

Education and Learning Directorate



School/ELC Annual Standards and Quality Report

2022-23

School: Calside Primary

Date: March 2023

1. Vision, Values and Aims

A statement of the School / Establishment Vision, Values, Aims and Curriculum Rationale

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 • Enjoyment • Friendship • Kindness • Positivity • Resilience • Respect • Responsibility

Review Date: March to June 2022

Review Activities:

- Staff revisited the curriculum rationale, vision, values and aims during collegial time;
- Pupil Council led reflection activity in assembly, followed by circle time activities in class to discuss;
- Pupil Council worked with nursery staff and pupils to align nursery vision, values and aims with those of the whole school;
- Parents were surveyed as to our vision, values and aims electronically through Forms;
- Draft vision, values and aims were shared back to classes for further discussion, and to Parent Council;
- Finalised vision, values and aims then shared with school community through the school handbook, school website and displayed in all classrooms including the nursery;
- Digital Leaders created a digital version of the rationale with hyperlinks embedded for those parents who wished to find out more about specific approaches. This was shared with parents via email and on the school website.

2.1 Annual Standards and Quality Report - Progress against Previous Year's School Improvement 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?

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 Stability and Recovery following the extended phase of interrupted learning</p> <p>NIF Priority: Improvement in Attainment; Improvement in Health and Wellbeing</p> <p>NIF Driver Teacher Professionalism; Parental Engagement; Curriculum and Assessment.</p> <p>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</p>	<p>Literacy The "Balanced Reader and Writer" (BRW) approach has now been implemented across the school, with representatives from each stage completing the training. Oral language and modelling by staff on a weekly basis is building the confidence and vocabulary of pupils before they participate in writing (assessment data, individual and group targets, monitoring programme). Nursery is using this approach supported by pre-TLQ, TLQ, Story Time and Rhyme Time. P1 & P2 are benefitting from the play pedagogy, with the continuous provision enabling staff to implement individual interventions such as Phonics, TLQ and social skills. At First level, pupils are also developing their oral literacy and application of numeracy skills through the active play. These approaches are having a positive impact on attainment (SNSAs, assessment data, observations, tracking and monitoring, attainment meetings). Several pupils with additional support needs are making achievements in writing where they previously were not due to the structured planning and functional aspects of the approach (assessment data, individual and group targets, monitoring programme).</p> <p>The YARC reading assessment has now been implemented from P4-P7, following staff training. Staff have a clearer understanding of the needs within the class for reading, and are therefore more able to tailor the reading skills approach to meet needs (triangulation of assessment data, planning and monitoring, SEEMIS Progress and Achievement levels). Using the YARC has ensured that staff are incorporating different genres into the development of reading which links to the BRW approach (class observations, planning and monitoring). YARC has also allowed us to tailor individual literacy interventions as needed (attainment meetings and assessment data).</p> <p>We have continued to train new members of staff in our core interventions. The stage teams allow experienced staff to support new staff in the planning and delivery: this ensures progression and consistency. The experience and expertise within the whole staff, but particularly the Additional Support team, means that we can offer a wide range of interventions (menu of interventions, staff professional learning records, collegial minutes, attainment tracking). Staff are continually assessing and reviewing in conjunction with the Additional Support team to ensure quick intervention for pupils when needed. Our cycle of Support for Learning consultations, attainment meetings and learner conferences regularly ensure that concerns are being raised and appropriately addressed (attainment tracking and data, monitoring programme).</p> <p>Parental engagement Class Dojo has been rolled out across the school from August 2022: this has increased parental involvement. Classes are regularly sharing their learning and what we have been up to in school; pupils are actively asking to add work to their Dojo profile and parents are sharing achievements out of school. Dojo has been useful for those parents who require support in another language, and ensures that no families are missing out on information (Dojo data and tracking, moderation of Dojo, parental feedback). We have reintroduced our parental engagement events in person this session, including P1 & P7 parental workshops in September; Digital Literacy Week in February planned and delivered by the pupil Digital Leaders; as well as Come & Join Us sessions. Staff planned opportunities linked to their learning overviews for the year, but we have adapted plans on an ongoing basis using feedback from parents, pupils and staff (verbal feedback, exit cards, Forms surveys). Pupils have been very excited to have parents back in school and sharing in their learning experiences; events have been well attended (feedback, observations).</p>	<p>Continue to embed the BRW approach, ensuring all new staff are supported to implement this approach.</p> <p>Staff professional learning and dialogue on the BRW approach to consolidate understanding and consistency.</p> <p>Moderation of the BRW writing assessments to ensure consistency, challenge and support as needed.</p> <p>Adapt the literacy tracking and programme of study to fully incorporate the BRW approach.</p> <p>Implement YARC for P3 in May so that targets can be set and planning tailored from August, ensuring progression and correct pace.</p> <p>Implement for P2 from August.</p> <p>Continue to ensure all new members of staff are familiar with core interventions and approaches.</p> <p>Continue to ensure breadth of expertise within the staff in order to deliver timely tailored interventions as needed.</p> <p>Continue to use Class Dojo across the school, supporting new families to engage with this. Staff to monitor parental engagement with Dojo and support any families who need additional support to use this.</p> <p>Staff to moderate each Class Dojo across stages and as a whole school to ensure consistency and progression, as well as clarity and support for parents.</p> <p>Staff to continue to plan regular opportunities for parents and families to engage with their child's learning journey. Staff to continue to adapt and refine plans on an ongoing basis using parental and pupil feedback/ ideas.</p>

