to which of our parental engagement activities they would like to see return. Reintroduce a range of opportunities for parents to be engaged in the life of the school and in celebrating their child's achievements, when the safety guidance allows us to do so.

Phase assemblies back in to allow us to meet together to share achievements and learning; phase inter-house events back in to consolidate community spirit and pupil voice.

Dependent on safety guidance, review our parental workshops for key year groups of incoming P1 and P7; include current P1 and P2 also given that these parents have not been able to come into school in the past two years.

Adapt the Class Teams based on pupil, parental and staff feedback.

Continue to moderate the format and content of the reflection logs to ensure that this is consistent across all classes within a level, while remaining manageable.

Consolidate our existing partnerships, welcoming more partners back into school as soon as we are able. Establish new partnerships where possible, and where opportunities arise. |

11

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.)
School Priority 1 Stability and Recovery following the extended phase of interrupted learning **NIF Priority: Improvement in Attainment; Improvement in Health and Wellbeing** **NIF Driver** **Teacher Professionalism; Parental Engagement; Curriculum and Assessment.** **HGIOS?4 / HGIOELC Qis** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 2.6 Transitions; Continuity and progression in learning 3.2 Raising Attainment	Health and Wellbeing Pupils to be settled and ready to learn, supported in their mental, emotional and social health in order to re-integrate into the school community. Staff to be trained in further interventions for health and wellbeing, as needed. This will allow us to continue to support learners as wellbeing needs arise. Staff to be supported in their mental, emotional and social health in order to re-establish our supportive, cohesive staff team. Literacy Implement the "Balanced Reader and Writer" across the school: this will increase attainment in literacy. Extend the use of the YARC reading assessment: this will enable staff to identify individual needs and next steps in reading. This will increase attainment in reading. All staff will be familiar with our core literacy interventions: this will allow us to support pupils as needed. Moderation of SEEMIS Progress and Achievement will ensure consistency across the four stages of progress.	Complete the third and final year of our work with Partnerships for Children, with ongoing review of the impact of the programme. Staff to review the mental health programme and refine our HWB progression pathway as needed. Ongoing training of staff in key interventions. SMT to complete Barnardo's training to support staff health and wellbeing. Plan the use of Supervision Spaces to support staff health and wellbeing. Implement, review and refine as needed. Continue to implement the "Balanced Reader and Writer" approach across all classes. Audit of reading resources in line with BRW. Staff professional learning and dialogue on BRW approach to build understanding and consistency. Use of learning trios for staff to plan and implement the BRW approach. Moderation of BRW writing assessments to ensure consistency, challenge & support as needed. Extend the use of the YARC reading assessment to all classes. Implement, refine and reflect. Moderation of P&A in stages and across the staff.	Miss Brown lead; ongoing to Feb 2023 All staff; Feb INSET 2023 Miss Brown lead; identified staff; Aug/Sept 2022 SMT March 2022 Mrs Gamble lead; SMT; May 2022 Mrs Gamble lead; all staff; from Aug 2022 Review- all staff; Feb INSET 2023 Teaching staff in stage teams May 2022 onwards Mrs Cairns and Miss MacRae May-June 2022 All staff training, Aug/Sept 2022 Learning trios Sept 2022 and Jan 2023; All staff review Feb INSET 2023 Teaching staff September 2022 and Jan 2023 Miss Brown & Mrs Stores lead; teaching staff; August 2022; Review Feb 2023 Mrs Gamble lead; May and Oct 2022; Jan 2023

