



Education and Learning Directorate

School/ELC Annual Standards and Quality Report

2024-25

School: Calside Primary
Date: April 2025

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 nurturing environment which allows all learners to develop their own personalities and opinions. **Be yourself and know your strengths.**
- ✓ 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; **will be revisited August-September 2025 so that we can align school and nursery with the change in staffing**

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. The rationale has been updated annually to ensure all links still work.

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	Next Steps (Looking Forwards)
Achievement Across the Curriculum <p>United Nations Rights of the Child: 29- “..education should help them fully develop their personalities, talents and abilities..”</p> <p>31-“..all children have the right to play and to take part in cultural and creative activities..”</p> <ul style="list-style-type: none"> • Attainment in Literacy • Attainment in Numeracy • Attainment in Digital Literacy • Early level: Play pedagogy • First level: Active pedagogy • Learning Centre: continuous provision <p>Nf Priority:</p> <ul style="list-style-type: none"> • Improvement in attainment • Closing the attainment gap • Improvement in skills for all young people 	<p>Excellence in Learning and Teaching</p> <p>HMiE visited the school and nursery in June 2024: the professional dialogue undertaken and the feedback given supported our identified areas of improvement. We focused on building a shared understanding of what excellence in learning and teaching looks like for our learners, developing consistency across all areas of the school. In September, teaching and nursery staff revisited the D&G Building Capacity paper for Learning, Teaching and Assessment, evaluating their own practice and the practice within their stage team. Each stage team then identified areas for improvement, and these were used as a basis for classroom observations and learning talks. The staff then revisited the D&G Learning and Teaching policy, aligning this with our own practice and developing our own Learning and Teaching Policy. Staff across all stages of the school, including Nursery and Learning Centre reviewed the policy including our key elements for high-quality learning and teaching experiences during the February INSET day. They worked in learning trios to evaluate learning environments using the D&G Framework for Inclusion checklist, identifying any lack of consistency or development needs. The monitoring cycle has shown that the consistency of approach and expectation is increasing, and this will continue to be a focus next session, taking changes to staffing into account.</p> <p>Teaching staff reviewed the three-year curriculum cycle in June, identifying opportunities for the inclusion of the United Nations Rights of the Child and the Global Goals as well as the development of meta-skills for learners. The updated cycle and curriculum rationale were implemented in August. Monitoring of planning, teaching and assessment shows coverage of the curriculum outcomes across all curricular areas as well as the wider themes. This will be reviewed again once the national curriculum refresh is published.</p> <p>Play Pedagogy and Active Learning</p> <p>In line with our HMiE feedback as well as our ongoing support from the D&G Education Officer for Play Pedagogy, staff from Nursery to P4 continued to engage with the D&G Play Toolkit to build a shared understanding of what high-quality play experiences look like. The staff reviewed our practice within the D&G Play Pedagogy policy, and drafted our own policy for this approach. The Play policy was aligned with our Learning and Teaching policy, and incorporated within the staff work on our identified key elements for high-quality learning and teaching experiences.</p>	<p>Continue to build a shared understanding of high-quality learning experiences across all stages of the school, including nursery and learning centre.</p> <p>As per HMiE recommendations, continue to build shared understanding of effective questioning and high-quality feedback across the school to ensure appropriate support and challenge.</p> <p>In Early Years and in the Learning Centre, continue to build shared expectations for high-quality experiences and observations that identify next steps for learning.</p> <p>Review and refine our Learning and Teaching policy: use the key elements of excellent learning and teaching as a basis for SMT and peer observations, and for moderation activities.</p> <p>Update curriculum cycle as needed when the national refreshed curriculum is published.</p> <p>Support any new members of staff to understand our play and active learning pedagogy, ensuring consistent implementation of the approaches to ensure high quality experiences for all learners (as needed).</p>