<p>School Priority 1 Stability and Recovery following the extended phase of interrupted learning</p> <p>NIF Priority: Improvement in Attainment; Improvement in Health and Wellbeing</p> <p>NIF Driver Teacher Professionalism; Parental Engagement; Curriculum and Assessment.</p> <p>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</p>	<p><u>Refresh of our broad curriculum</u> In the immediate aftermath of the pandemic, we focused on Literacy, Numeracy and Health & Wellbeing. For many of our learners, these are not the curricular areas where they shine and flourish (pupil, staff and parental feedback). Therefore we revisited our curriculum rationale and broader curriculum. The learning pathways were refreshed in March 2022. The Pupil Council led the refresh of the curriculum rationale, in conjunction with the review of the vision, values and aims; and the Digital Leaders then created a digital version of the curriculum rationale. The staff then revisited the draft learning pathway in June 2022 before implementation of Year 1 in August 2022. Staff have reviewed and refined Year 1 of the learner journey throughout the year (planning, tracking and monitoring). We will repeat this process for Year 2 and Year 3 before finalising the refreshed learner journeys. Pupils and staff have been motivated by the refreshed learning contexts, with an increased buzz and engagement (observations, feedback, monitoring).</p> <p>P1 and P2 have continued to develop active play, working with Andrea Mallaby (Principal Teacher, Play Pedagogy). The P1 outdoor play environment has been developed with the pupils' input, and with parental involvement to support and sustain the resources. This is providing additional learning opportunities for the children to extend their learning (observations, planning, assessment data and tracking). The majority of children are fully engaged in their learning (observations, triangulation of data). Continuous provision has been implemented, using Big Books, adapting planning and using general observations. Early level staff have worked with other schools in the cluster and in the authority to share excellent practice. Pupils are becoming more independent in leading their own learning and in sharing their ideas (observations, feedback, targets). The approach has impacted positively on pupil attainment in literacy and numeracy (P1 SNSAs May 2022, ongoing assessment and tracking), with some pupils excelling in areas such as reading. The continuous provision has also enabled staff to implement individual interventions such as Closing the Literacy Gap, Closing the Numeracy Gap, emotional literacy, social skills and individual Speech & language input. This is having a positive impact on attainment (ongoing assessment and tracking).</p> <p>P3 and P4 have introduced active play approaches within short and long-term planning, reviewing and refining experiences on an ongoing basis. Staff worked with Andrea Mallaby (Principal Teacher, Play Pedagogy) and the Education Scotland Play Toolkit to explore different play types. Staff have also researched different approaches and resources, considering how these can be implemented. Pupils have been involved in planning and reflecting on their play experiences through use of Big Books and discussion time (planning, Big Books, observations, feedback and monitoring). The majority of pupils are accessing the play experiences independently and can confidently identify their preferences. This has had a positive impact on oral literacy, social skills and resilience (observations, triangulation of data, SEEMIS Progress and Achievement data).</p> <p>Within the Learning Centre, staff have implemented a play-based approach linking with P1/2 planning for continuous provision, also linking with the topics planned for each child's chronological social stage at least once per term as the children follow their individualised tracking. The programme for each child therefore balances the development stage with the social stage, and allows opportunities to be with their peers where appropriate for positive experiences. We have further built staff expertise through training and collaborative learning. The approach is benefitting all the learners as the children present with less anxiety and are increasingly engaged with their activities (feedback, individual tracking and assessment data).</p> <p><u>SEEMIS Progress and Achievement</u> All classes are using SEEMIS Progress and Achievement for tracking attainment in Literacy and Numeracy, as per D&G guidance. Nursery also began to use P&A this session. Levels are updated in October, January and May; with the levels then moderated through discussions in attainment/transition meetings (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.</p>	<p>Continue to refresh our learning pathways for Year 2; evaluate Year 1 and then refine Year 2 based on this evaluation.</p> <p>Implement Year 2, review and refine.</p> <p>Continue to build learner engagement in their own learning journey: input into what they want to learn; reflection on what they have learned; how to design assessments to show what they have learned.</p> <p>Early level staff to continue to collaborate to share excellent practice at school, cluster & authority level.</p> <p>Early level staff to refine the Big Book approach into the Floor Books, working within the SWEIC and with the PT, Play Pedagogy.</p> <p>Continue to implement, review and refine continuous provision both indoors and outdoors.</p> <p>Nursery and P1 staff to collaborate to ensure shared approaches and pedagogy including the planning and tracking.</p> <p>First level staff to continue to refine the Big Book planning, moving to a digital version. Implement, evaluate and refine.</p> <p>First level to consider how to develop outdoor play further.</p> <p>First level staff to continue to collaborate to share excellent practice at school, cluster & authority level.</p> <p>Additional support team to work with PT, Play Pedagogy to further build understanding of a play-based approach.</p> <p>Development of continuous provision within learning centre, incorporating both indoor and outdoor learning experiences.</p> <p>Continue to allocate time in October, January and May for update of levels, and for staff to moderate in stages. Nursery and P1 staff to work together to moderate levels and reflect on assessments to ensure consistency over this key transition.</p>
