

Hurlford Primary School & Early Childhood Centre

**Standards and Quality**

**Report**

**2022/23**

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| **Establishment Context** |
| Hurlford Primary School and Early Childhood Centre has 206 pupils (50% male/ 50% female), with 9 classes in the school and 40 children in the Early Childhood Centre (1140hr model). 64% school population is in SIMD 1&2. 35% pupils are entitled to free school meals. 18% pupils have Additional support needs  Overview of school data:   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **2022/23** | **Total no of pupils** | **Free school**  **meals**  **%** | **Attendance**  **%** | **Additional Support Needs**  **%** | **ASN**  **Number of pupils** | **Looked**  **after** | **SIMD**  **1 & 2** | SIMD  3-7 | SIMD  8-10 | | **P1** | 25 | 36% | 90% | 4% | 1 | 0 | **62%** | 38% | 0% | | **P2** | 32 | 25% | 92% | 12% | 4 | 1 | **59%** | 38% | 3% | | **P3** | 28 | 25% | 91% | 29% | 8 | 1 | **43%** | 53% | 4% | | **P4** | 37 | 49% | 89% | 11% | 4 | 1 | **76%** | 21% | 3% | | **P5** | 30 | 33% | 90% | 23% | 7 | 0 | **67%** | 33% | 0% | | **P6** | 27 | 30% | 94% | 18% | 5 | 0 | **70%** | 26% | 4% | | **P7** | 27 | 41% | 89% | 30% | 8 | 1 | **67%** | 39% | 4% | | **Total** | **206** | **34%** | **91%** | **19%** | **18%** | **4** | **63%** | **35%** | **2%** |     **Our Improvement Priorities for Session 22/23 were as follows:**   * *Raising Attainment, particularly in Literacy and Numeracy, including Closing the attainment gap* * *Ensuring Health and Wellbeing of all young people* * *Skills for Learning, Life and Work (Increased in sustained Positive Destinations and Employability skills* |

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| ***Improvement Priority 1-*  Raising Attainment, particularly in Literacy and Numeracy**   * *To continue to track and monitor all learners’ progress, attainment and achievement, in order to raise attainment of all, with 85 % pupils achieving appropriate levels in Numeracy and Literacy at P1, P4 and P7, and ELLAT with a particular focus on SIMD 1 and 2 and other identified groups, by June, 23* * *To close the attainment gap between the most and least disadvantaged learners, ensuring learners’ needs are supported, particularly at Early and First level.* * *To support Parents/Carers to support their child with their learning at home.* | | Rationale for improvement priority  *Attainment has improved at P1, P4 and P7. The gap has narrowed at Second level. The gap is still wide at Early and First level in Literacy and Numeracy. At all stages, Writing attainment continues to need improvement. Range of parental, staff and pupil views re homework. Balance to be found between formal and informal homework to meet needs. Due to Covid, parent-child workshops had stopped, reintroduce next session to support Parents/Carers in helping their children at home.* | |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy & Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  School Leadership *Teacher Professionalism*  *Parental engagement Assessment of progress*  *School improvement Performance information* | | **HGIOS/ HGIOSELCC QI’s for self-evaluation (see appendix)**  1.1,1.2,1.4, 2.2,2.3, 2.4, 2.5, 3.2 |
| **Progress and Impact**  Throughout the session, we have continued to focus on pupil progress, achievement and raising attainment. Our regular three weekly GIRFEC meetings with each class teacher, have focused on learning and teaching, pupil progress, achievement, professional learning discussions and self-evaluation. These regular meetings have been beneficial in focusing on embedding the principles of Curriculum design, in particular, pace and challenge, and raising attainment and achievement. Most staff have noted that these meetings have been helpful in providing regular opportunities for reflection, discussion and tracking. Most staff have found these meetings have also been helpful in identifying individual /group needs and discussing next steps. Our focus on assessment and the use of formal assessments, including SNSA and GL assessments have informed discussions. Learning walks and learner conversations between pupils and their class teacher were also implemented and enhanced GIRFEC discussions. Most staff and pupils found the learner conversations, particularly useful from P4-P7.  Staff have continued to embed ‘Assessment is for Learning’ strategies within their classrooms. Shirley Clarke’s ‘Formative Assessment’ book continues to be used by staff as a focus for professional discussion, highlighting practical ideas to try out and offered some new ideas to take forward in their class. This session, staff have focused on ‘In-lesson feedback’ and trying out a range of ‘feedback’ strategies, including: cooperative feedback discussions, peer feedback, mid lesson stops, helicoptering and landing, stem sentences and exit passes. We will revisit this next session.  Most pupils are making good progress in Numeracy, Literacy and Health and Wellbeing. | | | |