<p>NIF Driver</p> <ul style="list-style-type: none"> • Assessment of children's progress • Performance information • School improvement <p>HGIOS?4/HGIOELC? Qis</p> <p>2.2 Curriculum: development of the curriculum; learning pathways; skills for learning, life and work</p> <p>2.3 Learning, teaching and assessment: learning and engagement; quality of teaching; effective use of assessment; planning, tracking and monitoring</p> <p>2.4 Personalised support: universal support; targeted support; removal of barriers to learning</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>	<p>We continued to offer "Stay and Play" and "Come and Join Us" sessions through the year to support parent/carer understanding of the play and active learning approaches and how they can support this at home. These were well-attended, and we will continue to offer these going forward.</p> <p>In line with HmiE feedback, as well as with a changing range of needs within the Learning Centre, the Additional Support for Learning team continued to develop free-flow continuous provision in one part of the learning centre, creating both outdoor and indoor zones to provide further opportunities for learning and engagement. The environment has been reviewed and refined by the ASL team using the Framework for Inclusion checklist as well as key elements for high-quality learning and teaching experiences. This will be an ongoing process as we will refine the zones, dependent on the needs of the learners. The free-flow continuous provision has allowed our learners in that base to explore and develop gross and fine motor skills, sensory needs and imaginative role play.</p> <p>Meta-Skills</p> <p>Within our development of the Learning and Teaching policy, Mrs Gamble worked with Skills Development Scotland as part of the focus group to develop the meta-skills resources for Early level and on the review of the My World of Work profiling for the upper school. As part of the review of the updated three-year curriculum cycle in June, teaching staff identified opportunities for the development of the meta-skills and these were implemented from August. Mr McIlorum developed a Sway which was shared with parents to build parental understanding of the importance of meta-skills for learning, for life and for work. In September, all teaching staff worked in stages to develop a shared understanding of the meta-skills progression framework, and the class termly newsletters were updated to share the meta-skills with parents. The meta-skills were a focus of the "Come and Join Us" sessions in November. In January, teaching staff reviewed the format for the annual report to incorporate the meta-skills, and this was implemented for the annual reports in April.</p> <p>Using the monitoring cycle of learning talks and classroom observations, as well as pupil feedback during their reflection sessions, most learners can identify their own strengths within the meta-skills, and staff can identify the next steps for learners within the framework. This will continue to be a focus next session.</p> <p>Numeracy:</p> <p>Stage teams continued to trial the implementation of D&G Developing Number Knowledge and Beyond Number progression frameworks until June 2024, following the implementation models at each stage as agreed at INSET Feb 2024. Staff identified possible gaps in learning, particularly at Second level, as we moved from our previous progression framework, and amended the learning experiences as needed. This will be an ongoing process in order to ensure no loss of learning as the framework is embedded. Tracking and assessment information shows the majority of children are making progress in Numeracy using the framework; for those children who are making limited progress using the core framework, staff are drawing from the Menu of Interventions to support.</p>	<p>Review and refine our policy for Play Pedagogy across Nursery, Learning Centre and the Early Years. Use this policy in tandem with our Learning and Teaching policy as a basis for SMT and peer observations, and for moderation activities.</p> <p>Review and refine our calendar of "Stay and Play" and "Come and Join Us"; develop range of parental sessions across the Early Years to offer further advice to parent/carers so they can support at home.</p> <p>In Early Years and in the Learning Centre, continue to build shared expectations for high-quality play experiences and observations that identify next steps for learning.</p> <p>Embed the progression framework for meta-skills, including these within the learner profiles. This will support learners to develop their own awareness of their strengths and next steps within these transferable skills.</p> <p>Review and refine the learning targets for meta-skills, and how these are shared through the class newsletters, ClassDojo and annual reports.</p> <p>Continue to build progression and consistency, and appropriate support or challenge, using the progression framework.</p> <p>Support new staff in the planning and delivery of our core Numeracy approaches to ensure progression, consistency and appropriate pace.</p>
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	<p>Literacy: Stage teams carried out small tests of change in term 4 2024 for spelling approaches. Staff then collated the impact on spelling levels within the test period, and also discussed these with HMiE during the inspection in June. The teaching staff then agreed a progressive spelling and handwriting strategy in line with the Literacy progression framework, and this was implemented from August. Tracking and assessment information shows the majority of children are making progress in spelling and handwriting using the framework; for those children who are making limited progress using the core framework, staff are drawing from the Menu of Interventions to support.</p> <p>In September, Miss MacRae, Mrs Galligan and Mr Templeton shared resources and approaches from CYPIC Wave 2 with all teachers; stages considered how these would support the learning and teaching of writing in conjunction with the Balanced Reader and Writer approach. The Literacy leads have supported teaching staff in the implementation of these approaches, building consistency through team-teaching and classroom observations. Working in stages, teaching staff moderated examples of writing in October and January to build consistency in assessment. Most children are making progress in writing using the framework; for those children who are making limited progress using the core framework, staff are drawing from the Menu of Interventions to support.</p> <p>Digital Literacy Teaching staff continued to implement the DHS cluster progression framework and strategy for Digital Literacy; Mr McIlorum supported new staff with the implementation of the approaches. We trialled Bring Your Own Device for selected learners during Term 4 2024, using the D&G Bring Your Own Device policy and paperwork. The authority policy and protocols were amended following this trial and this was then implemented for identified learners from August. For those learners who regularly bring their own devices, teacher assessment shows greater engagement within lessons which is supporting those learners to make progress. Most pupils using their own devices are positive about their learning when using their devices.</p>	<p>Continue to build progression and consistency in the teaching approaches used for writing, handwriting and spelling, using our Learning and Teaching policy as a basis for classroom practice.</p> <p>Support new staff in the planning and delivery of our core Literacy approaches to ensure progression, consistency and appropriate pace.</p> <p>Continue to embed moderation of writing at stage and school level; moderation of writing across the cluster to ensure consistency.</p> <p>Continue to implement Bring Your Own Device protocols, refining as needed.</p> <p>Work with DHS cluster to develop cluster policy on use of mobile phones and devices, to ensure consistency of approach.</p> <p>With the recent reintroduction of ClassDojo, develop profiling for Early and First level using digital approaches.</p> <p>Embed profiling at Second level using My World of Work as agreed by cluster for consistency and progression to high school.</p>