School Priority 1 Stability and Recovery following the extended phase of interrupted learning **NIF Priority: Improvement in Attainment; Improvement in Health and Wellbeing** **NIF Driver** **Teacher Professionalism; Parental Engagement; Curriculum and Assessment.** **HGIOS?4 / HGIOELC Qis** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 2.6 Transitions; Continuity and progression in learning 3.2 Raising Attainment	Refresh of our broad curriculum Refreshing our learner journeys across the wider curriculum will ensure that all children are experiencing a progressive learner journey across the four contexts for learning. This will prepare our learners for life, learning and work, with a strong sense of community and responsibility, and a love of learning.	Issue parental survey on vision, values and aims via Forms; audit the results.	Mrs Gamble lead; March 2022
		Update the curriculum rationale with staff; then share with parents and pupils.	SMT to lead; whole staff in stages; May 2022
		Review of learner journeys at each level; staff to work with the Education Scotland documents.	SMT to lead; whole staff in stages; June 2022
		Stage teams to plan Year 1 in cycle including the cross-cutting themes.	Stage teams June 2022
		SMT to moderate plans; plans refined as needed.	SMT June 2022
		Implement, review and refine.	Whole staff to implement August 2022; review in stages Nov 2022 and Jan 2023; review as whole staff March 2023
	Building consistency between Nursery and P1 will ensure a solid foundation at Early level, thereby increasing attainment and achievement through early intervention.	Audit the learning centre environment to identify next steps for provision. Implement.	Mrs Armstrong and Miss Brown, May 2022, then ongoing
		Build Nursery and P1 staff collaborative planning.	Mrs Cairns and Mrs Douglas to lead; May 2022 to start, then ongoing from August 2022
		Work with Early Years D&G team on play pedagogy and Big Book planning.	Early Years team June 2022, then ongoing
		Regional SWEIC work on Building Blocks and Play Pedagogy; cascade to rest of staff as appropriate.	Mrs Cairns and Miss Kennedy May 2022 and ongoing
	Developing the language of assessment will enable learners to reflect on their own learning journey and identify what they need to do to improve. This will build pupil ownership of their learning thereby allowing each to succeed at their level and to their strengths.	Teaching staff discussions on assessment, using National Improvement Hub materials.	Mrs Gamble lead; teaching staff May 2022 and August 2022
		Stage teams to plan the development of assessment at their stage; feedback to whole teaching staff and then refine plans.	Stage teams August-September 2022
		Implement the development of pupil-designed assessment in stages. Review and refine in stages, then discuss as a whole staff.	Implement Sept onwards; review Jan 2022
	Parental Engagement Parents to be supported in order that they can continue to positively engage in their child's learning and achievement.	Trial Class Dojo for digital communication between home and school for P1 & P2.	P1 & P2 staff April to June 2022
		Review and refine; then rollout to rest of school	All staff August 2022
	Positive links between home and school will support pupils to develop skills for life, learning and work.	Parental drop-in sessions to support them to use.	Mrs Stores lead; September 2022
		Review with parents and staff; refine.	Mrs Stores lead; Jan 2023
	Pupils sharing and celebrating their learning, skills and strengths with parents and the wider community will increase their confidence and build skills for life & work.	Audit parents as to which activities should restart.	Mrs Gamble; March 2022
		Staff to plan engagement calendar.	Stage teams May 2022 if safety mitigations allow
		Review with parents and staff; refine.	Mrs Gamble; Jan 2023

School Priority 2/ Cluster Priority Refresh of the Digital Literacy strategy after D&G Windows 10 rollout **NIF Priority: Improvement in Attainment; Improvement in Employability Skills** **NIF Driver:** **Teacher Professionalism; Parental Engagement; Curriculum and Assessment.** **HGIOS?4 / HGIOELC QIs** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 2.6 Transitions; Collaborative planning and delivery; Continuity and progression in learning	Improve staff skill and confidence in the software and hardware now available to us. This will then ensure high quality learning and teaching of digital literacy both in school and across the cluster. Using the Education Scotland documents "Features of Highly Effective Digital Learning, Teaching and Assessment in Schools" (January 2022) and "What Digital Learning Might Look Like" will support each school to ascertain where they currently are within their Digital Schools Journey. This will build consistency across the cluster schools to ensure that all our learners are offered the same range of applications to equip them with the necessary skills for life and work. Provision of high-quality learning and teaching in a range of applications will equip pupils with digital skills, creativity and flexibility. This will support attainment and achievement both within the digital literacy curriculum, and across the curriculum. Learners will be able to enrich their learning accordingly.	Digital reps from the cluster schools to meet and review the situation following the W10 rollout: establish where each school is currently in their Digital Schools Journey. Each school to audit their practice using the Education Scotland documents "Features of Highly Effective Digital Learning, Teaching and Assessment in Schools" (January 2022) and "What Digital Learning Might Look Like". Cluster Digital Leaders to collate results and identify priorities for each school and across the cluster. Cluster Digital Leaders to audit the Digital Literacy Strategy to identify gaps in software and hardware, and to highlight alternatives. A cluster Whiteboard to be set up to allow sharing of information if a member of staff has found an excellent replacement: this will build up over time. Work across stages, and across the cluster to build staff skills with the new programmes in order to deliver high quality learning and teaching. Staff to review progress and identify next steps.	School digital reps and Cluster Digital Leaders March to May 2022 School digital reps, whole staff in each school May 2022 (allocated collegial time) Cluster Digital Leaders June 2022 (released by cluster) Cluster Digital Leaders April to June 2022 (released by cluster) Cluster Digital Leaders June 2022; all staff to add on an ongoing basis. School digital reps, all school staff August 2022 to February 2023 Whole staff audit Feb INSET 2023
	Identify pupils who demonstrate flair and expertise in Digital Literacy: enhance their achievement in this area through mentoring other pupils. Build parent confidence in and across Digital Literacy. This will enable parents to support their child's learning appropriately.	Refine and extend our pupil Digital Leaders group: building pupil expertise in this area. The pupil Digital Leaders to then act as mentors for other pupils and staff as we implement new approaches and software. As soon as safety mitigations allow, develop and offer digital workshops for parents and inter-generational, led by pupils and staff. Development of parental guides for key programmes/applications.	School digital reps, class teachers Initiate June 2022 Implement August 2022 Review Feb INSET 2023 Ongoing through the session As each unit is developed

14