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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 2/ Cluster Priority Refresh of the Digital Literacy strategy after D&G Windows 10 rollout</p> <p>NIF Priority: Improvement in Attainment; Improvement in Employability Skills</p> <p>NIF Driver: Teacher Professionalism; Parental Engagement; Curriculum and Assessment.</p> <p>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</p>	<p>Refresh of Digital Strategy and Software availability Following the rollout of Windows 10 and the changes to available software, the school purchased Purple Mash software in August 2022. Mr McIlorum, the school and cluster Digital Leader, provided training to staff within the school to introduce Purple Mash and staff were encouraged to trial this software with their class. This is providing additional learning opportunities for the children to extend their learning, in particular within their Numeracy, Literacy and IDL bundles (observations, planning, assessment data and tracking). The majority of children are more engaged with their learning through the use of Purple Mash and there has also been an increase of engagement at home (observations, triangulation of data, feedback from learners and pupils). Due to the successful introduction of Purple Mash, staff requested further training to increase their effectiveness which was organised for February 2023.</p> <p>In May/June, the cluster Digital Leaders met to audit the cluster Digital Literacy strategy and following this a proposal was agreed by the cluster HTs and EO. In October 2022, Mr McIlorum, the school and cluster Digital Leader, was released to work on the refresh of the strategy, planning and tracking for Digital Literacy and Computing Science. These documents follow a skills-based approach and are based around "Enhancing Learning and Teaching Through the Use of Digital Technology, Skills 4.0: A skills model to drive Scotland's future, European Digital Competence Framework for Citizens and Digital Intelligence (DQ) Global Standards Report of 2019". During this time, guides were also created to assist staff in deliver high quality learning and teaching for Digital Literacy and Computing Science. In November 2022, the updated programme of learning was shared with staff within the school to trial. Following the creation of the new strategy and programme of learning, the cluster Digital Leaders were released to organise in-service training available to staff within the cluster. The day provided an opportunity to share the new strategy and programme as well as practical workshops led by the Digital Leaders and experts from other agencies including Education Scotland and Purple Mash. Sessions included an overview of the strategy, a range of coding toys, Cyber Resilience and Internet Safety, Planning Learning and Teaching, Assistive Technologies and Purple Mash. Both the updated programme of learning and in-service training event have led to improved staff confidence (feedback from staff both in school and from MS Forms flowing in-service). At school level, it has also improved the skills of staff and pupils and this is becoming evident across the curriculum (SNSA data, planning, assessment data and tracking).</p> <p>In June 2022, the new cohort of Young Digital Leaders was selected. Throughout the year, they have had an increase in responsibility compared to previous cohorts. As part of their role, they organised workshops for Early and First level classes. This provided opportunities for the Young Digital Leaders to deepen their knowledge and allow pupils experiences of digital resources available within the school, building on pupil confidence and skills in some aspects of digital literacy (observations, feedback). In February 2023, the Young Digital Leaders alongside Mr McIlorum organised workshops for parents to run alongside Safer Internet Day. All parents/carers were invited over three afternoons for their child to showcase their learning in Digital with the support of the Young Digital Leaders. This has led to an increase in engagement at home, parent's awareness of resources available and improvements and pupil confidence (feedback from parents exit cards, verbal feedback, observations).</p>	<p>Continue to use Purple Mash and Sumdog to support learning at home and school.</p> <p>Continue to use Dojo to communicate with parents, sharing successes and achievements as well as identifying next steps.</p> <p>Support parents to become more confident in supporting learners digitally, through parental engagement sessions, video tutorials, signposting etc.</p> <p>The updated cluster strategy and programme of learning to be rolled out across all stages, including the nursery. Implement, review and refine.</p> <p>Early level staff to continue to incorporate digital learning into the active play experiences and continuous provision.</p> <p>First and second level staff to continue to use the updated programme of work and look for ways to embed digital learning across the curriculum.</p> <p>School to achieve Digital Wellbeing Award.</p> <p>All staff to reflect upon the five skills within the Digital Teacher Toolkit (Education Scotland) and to identify any professional learning required.</p> <p>Staff to undertake relevant professional learning, reflect on what they have learned and cascade to the rest of the staff where possible.</p> <p>Continue to embed the role of the Young Digital Leaders in supporting younger classes, staff, parents and the wider school community with digital.</p>