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<p>Tracking of Progress and Achievement using SEEMIS</p> <p>Teaching and Nursery staff continued to update and moderate levels within SEEMIS Progress & Achievement three times a year to ensure consistency and accuracy within stages, and across the school. The SMT also moderated the levels, triangulating with other assessment data, as part of the attainment tracking programme. New staff were supported in the use of SEEMIS Progress and Achievement, using a mentoring approach to ensure consistency and accuracy. Teaching and nursery staff worked at cluster level on the January INSET, with Wendy Rigg (Attainment Advisor, Education Scotland) to build a shared understanding of the use of data in determining the levels within Progress & Achievement. This built staff understanding and confidence in the allocation of levels, and ensures a clear focus on next steps for all our learners.</p> <p>HMiE identified the need for attainment to be tracked over time to ensure that the correct pace and challenge is in place for all our learners. This has now been implemented across all stages, and forms part of the ongoing attainment tracking programme.</p> <p>HMiE identified the gap in the tracking of wider achievements, following the loss of ClassDojo, with a corresponding decline in the number of wider achievements being shared from home. Wider achievement tracking has been implemented across all stages, and forms part of the ongoing attainment tracking programme. Wider achievements continue to be celebrated in school. We have recently been able to reintroduce ClassDojo, and we will develop its use in profiling wider achievements further going forward.</p>	<p>Continue to moderate levels within SEEMIS Progress and Achievement at stage, school and cluster level to ensure consistency, pace and challenge for all learners.</p> <p>Embed the tracking of attainment and wider achievements over time, retaining a tight focus on pace and challenge for all learners. This will support all learners to progress at an appropriate rate for themselves.</p> <p>Continue to embed moderation of writing at stage and school level; moderation of writing across the cluster to ensure consistency.</p> <p>Develop moderation of Stages of Intervention across the cluster, as requested by Dumfries high School, to ensure shared understanding and use of the Stages. This will support all learners in their progression across primary and through to high school.</p> <p>With the recent reintroduction of ClassDojo, develop profiling for Early and First level using digital approaches.</p> <p>Embed profiling at Second level using My World of Work as agreed by cluster for consistency and progression to high school.</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	Next Steps (Looking Forwards)
Learner and Parental Engagement <p>United Nations Rights of the Child: 2- ..all children have these rights..” 12- ..the right to give their opinions freely on issues that affect them..” 23- ..all children participating actively in the community..”</p> <p>18- ..parents should always consider what is best for their child. Governments should help them..”</p> <p>NfP Priority:</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every young person at the centre of education • Improvement in children and young people's health and wellbeing • Improvement in skills for all young people <p>NfP Driver</p> <ul style="list-style-type: none"> • Teacher professionalism • Parental engagement <p>HGIOS?4/HGIOELC? Qis 1.7 Leadership of learning: children leading learning 2.1 Safeguarding and child protection: arrangements for wellbeing</p>	<p>Learner Participation</p> <p>The school achieved the Silver Rights-Respecting Schools Award in June 2024, and developed an action to work towards the Gold award. Teaching staff reviewed the three-year curriculum cycle in June, identifying opportunities for the inclusion of the United Nations Rights of the Child and the Global Goals as well as the development of meta-skills for learners. The updated cycle and curriculum rationale were implemented in August. Each class revisited their class charter at the start of the new session in August 2024, with all classes and these have been refined on an ongoing basis as needed.</p> <p>Monitoring of planning, teaching and assessment shows coverage of the UNCRC and Global Goals across all stages. Through the learning talks programme, most learners could offer their own views and identify their rights accordingly. During the HMiE inspection, the feedback noted the confidence of the learners in sharing their opinions and their pride in our school. Most learners could identify their strengths and their next steps.</p> <p>HMiE identified the gap in the tracking of wider achievements, following the loss of ClassDojo, with a corresponding decline in the number of wider achievements being shared from home. Wider achievement tracking has been implemented across all stages, and forms part of the ongoing attainment tracking programme. Most learners have a range of wider achievements and interests that continue to be celebrated in school. The teaching staff, P6 & P7 Play Leaders and our wider partners in learning such as Active Schools continue to offer a range of extra-curricular opportunities. SMT have triangulated the wider achievement and attainment tracking to identify possible activities or opportunities that can be sought to enrich learning further.</p> <p>We have recently been able to reintroduce ClassDojo, and we will develop its use in profiling wider achievements further going forward.</p> <p>Parental Involvement and Engagement</p> <p>We reviewed the D&G Parental Involvement and Engagement Strategy with the Parent and Pupil Councils in May 2024, and used their feedback to develop our own Parental Involvement and Engagement Strategy. This was shared with parents in June, and will be refined on an annual basis. Parental feedback in the HMiE questionnaires in June showed that the majority of parents feel that they know what their child is learning and their next steps; a group of parents requested further advice and support for home learning. This has been offered on an individual basis.</p> <p>Teaching staff reviewed the three-year curriculum cycle in June, identifying opportunities for parental engagement. This is refined on an ongoing basis e.g. the “Come and Join Us” sessions in November focused on the development of meta-skills following parental feedback. All “Stay & Play”, “Come & Join Us” and class presentations have been well-attended, with the majority of feedback positive.</p>	<p>With the recent reintroduction of ClassDojo, develop profiling across all stages to reflect on the learner development of transferable skills as well as wider achievements.</p> <p>Review and refine the learning targets for meta-skills, and how these are shared through the class newsletters, ClassDojo and annual reports. Embed learner input into their own learning targets and how these are shared with parents/carers.</p> <p>This will support learners to develop their own awareness of their strengths and next steps within these transferable skills.</p> <p>Embed profiling at Second level using My World of Work as agreed by cluster for consistency and progression to high school.</p> <p>Plan parental engagement for session 2025-2026 in June; share plan with Parent and Pupil Councils for their input; refine as needed.</p> <p>Given change in D&G P7 enrolment timeline, the usual P7 parental workshop held in August will be moved to June during P6.</p>

