



## SCHOOL IMPROVEMENT PROGRESS REPORT

NOVEMBER 2022

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2022-2023. We hope that you find it helpful and informative.

### OUR SCHOOL AND NURSERY

Rephad Primary School and Nursery first opened its doors in 1958. The school was refurbished between 1996 and 1998 and the nursery had a significant rebuild completed in 2019 to accommodate for 1140 hour provision. There is an abundance of playing space for children throughout the site. Playground activities are provided for break times for the primary children and a wide variety of activities are on offer within the nursery outdoor areas. There is a Millennium Garden and Nursery Garden both of which were planned and built in co-operation with staff, pupils, parent/carers and the wider community. The current role of the primary school is 213 and the nursery will 56. Our families come from varied backgrounds representing various cultures, languages and religions. This is part of what makes Rephad a special place to be. For the 2022/23 session we have 9 classes from P1 to P7 including several composite classes. All the staff are dedicated to ensuring the most positive experience for our pupils each day.



### OUR VISION, VALUES AND AIMS

During last session we went through a process to update our Vision, Values and Aims as well as deciding on an appropriate logo for the school. This work involved all families, pupils and staff and we are very pleased with the final outcome. Our School moto is **"Be The Best You can Be"** and we proudly fly the school badge on our flag on the school grounds

#### Our Vision:

At Rephad Primary School and nursery we aspire to develop every child to by providing high-quality learning and teaching throughout a broad and relevant curriculum. We believe the development of the whole child to be vital.

#### Our Values:

We are **respectful** and **inclusive**. We promote **resilience, hard-work** and **creativity**. We have an **aspirational** learning environment.

#### Our Aims:

- Develop all learners' potential by assisting them to overcome barriers, develop resilience and have high aspirations.
- Ensure all children are included and celebrated and staff are proactive in supporting and differentiating for children.
- Fully engage learners, families, staff in the learning process from nursery through transition to secondary school
- To embed key priorities into our daily learning experiences including focussing on relevant priorities.
- To promote forums for children, staff and parents to share their views and to move the school forward
- Equip all learners with the skills required to take a full and active place in society
- Develop creative, interactive and meaningful experiences for children in and out of the classroom
- Recruit, retain and develop well-qualified and committed staff.

We finalised our vision, values and aims with all stakeholders in May 2021.

### KEY STRENGTHS OF THE SCHOOL AND NURSERY

- ✓ Happy, active and kind children who are engaged in their own learning.
- ✓ Promoting positive learning experiences incorporating active learning and differentiating for identified needs.
- ✓ Positive partnerships with families, partners and the wider community.
- ✓ Leadership at all levels to develop the professional skills of staff and prepare for wider opportunities.
- ✓ Effective teamwork of staff, and involvement in all levels of self-evaluation and planning and supporting events.
- ✓ Proactive in meeting the needs of children at transition times from nursery to school, between stages and academy.
- ✓ We recognise and celebrate the wider successes of children they achieve outside the school/nursery environment.
- ✓ We are focussed on intervening in a timely manner to support learner's identified needs.
- ✓ We have a Parent Council and Parent Forum who support the school and nursery and advocate for our pupils.
- ✓ We incorporate a variety of digital means to communicate with families.

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL AND NURSERY?

### How Good is Our School? - Quality Indicators (HGIOS4?/HGIOELC?)

#### Leadership of Change 1.3

- All teaching and support staff have been involved in training regarding Stephen Graham writing procedures to promote consistency and raise attainment in writing.
- All nursery staff were involved in training to develop skills in curriculum planning and using floor books to share the learning of children within the setting.

#### Learning Teaching and Assessment 2.3

- School staff are involved in tracking progress and achievement and using assessments and professional judgement to verify progress of pupils and define needs and gaps of learners. Data for P1, P4 and P7 is shared in reports.
- All staff incorporated a variety of active and interactive learning experiences to engage children including ensuring there was pupil choice within learning settings through Play Pedagogy, Pupil Enquiry or Pupil Empowerment.
- All teachers use formal and informal assessments to assess pupil progress, help develop targets with pupils.

#### Ensuring Wellbeing, Equality and Inclusion 3.1

- All staff in school and nursery continued to support the wellbeing of pupils and colleagues as we continued to work under COVID guidelines that adjusted activities and experiences with which we were able to engage.
- All staff responded to the feedback from parents, colleagues, wider professionals to meet the needs of identified children.

#### Raising Attainment and Achievement 3.2

- Teaching staff were involved in cluster activities to continue to develop skills in Modern Languages and in Moderation to support achievement of a level decisions within Curriculum for Excellence.
- All teaching and learning assistant/EYSA staff in school received specific training for various interventions to support raising attainment in class settings as well as small group support situations.
- All nursery staff continued development in promoting pre-literacy and pre-numeracy skills across the environment.

### SCHOOL IMPROVEMENT PRIORITIES FEEDBACK FOR 2021-2022

#### Learning, Teaching and Assessment/Raising Attainment and Achievement

- There is increased teacher confidence in assessing progress and achievement at a level.
- Learners have a clearer understanding of their progress and next steps.
- We use our data to identify areas of need to support disadvantaged pupils to reduce the poverty related gap.
- We created opportunities for learners to take ownership of and participate in their learning experiences and have increased personalisation and choice within planned experiences.
- Nursery staff focussed on developing planning to make effective links to CfE to further improve learning experiences.

#### The Curriculum and Learning Pathways

- Teaching staff took further opportunities to plan across a level.
- Teaching staff were involved in discussions and implementation of planning documents to ensure effective planning and continuity of learning across a Curriculum for Excellence level.

#### Partnership Working, Wellbeing, Equity and Inclusion

- Opportunities were available for Sports Leaders/Active Schools to work with pupils within the school environment.
- Senior pupils worked with the Dumfries and Galloway College to promote Circular Economy skills.
- All staff took showed initiative in making adaptations as required to ensure all children were included in school and nursery experiences.

#### The Impact of Pupil Equity Funding (PEF)

- PEF funding allowed us to employ an EYSA linked to infant classes and Learning Assistant hours to support pupils in raising attainment with a focus on writing and supporting reading skill development.
- PEF funding was allocated to the purchasing of necessary numeracy/maths resources to give pupils the necessary concrete manipulatives required to develop understanding of concepts.

### OUR NEXT STEPS – SCHOOL IMPROVEMENT PRIORITIES FOR 2022-2023

- Continue to use PEF funding to provide the required resources to take forward initiatives in order to raise attainment.
- Nursery staff continue to develop a framework for tracking children's progress and work on development of skills to meet the action plan for Care Inspectorate visits.
- Begin the process of becoming a recognised Rights Respecting School through supporting and promoting UNCRC rights as we build towards our initial Bronze Award.
- Continue to improve writing attainment across the school through CLPL work within the Stephen Graham Programme with a targeted 5% increase of improved attainment.
- Continue the skills-based focus of learning to make experiences meaningful and transferrable for all learners.

**How we developed this report:** we use feedback from staff discussions, self-evaluation, observations, surveys of pupils, parent/ carers and staff and information from pupil assessments to ensure information is consistent across areas. This helps us make improvements to the school. Join this process by involving yourself in these activities and joining Parent Council meetings.