2.2 Report on the impact of PEF

<p>How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</p>	<p>We monitor and evaluate learners' progress on an ongoing basis, including:</p> <ul style="list-style-type: none"> • 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; attainment meetings in October and January, and transition meetings in May/June; • 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. <p>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.</p>
<p>How well are you removing barriers to learning and ensuring equity for all?</p>	<p>This year has been a period of recovery, as we moved on from the extended period of fragmented learning. Changes to staffing impacted on our delivery of interventions. PEF has been used to train staff so that we can continue to deliver a wide range of interventions covering Health & Wellbeing; Literacy and Numeracy. This gives us flexibility to allow for prompt delivery when needs become apparent. Where possible, we have used PEF to pay for supply cover: this enables us to release trained staff to deliver interventions as needed.</p> <p>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 residential experiences; supporting with uniform, lunch/ breakfast. For some children, it has also involved supporting families to enable the child to access extra-curricular activities such as swimming or drama classes.</p>
<p>How much progress have you made in reducing the poverty related attainment gap? What are the lessons learned?</p>	<p>The impact of the PEF funding for each individual child is tracked and reviewed regularly, allowing us to amend plans as needed. In Calside, several of these children have additional needs that are neurodevelopmental rather than poverty-related: these children are making progress on their own learner journey, following their own planned curriculum where needed.</p> <p>The impact of our Pupil Equity Funding is diluted on an individual basis, as we receive funding for 19 children, but we are aware of more than 30 children who require the additional support in this area. There may be further families that we are not aware of. We have regularly reminded parents to apply for their free school meal entitlement and other associated benefits that would release further Pupil Equity Funding to the school, including direct contact with families and assistance to complete the forms; we have also asked the Parent Council to support us in this matter.</p> <p>Changes to staffing have also affected our ability to offer our full menu of interventions promptly and flexibly, with expertise lost as staff have left the school. Therefore we have used PEF to pay for supply cover so that trained staff can be released where possible.</p>