<p>2.4 Personalised support: universal support; targeted support; removal of barriers to learning</p> <p>2.5 Family learning: early intervention and prevention</p> <p>2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p>	<p>In the absence of ClassDojo, all stages implemented Class Sways as a trial in Term 4 2024. Parental feedback to staff and via HMiE questionnaires reflected that these were not as easy to use or access as ClassDojo. We saw a decline in the number of wider achievements being shared from home when ClassDojo was suspended. HMiE agreed that the loss of ClassDojo had been significant both in terms of communication and also in terms of parental engagement. D&G recently reinstated the use of ClassDojo, and all classes have now been set up. The majority of parents have signed up for this, and the staff have liaised with some parents/carers to support them to use this. Staff at all stages worked with ClassDojo during the February INSET to agree what information should be included: this will ensure consistency between all classes. Staff also developed a set of protocols for communication via ClassDojo that was shared with all parents. We have already seen an increase in parental engagement and an increase in wider achievements being shared. This has allowed us to celebrate a greater number of successes within school.</p> <p>Framework for Inclusion</p> <p>All staff have undertaken mandatory training on the D&G Framework for Inclusion, and on the Stages of Intervention. As part of our work on the development of excellent learning and teaching, staff worked in trios using the Framework for Inclusion checklist to review our learning environments as well as our approaches. This activity has built a shared understanding of the Framework for Inclusion for staff. D&G launched a Framework for Inclusion website in January: all staff engaged with this during the February INSET, allowing for focused professional dialogue as to barriers to learning and how these may be overcome.</p> <p>Mrs Hooper organised a Partners' Fair during learner conferences in May. This included our wider partners in SALT, Autism Outreach, Occupational Therapy and PIN. Our partners reported limited parental engagement during this: staff feedback reflected that the timing of this during learner conferences might have had an impact. Further sessions with wider partners were arranged during the session, with parents invited dependent on the needs of their child/ren. These sessions were slightly more effective, but parental uptake was still limited.</p>	<p>Embed ClassDojo: audit parents as to the information shared within Dojo, and refine as needed.</p> <p>Review and refine how we are sharing learning targets and wider successes through ClassDojo, newsletters etc.</p> <p>With the recent reintroduction of ClassDojo, develop profiling across all stages to reflect on the learner development of transferable skills as well as wider achievements.</p> <p>Further mandatory training on the Framework for Inclusion for all staff will further embed a shared understanding and consistency of approach.</p> <p>Support any new members of staff to understand the Framework for Inclusion, ensuring consistent implementation of the approaches to ensure high quality experiences for all learners (as needed).</p> <p>Develop moderation of Stages of Intervention across the cluster, as requested by Dumfries high School, to ensure shared understanding and use of the Stages. This will support all learners in their progression across primary and through to high school.</p> <p>Review parental sessions offered by partners, with staff and with Parent Council as well as the partners themselves. Refine and implement as needed.</p>
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2.2 Report on the impact of PEF