PEF Project/spending area:	<p>Recovery from the interrupted learning of the past two years:</p> <ul style="list-style-type: none"> • Implementation of HWB, Literacy and/or Numeracy interventions which will depend on the nature of need identified (e.g. bereavement, resilience or change to family situation) and will be selected from our menu of interventions. • Further development of play zones both inside and outside, in order to support the development of social skills, self-confidence and resilience at the same time as developing literacy and numeracy skills in context. • Support identified children to access wider opportunities e.g. trips; residential experiences; costumes for events; attendance at out-of-school clubs to allow them to flourish where their interests and strengths lie.
Rationale:	<p>The needs are varied and highly individualised as we have a wide range of needs within the school, whether neurodevelopmental, poverty-related or as a result of the fragmented learning of lockdown. These needs are identified on an ongoing basis, and we need to be able to react promptly as needs emerge.</p> <p>We are finding that younger children are requiring more support in terms of social skills and play-based approaches, whereas older pupils may require mental health, social skills, literacy or numeracy support.</p> <p>We are also seeing an increased number of families who need support with the cost of school or extra-curricular activities: for many of our learners, these activities are the very areas where they shine and flourish. Therefore it is essential that the children are supported to access these.</p>
Impact:	<p>All children identified as living within poverty have accessed support in some way, despite the fact we receive funding for 19 children and we are aware of more than 30 children who require the extra help. This dilutes the impact on individuals. Tracking and our ongoing assessments show that the majority of these children are making progress with their identified targets/needs.</p>
Evaluative Comment	<p>Development of the play pedagogy and continuous provision approach in P1, with P2-P4 building on this approach with a bridge to active learning is detailed within the evaluation for School Priority 1. The assessment data and tracking shows that this is having a positive impact on all learners, and we will continue to develop this next session.</p> <p>Changes to staffing have also affected our ability to offer our full menu of interventions promptly and flexibly, with expertise lost as staff have left the school. We are training new staff in our core interventions where possible, and using supply staff funded by PEF to release experienced staff to deliver. Again this will continue as a priority next session, as we see the positive impact of these interventions on the learners.</p>