Project/Intervention- Menu of Interventions for Health and Wellbeing, Literacy and Numeracy

Impact

What has improved/changed for the target groups? What difference did PEF make?

We have used our ongoing attainment tracking to identify needs on an ongoing basis and as they have arisen. We assess the impact of intervention at the end of the intervention block to identify next steps, but staff also use a range of formative assessment strategies throughout the block so that we can amend as needed. We have used the expertise of the Additional Support for Learning team and our Partners in Learning such as Active Schools or Befrienders to identify required interventions creating tailored support as needed.

Interventions have included:

Health and Wellbeing: Friendship group; Attention Autism; Lego therapy; lifeskills group; coping skills toolkit; building resilience; TACPAC; Play Leaders; Nurture group; Tea and Toast; Draw & Talk

Literacy: additional phonics support at Early level; TLQ phases 1 and 2; FIZZY fine motor group; Book Buddies; Closing the Literacy Gap; Toe by Toe; Fastlane; Colourful Semantics; Wave 2

Numeracy: Closing the Numeracy Gap; Numeracy Launchpads

Other supports: support with costs of school trips; provision of costumes; food hampers over Christmas; additional swimming lessons; attendance at extra-curricular clubs

Our attainment and achievement tracking, combined with our specific PEF tracking, shows that the majority of PEF learners are making progress, but that most have not yet working at the expected level. HMiE concurred that most PEF learners were making appropriate progress, with some making excellent progress. HMiE recommended that some of the interventions were considered as class approaches as well as intensive interventions. Staff have considered this through our work on excellent learning and teaching, and through actions agreed during our attainment meetings.

Evaluative Comment

We have offered a wide range of interventions, and we have worked with a wide range of professional partners in learning. The time taken for interventions from other agencies to start has on occasion been longer than needed, and we need to adapt this so we consider a short-term intervention while waiting for outside support.

There have been significant staffing issues across the school over the last 2 years and this has impacted on timeliness of delivery as well as on staff expertise to deliver required interventions. The delay in time and/or expertise has contributed to the amount of progress made by some of our learners. We need to adapt this moving forward: further training for staff we now have in place for instance. Our whole-staff work on the Framework for Inclusion and on excellent learning and teaching will also supplement this.

We also continue to support more than 30 children with PEF despite only receiving funding for 19 children. This also dilutes the impact although we try to work round this through grouped intervention work rather than individual, where possible and where appropriate.