2.3 Summary of Key Strengths and Areas for Improvement

Quality Indicator 1.3 Leadership of change	How well are you doing? What's working well for your learners?	Areas for Improvement	Evaluation based on the six-point scale
<ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change 	<ul style="list-style-type: none"> Opportunities for professional learning are promoted through the peer observation, collegiate and PRD processes, incorporating professional dialogue as an essential component. 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. Opportunities for leadership exist at all levels through the stage teams and working parties; this is complemented through participation in cluster and authority activities. The majority of staff take on these opportunities for leadership. The pupils are encouraged to take part in decision-making, with a range of Pupil Voice groups such as Pupil Council and Eco, as well as leaderships roles such as House and School Captains, Buddies and Digital Leaders. The Pupil Council engaged with the Rights Respecting Schools Award scheme, and were successful in gaining the Bronze Award. The Eco team worked on their Eco Action Plan, building on their ideas from last session, and were successful in gaining the Green Flag. The Young Digital Leaders worked across the school to support the younger classes and staff with digital learning. They planned and delivered workshops to parents to support parents in this area. 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. 	<p>Continue to review and refine our learning pathways and curriculum programmes to ensure breadth and depth.</p> <p>Implement the updated cluster strategy for digital literacy across the school; review and refine as needed. Continue to develop use of digital across all curricular areas, working towards the Digital Wellbeing award.</p> <p>Continue to build learner engagement in their own learning journey: input into what they want to learn; reflection on what they have learned; how to design assessments to show what they have learned.</p> <p>Build the Early level team with Nursery and P1 staff working to ensure a solid foundation at Early level across both Nursery and P1, and to build a shared understanding of achievement of CfE levels.</p> <p>Continue to encourage staff and pupils to take on leadership roles both within and outwith the school.</p> <p>Continue to develop our Rights Respecting Schools approach, working towards Silver accreditation on the RRS award scheme.</p> <p>Additional support team to work with PT, Play Pedagogy to further build understanding of a play-based approach.</p> <p>Development of continuous provision within the learning centre, incorporating both indoor and outdoor learning experiences.</p> <p>Early and First level staff to continue to collaborate to share excellent practice in play pedagogy at school, cluster and authority level.</p> <p>Nursery and P1 staff to collaborate to ensure shared approaches and pedagogy including the planning and tracking.</p> <p>Continue to provide a range of opportunities for the pupils to have ownership not only of their learning, but also in school life.</p> <p>Continue to maximise opportunities to support collaborative learning within and across stages as well as across schools in our cluster, DLT and collaboratives.</p>	<p>4/5</p>

Quality Indicator 2.3 Learning, teaching & assessment	How well are you doing? What's working well for your learners?	Areas for Improvement	Evaluation based on the six-point scale
<ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 	<ul style="list-style-type: none"> • 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). We have reintroduced in-person parental engagement to support parents with their understanding of the curriculum and core programmes, using feedback from parents, pupils and staff to plan the next sessions. • Our transition arrangements between nursery and school, between classes and onto secondary school support continuity of learning and promote pupil well-being. 	<p>Continue to review and refine our learning pathways and curriculum programmes to ensure breadth and depth within our rationale.</p> <p>Implement the updated cluster strategy for digital literacy across the school; review and refine as needed.</p> <p>Continue to build learner engagement in their own learning journey: input into what they want to learn; reflection on what they have learned; how to design assessments to show what they have learned.</p> <p>Continue to build the Early level team with Nursery and P1 staff working to ensure a solid foundation at Early level across both Nursery and P1, and to build a shared understanding of achievement of CfE levels.</p> <p>Early and First level staff to continue to collaborate to share excellent practice in play pedagogy at school, cluster and authority level.</p> <p>Early level staff to refine the Big Book approach into the Floor Books, working within the SWEIC and with the PT, Play Pedagogy.</p> <p>Early level to continue to implement, review and refine continuous provision both indoors and outdoors.</p> <p>Nursery and P1 staff to collaborate to ensure shared approaches and pedagogy including the planning and tracking.</p> <p>First level staff to continue to refine the Big Book planning, moving to a digital version. Implement, evaluate and refine.</p> <p>First level to consider how to develop outdoor play further, working within the SWEIC and with the PT, Play Pedagogy.</p> <p>Additional support team to work with PT, Play Pedagogy to further build understanding of a play-based approach.</p> <p>Development of continuous provision within the learning centre, incorporating both indoor and outdoor learning experiences.</p> <p>SEEMIS Progress and Achievement training for new staff, and moderation to ensure common understanding and consistency across all levels.</p> <p>Continue to embed use of Class Dojo across the school, moderating the format and content to ensure consistency across all classes within a level, while remaining manageable.</p> <p>Continue to review and refine our parental engagement programme of events.</p> <p>Continue to develop pupil leadership of parental and inter-generational workshops/events, both in person and remotely.</p>	4/5

Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion	How well are you doing? What's working well for your learners?	Areas for Improvement	Evaluation based on the six-point scale
<ul style="list-style-type: none"> Wellbeing Fulfilment of statutory duties Inclusion and equality 	<ul style="list-style-type: none"> Our learners benefit from the high-quality education which we provide. Relationships across the school are generally positive and supportive, founded on a climate of mutual respect, shared values and high expectations. Staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. 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 learning in the past three 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. We have implemented Class Dojo across all stages of the school: this enables timely communication between home and school, and allows us to celebrate the learning. The cluster digital strategy and programme of study has been updated to ensure a tight focus on Cyber Resilience and Internet Safety. The school has achieved the national award in this area. The HT is a trainer for CEOP, and Mr McIlorum is a Digital Leader for the cluster and authority, ensuring that this remains a core focus within our school. 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. 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. 	<p>Continue to prioritise health and wellbeing for all after the last few years of fragmented learning and impact on social wellbeing.</p> <p>Continue to implement the practice of Supervision Spaces for staff, in line with the Barnardo's Wellbeing approach.</p> <p>Continue to rebuild our school community and consolidate our Team Around the Child approach.</p> <p>Develop our Rights Respecting Schools approach, working towards Silver accreditation on the RRS award scheme.</p> <p>Continue to embed use of Class Dojo across the school, moderating the format and content to ensure consistency across all classes within a level, while remaining manageable.</p> <p>Continue to identify appropriate interventions for equity and excellence for our pupils, and use the Pupil Equity Funding to implement these interventions (PEF funding).</p> <p>Continue to offer our menu of interventions, ensuring a breadth of expertise within the staff (PEF funding).</p> <p>Build consistency in wellbeing approaches, expectations and ethos across all stages of the nursery/school (PEF funding).</p> <p>Continue to embed our play pedagogy and continuous provision across Nursery to P2; and active play across First level.</p> <p>Additional support team to work with PT, Play Pedagogy to further build understanding of a play-based approach, incorporating both indoor and outdoor learning experiences.</p> <p>The updated cluster digital strategy and programme of learning to be rolled out across all stages, including the nursery. This will ensure a continued focus on Cyber Resilience & Internet Safety.</p> <p>Support parents to become more confident in supporting learners digitally, through parental engagement sessions, video tutorials, signposting etc. This will help parents to ensure their child's wellbeing when accessing online resources.</p> <p>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.</p>	<p>5</p>

Quality Indicator 3.2 Raising attainment and achievement	How well are you doing? What's working well for your learners?	Areas for Improvement	Evaluation based on the six-point scale
<ul style="list-style-type: none"> • Attainment in literacy and numeracy • Attainment over time • Overall quality of learners' achievement • Equity for all learners 	<ul style="list-style-type: none"> • 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 Dojo allow us to track wider achievements and share these between home and school. Dojo also enables learners to build self-awareness and evaluation skills through their own profile. P7 pupils consolidate this approach through their profiles created using My World of Work. • Our staff make effective use of assessments and we are building a 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. • Staff skill in adapting the curriculum and in differentiating activities has been key as we seek to stabilise learning after the pandemic. 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 three years. Parental feedback has been and will continue to be crucial for us to appropriately support the children as they recover from the pandemic and subsequent interrupted learning. 	<p>Continue to prioritise health and wellbeing for all after the last few years of fragmented learning and impact on social wellbeing.</p> <p>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).</p> <p>Ensure all staff across all stages of the school have a shared understanding and high expectations of our learners.</p> <p>Ensure all staff are fully trained in core Health & Wellbeing, Literacy and Numeracy interventions.</p> <p>Continue to review and refine our curriculum programmes and learning pathways, ensuring that these fully incorporate the nursery and building a solid foundation at the Early level; and that they offer breadth and depth in the wider curriculum.</p> <p>Implement the updated cluster strategy for digital literacy across the school; review and refine as needed. Continue to develop use of digital across all curricular areas.</p> <p>Continue to incorporate assessment into the planning and learning process, considering how assessment approaches meet the needs of our diverse learners.</p> <p>Staff to continue to share excellent practice at school, cluster and authority level.</p> <p>Nursery and P1 staff to collaborate to ensure shared approaches and pedagogy including the planning and tracking.</p> <p>First level to consider how to develop outdoor play further.</p> <p>Additional support team to work with PT, Play Pedagogy to further build understanding of a play-based approach.</p> <p>Development of continuous provision within learning centre, incorporating both indoor and outdoor learning experiences.</p> <p>SEEMIS Progress and Achievement training for new staff as needed, and continue regular moderation activities to ensure common understanding and consistency across the four stages of progress.</p>	4/5