School Context (2024-2025)

Total Roll	183	FSM	28
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Within Calside Primary School, we have a number of children who are working on their own learning journeys due to their additional needs. This has an impact on our attainment results:

	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3
% of class on individual learning journey due to identified additional needs	26%	14%	15%	15%	20%	11%	13%			

Attainment for Cohorts – Percentage of Pupils on track/achieved											
		P1	P2	P3	P4	P5	P6	P7	S1	S2	S3
Reading		75%	81%	68%	70%	85%	85%	80%			
		33%	100%	0%	20%	0%	100%	33%			
		42%	0%	68%	50%	85%	0%	47%			
Writing		58%	81%	75%	70%	85%	70%	75%			
		0%	75%	20%	20%	0%	84%	33%			
		58%	6%	55%	50%	85%	0%	42%			
L & T		75%	82%	78%	78%	88%	75%	85%			
		33%	75%	40%	50%	33%	100%	33%			
		42%	7%	38%	28%	55%	0%	52%			
Numeracy		58%	82%	58%	78%	88%	75%	85%			
		33%	100%	0%	50%	0%	66%	66%			
		25%	0%	58%	28%	88%	9%	19%			

Looking at your data above, where has there been success in closing the poverty-related attainment gap?	Success can be seen via individual tracking: in some cases, the gap is one or two children, and several of these children have ASN not related to poverty. Please see attainment and PEF tracking for more detail.
What hasn't worked? What are the lessons learned? What will you change?	<p>Some FSM children are on their own learning journeys due to their additional needs: individual tracking shows progress, but these children will not meet the required national level due to their needs rather than FSM. We will continue to support these children as required, adapting interventions as needed for their ASN. HMiE agreed that this was appropriate.</p> <p>As per HMiE feedback, we will continue to consider whether interventions should be individual, group or whole-class.</p> <p>Nursery staff now trained in TLQ and pre-TLQ, which will allow for earlier intervention. Work on Framework for Inclusion will ensure greater consistency of approaches to excellent learning and teaching experiences.</p>

2.3 Summary of Key Strengths and Areas for Improvement

What is our capacity for continuous improvement? Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment

Quality Indicator 1.3 Leadership of change	How well are you doing? What's working well for your learners? (Include evidence of impact)	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. Peer observations and shared stage planning enables us to build shared expectations for excellent learning and teaching. Work on developing our Learning and Teaching policy is building greater consistency across all stages of the school. 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. Many staff take on these opportunities for leadership, and support colleagues as needed. The pupils are encouraged to take part in decision-making, with a range of Pupil Voice groups such as Pupil Council, The Rights Group and Eco, as well as leadership roles such as House and School Captains, Buddies and Young Digital Leaders. We engaged with Rights Respecting Schools Award scheme and were successful in gaining the Silver Award. The Eco team worked on their Eco Action Plan, building on their ideas from last session, and were successful in gaining our second Green Flag. 	<ul style="list-style-type: none"> Continue to develop our Learning and Teaching policy to ensure consistent excellent learning and teaching experiences. Embed our key elements of excellent learning and teaching throughout all stages, using these as a basis for monitoring and moderation of practice. Continue moderation at stage and school level to build shared expectation and consistency; work at cluster level to moderate writing and Stages of Intervention to ensure consistency and pace across the cluster as well as the school. The Rights Group to continue to lead our work on Rights Respecting Schools scheme, achieving Gold. Class charters to be revisited at the start of the new session with all members of the class actively engaged in the development of their class ethos accordingly. School vision, values and aims to be updated, led by the Rights Group, and to align with nursery. Continue to review and refine our learning pathways and curriculum programmes to be implemented, ensuring that UN Rights of the Child, the Global Goals and the meta-skills are considered and included. Ensure that our play and active learning experiences include the development of important transferable skills, so that our learners develop as confident individuals who can effectively contribute across all aspects of life at school, at home and in the wider community. 	4

	<ul style="list-style-type: none"> The Young Digital Leaders work across the school to support the younger classes and staff with digital learning. They plan and deliver workshops to parents to support parents in this curricular 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. 	<ul style="list-style-type: none"> 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. Build learner profiles at all stages to reflect this. 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. Continue to encourage staff and pupils to take on leadership roles both within and outwith the school. Additional Support team to work with PT, Play Pedagogy to embed understanding of a play-based approach and continuous provision. Continue to develop continuous provision within the learning centre, incorporating both indoor and outdoor learning experiences. Early and First level staff to continue to collaborate to share excellent practice in play pedagogy and active learning at school, cluster and authority level. Continue to develop our "Stay and Play" and "Come & Join Us" sessions, building parent/carer understanding of the approaches and how they can support this at home. Nursery and P1 staff to continue to collaborate to ensure shared approaches and pedagogy including the planning and tracking. Continue to provide a range of opportunities for the pupils to have ownership not only of their learning, but also in school life. Build learner profiles at all stages to reflect this. Continue to maximise opportunities to support collaborative learning within and across stages, at whole school and cluster level. 	
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Quality Indicator 2.3 Learning, teaching & assessment	How well are you doing? What's working well for your learners? (Include evidence of impact.)	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"> • Most of our young people are eager and active participants who are fully engaged, highly motivated and interact well during activities in class and across school. • Most 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. • Our learning pathways and progression frameworks allow for continuity and progression through a learner's journey. They incorporate the United Nations Rights of the Child as well as the Global Goals. • Development of our Learning and Teaching policy is creating greater consistency across the school in terms of expectations for excellent learning and teaching experiences. • Most learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. Most learners understand the purpose of their learning and have opportunities to lead the learning. • Assessment is integral to our planning of learning and teaching. Most 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. 	<ul style="list-style-type: none"> • Continue to develop our Learning and Teaching policy, embedding the key elements of excellent learning and teaching through our monitoring cycle to ensure consistency. • Review our learning pathways and progression frameworks in line with the national curriculum refresh when published. • Continue to embed the UNCRC, Global Goals and meta-skills across the curriculum. • With the recent reintroduction of ClassDojo, develop profiling across all stages to reflect on the learner development of transferable skills as well as wider achievements. • 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. • 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. • Nursery and P1 staff to continue to collaborate to ensure shared approaches and pedagogy including the planning and tracking. • Early and First level staff to continue to collaborate to share excellent practice in play pedagogy and active learning at school, cluster and authority level. • Continue to develop our "Stay and Play" and "Come & Join Us" sessions, building parent/carer understanding of the approaches and how they can support this at home. • Early level to continue to implement, review and refine continuous provision both indoors and outdoors. 	4

	<ul style="list-style-type: none">• 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 regular opportunities for 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 session.• Our transition arrangements between nursery and school, between classes and onto secondary school support continuity of learning and promote pupil well-being.	<ul style="list-style-type: none">• First level to further develop learning areas working with the PT, Play Pedagogy.• Additional Support team to work with PT, Play Pedagogy to further build understanding of a play-based approach and continuous provision.• Continue to develop continuous provision within the learning centre, incorporating both indoor and outdoor learning experiences.• SEEMIS Progress and Achievement training for new staff, and moderation to ensure common understanding and consistency across all levels.• Moderation of writing and Stages of Intervention at cluster level to ensure greater consistency and shared understanding.• Continue to develop pupil leadership of parental and inter-generational workshops/events, both in person and digitally.	
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Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion	How well are you doing? What's working well for your learners? (Include evidence of impact)	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 work on the Rights Respecting Schools scheme is helping our learners to develop an understanding of their rights in practice. All classes have a class charter that is developed at the beginning of the school session and reviewed throughout the year. • Our learning community promotes a nurturing ethos where pupils feel safe and secure, promoting the well-being of all. Most 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. This allows us to identify barriers to well-being and learning promptly, implementing interventions and supports in a timely manner. • We communicate with parents in person through regular opportunities for them to share the learning in school as well as learner conferences and other meetings as needed. 	<ul style="list-style-type: none"> • The Rights Group to continue to lead our work on Rights Respecting Schools scheme, achieving Silver and working towards Gold. • Class charters to be revisited at the start of the new session with all members of the class actively engaged in the development of their class ethos accordingly. • Embed the use of ClassDojo for parental engagement, moderating these to ensure consistency across all stages. • 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 a breadth of expertise within the staff (PEF funding). • Build consistency in wellbeing approaches, expectations and ethos across all stages of the nursery/school (PEF funding). • Continue to embed our play pedagogy and continuous provision across Nursery to P2; and active play across First level. • 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. • The updated cluster digital strategy and programme of learning to be embedded across all stages, including the nursery. This will ensure a continued focus on Cyber Resilience & Internet Safety. 	5