Quality Indicator	How well are you doing? What's working well for your learners?	Areas for Improvement
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> Learning Pathways 	<ul style="list-style-type: none"> 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 learner 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. 	<p>Continue to prioritise health and wellbeing for all after the last few years of fragmented learning and impact on social wellbeing.</p> <p>Continue to ensure all staff are fully trained in core Health & Wellbeing, Literacy and Numeracy interventions (PEF funding).</p> <p>Continue to implement, review and refine Early level continuous provision both indoors and outdoors.</p> <p>Nursery and P1 staff to collaborate to ensure shared approaches and pedagogy including the planning and tracking.</p> <p>First level staff to continue to refine the Big Book planning, moving to a digital version. Implement, evaluate and refine. First level to consider how to develop outdoor play further.</p> <p>Additional support team to work with PT, Play Pedagogy to further build understanding of a play-based approach. Development of continuous provision within the learning centre, incorporating both indoor & outdoor learning experiences.</p> <p>Continue to review and refine our curriculum programmes and learning pathways, ensuring that these fully incorporate the nursery and building a solid foundation at the Early level; and that they offer breadth and depth in the wider curriculum.</p> <p>Continue to 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.</p> <p>The updated cluster digital strategy and programme of learning to be rolled out across all stages, including the nursery. Implement, review and refine.</p> <p>Early level staff to continue to incorporate digital learning into the active play experiences and continuous provision.</p> <p>First and second level staff to continue to use the updated programme of work and look for ways to embed digital learning across the curriculum.</p> <p>All staff to reflect upon the five skills within the Digital Teacher Toolkit (Education Scotland) and to identify any professional learning required.</p> <p>Staff to undertake relevant professional learning, reflect on what they have learned and cascade to the rest of the staff where possible.</p> <p>Continue to embed the role of the Young Digital Leaders in supporting younger classes, staff, parents and the wider school community with digital.</p>

<p>2.7 Partnerships</p> <ul style="list-style-type: none"> • Impact on Learners • The impact of parental involvement on improving children and young people's learning. 	<ul style="list-style-type: none"> • We have reintroduced regular Come and Join Us sessions as we have been able to welcome parents back into the school. These are planned as part of the yearly overview, but have been refined and adapted based on parental feedback. The learners have been particularly excited to have their parents back in school, sharing learning experiences and looking at their work. The sessions have begun to build parental understanding of school ethos, learning and teaching back up after the extended period of being unable to come into school. • We communicate with parents and families in a variety of ways, including the termly class newsletters and the Class Dojo. • Wider achievements are shared between home and school and are celebrated through newsletters and the Class Dojo. • We consult with parents/carers on policy and practice decisions, increasingly via Microsoft Forms over the past three years. We have also used exit cards as parents leave sessions for immediate feedback. This parental feedback helps us to identify ways to move forward and improve our practices. • Parents/carers have regular planned opportunities to discuss their child's learning and identify next steps, through two learner conferences and a written report each year. • 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. These include Active Schools, Childline, Youth Work and local sports teams as well as our cluster high school, local university and the STEM team. • 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. 	<p>Continue to review and refine our parental workshops for key year groups of incoming P1 and P7; continue to develop our parental engagement programme of events.</p> <p>Continue to develop pupil leadership of parental and inter-generational workshops/events, both in person and remotely.</p> <p>Continue to embed use of Class Dojo across the school, moderating the format and content to ensure consistency across all classes within a level, while remaining manageable.</p> <p>Continue to use Purple Mash and Sumdog to support learning at home and school.</p> <p>Support parents to become more confident in supporting learners digitally, through parental engagement sessions, video tutorials, signposting etc.</p> <p>Continue to embed the role of the Young Digital Leaders in supporting younger classes, staff, parents and the wider school community with digital.</p> <p>Consolidate our existing partnerships and establish new partnerships where possible, and where opportunities arise.</p>
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