	<ul style="list-style-type: none">• We use a range of communication strategies. This includes a weekly email, regular newsletters and the school website Calside Courier. We have recently been able to reintroduce ClassDojo, which has been positively received by parents and staff.• The cluster digital strategy and programme of study has been implemented 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.• We have well-embedded systems to promote wellbeing across all aspects of school.	<ul style="list-style-type: none">• 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.• Ensure all new staff are fully cognisant of their roles and responsibilities, fully aware of the needs of our learners and undertake all mandatory training.	
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Quality Indicator 3.2 Raising attainment and achievement	How well are you doing? What's working well for your learners? (Include evidence of impact)	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"> • Most 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. • Most of our learners are progressing well in their own learning journey: for many, this is achievement of the required levels within Curriculum for Excellence, whereas a number of children with identified additional support needs are progressing on their own milestones as appropriate. • 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. • Assessment is integral to our planning of learning and teaching. Most teaching staff are reflective practitioners: they evaluate their lessons and use identified next steps to inform future learning. • We have rigorous embedded systems to track attainment for all learners, triangulating the data to analyse required intervention, and then to monitor the impact of any intervention. • 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). • Our transition arrangements between nursery and school, between classes and onto secondary school support continuity of learning and promote pupil well-being. 	<ul style="list-style-type: none"> • Continue to prioritise health & wellbeing and 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 across all stages of the school have a shared understanding and high expectations of our learners. Peer observations will build this consistency. • Ensure all staff are fully trained in core Health & Wellbeing, Literacy and Numeracy interventions. • 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. Build learner profiles at all stages to reflect this. • Review our learning pathways and progression frameworks in line with the national curriculum refresh when published. • Continue to embed the UNCRC, Global Goals and meta-skills across the curriculum. • Continue to incorporate assessment into the planning and learning process, considering how assessment approaches meet the needs of our diverse learners. • Nursery and P1 staff to collaborate to ensure shared approaches and pedagogy including the planning and tracking. • 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. • Moderation of writing and Stages of Intervention at cluster level to ensure greater consistency and shared understanding. 	4

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact)	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 & 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. • Digital resources are used flexibly to overcome possible barriers to learning. 	<ul style="list-style-type: none"> • Continue to ensure all staff are fully trained in core Health & Wellbeing, Literacy and Numeracy interventions (PEF funding). • Continue to implement, review and refine Early level continuous provision and First level active learning both indoors and outdoors. • Nursery and P1 staff to continue to collaborate to ensure shared approaches and pedagogy including the planning and tracking. • Additional support team to work with PT, Play Pedagogy to further build understanding of a play-based approach. Further develop continuous provision within the learning centre, incorporating both indoor & outdoor learning experiences. • Continue to develop our Learning and Teaching policy, embedding the key elements of excellent learning and teaching through our monitoring cycle to ensure consistency. • Review our learning pathways and progression frameworks in line with the national curriculum refresh when published. • Continue to embed the UNCRC, Global Goals and meta-skills across the curriculum. • With the recent reintroduction of ClassDojo, develop profiling across all stages to reflect on the learner development of transferable skills as well as wider achievements. • 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. • Continue to implement the updated cluster digital strategy and programme of learning across all stages, including the nursery. • Early level staff to continue to incorporate digital learning into the active play experiences and continuous provision. • 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. • Continue to embed the role of the Young Digital Leaders in supporting younger classes, staff, parents and the wider school community with digital technologies and approaches.

<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 communicate with parents and families in a variety of ways, including weekly emails and maildrops, class termly newsletters and the school website "Calside Courier". Wider achievements are shared between home and school and are celebrated through newsletters, assemblies and in class. The loss of ClassDojo had led to a decrease in the number of these being shared by parents: this will be a focus moving forward now we have reintroduced ClassDojo. The majority of parents have engaged with Dojo. We have regular "Stay & Play" and "Come & Join Us" sessions for all stages: these build parental understanding of the approaches and activities within school so that parents can continue to support and enrich their child's development at home. There are also regular celebrations of learning including performances, assemblies and exhibition of work. These are planned at the start of session but are refined on an ongoing basis based on parental feedback. We offer transition programmes from home into nursery, nursery into P1, and for P7 as they move onto high school. This encourages parents in order to support their children with these key transitions. 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, Community Police, 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 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. 	<ul style="list-style-type: none"> With the recent reintroduction of ClassDojo, develop profiling across all stages to reflect on the learner development of transferable skills as well as wider achievements. Plan the calendar for parental engagement in August for the coming session in line with our Parental Involvement and Engagement Strategy: working parties for Literacy and Numeracy to consider opportunities within these curricular areas. Support parents to become more confident in supporting learners digitally, through parental engagement sessions, video tutorials, signposting etc. Continue to review and refine our parental workshops for key year groups of incoming P1 and P7. Move the P7 workshop to June in P6 to allow for the new D&G transition timeline for P7. Continue to develop pupil leadership of parental and inter-generational workshops/events, both in person and digitally. Continue to embed the role of the Young Digital Leaders in supporting younger classes, staff, parents and the wider school community with digital. Consolidate our existing partnerships and establish new partnerships where possible, and where opportunities arise.
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