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| Within the ECC, most children are making good progress within the Early level.  We are beginning to close the gap between learners in SIMD 1 and 2, particularly at First and Second level. We will work hard to close the gap at Early Level.  We will continue to strive towards our attainment target of 85% for all learners in Literacy, Numeracy and Health and Wellbeing. Most Parent, who completed our Questionnaire, noted that they could see an improvement in their child’s literacy and numeracy skills.  Most pupils are able to identify how they have improved in Literacy and Numeracy. Pupils have noted a preference for Maths and Expressive Arts.  **Literacy**  Throughout the session, we have continued to focus on enhancing our Literacy and Numeracy curriculum. Within the ECC, staff have been focusing on Communication Friendly strategies, including the introduction of Makaton. All staff undertook training from Speech and Language staff. A target group of children were identified and the Communication Champion worked with children focusing on developing their communication skills. Staff noted that 71% of target group improved their understanding. 70% improvement in speaking skills, 72% improvement in social communication. 47% improvement in Listening and Attention. This is an area for development next session.  Within the ECC, staff have encouraged reading for enjoyment by setting up a Library. 34 children participated in the lending library home link activity over 6 weeks. 165 books were borrowed and returned.  The Scholastic book fayre was well attended by Parents/Carers.  Last session, we identified the need to improve pupils’ reading skills, particularly at Early and First level. Rocket Phonics (Rising Stars) was purchased and made a significant impact on the pupils’ reading skills and use of phonic knowledge. This session, we have enhanced this resource, purchasing additional Rocket phonics resources, as required.  We have also tried to increase opportunities for children to ‘Read for Enjoyment’. Staff and pupils have reflected on our Reading culture within our classrooms and wider school community, highlighting our strengths and areas for development. Staff have developed their reading areas within their classrooms. We have developed an outside reading area within our playground and an outside lending library to encourage children to read more out with the classroom. These areas are being well used, particularly by Early and First level pupils. We have also encouraged our pupils to get a library card and access our local library. We will continue to make links with our local library next session.  We have also supported parents by sharing how we teach reading and providing clear advice about how they can support their child at home through a range of parental engagement activities.  We have continued to work on improving attainment in Writing, post-Covid. Most staff took part in weekly staff impact teams focusing on Writing. This allowed staff to reflect on research about how to teach Writing, encourage professional sharing of practice and try new pedagogy out in their class. Staff then went on to plan writing lessons together and moderate writing. In February, staff also took part in Writing Moderation within the Loudoun Learning Community working with colleagues at a similar stage. These activities have allowed staff to build their confidence in teaching writing and assessing pupil progress. We also introduced weekly Star Writer awards at our Thinking Sessions to celebrate pupil’s achievements in writing. Some improvements have been noted in writing attainment particularly at P1 and P7.Most pupils are able to talk about how they are doing in their writing and what they need to improve. Some pupils require support with this.  Staff have also gained confidence in using a range of resources to enhance teaching of Literacy within their classrooms including: SAC DEER (Discovering Enjoyment in Effective Reading), SAC Octopus (Our clear teaching of phonics underpins spelling), SAC COW (Creating Outstanding Writers) and SAC DUG (Delivering Understandable Grammar).  **Numeracy**  Within the ECC, staff have developed Numeracy activities within the ECC room and outdoors. Numeracy champions have supported and challenged targeted group noting progress in skills.  Within the Primary, in Numeracy, we have focused on developing Problem Solving skills. Collegiate activities have focused on developing quality experiences in problem solving -skills, strategies and Bar modelling and word problems. Staff have been trying out activities with their pupils. This will continue next session. We have also continued to use the National Numeracy Project as a resource within our school. We ran two ‘Fun with Numbers’ session in Term 4 with the ECC and P1 and a P2/P3 session. These were well attended and also included outdoor learning experiences.  **Partnership with Parents/Carers**  Over the session, we have enhanced our Partnership with Parents/Carers to support Parents to help their child at home with their learning. We have continued to share information with Parents/Carers via our weekly GLOW blogs and website. Education city and Nessy Reading and Spelling are used to support learning at home.  This session, we have increased our Parental engagement activities throughout the session. Within the ECC, we ran a range of sessions including:   * 97% parents/carers attended Stay and Play sessions * 73% parents/carers attended ECC/P1 Transition workshop * 86% parents/carers attended a Christmas workshop * 62% attended our Christmas nativity show * 72% parents/carers used Learner Journals for Everywhere Bear. All children participated. 15% printed pictures of the Bear’s adventures and 12.5% used the information sheet only to document adventures with everywhere bear.   ECC staff worked with Community Practitioners to run ‘Family Connect’ sessions over a 6 week block. 6 families attended all sessions. Overall feedback was very positive with the majority agreeing it was a great opportunity to interact with children in the school environment, but some felt that the experiences were more advanced for children aged 4.  Our sessions have included- ‘Stay and Play’ sessions in the classroom, ‘ Fun Phonics’ workshops including parent and child activity, Craft clubs, Weed ‘n’ Feed Outdoor session, ‘Fun with Numbers’ workshops including parent and child activity, Lego workshop and Parents night.   * At Early level, almost all Parents/Carers have attended a Parent event this session. * At First level, most Parents/Carers have attended a Parent event this session. * At Second level, almost all Parents/Carers have attended a Parent event this session.   We are beginning to close the gap, particularly at Early level.  Next session, we will continue to further develop our Parental engagement activities. We continue to signpost Parents to financial inclusion supports.  Comments from Parents/Carers included:  *‘Getting to spend time in the classroom doing activities with my child.’*  *‘Flexible days were offered which allowed me to pick a time I could make.’*  *‘Having a cup of tea with Parents I had never met before.’*  *‘My child enjoyed showing me the things he likes to do.’*  *‘I enjoyed seeing everything available for the children and being able to interact with him in his learning environment. I liked seeing him interact with his friends and putting faces to names.’*  *‘Really appreciate staff taking the time to offer sessions like this - most enjoyable.’*  In February 23, 91 Parents/Carers completed our Parent/Carer questionnaire. Most Parents/Carers indicated that they have a clear idea of the school’s priorities for improving the education of pupils. Almost all felt that they can see an improvement in their child’s reading and numeracy skills over the session. | |
| **PRIMARY /ECC**  **Next**  **Steps** | * To continue regular GIRFEC meetings, focusing on professional discussions, tracking learners’ progress, data analysis, learning walks, early intervention and targeted support to effectively meet pupil needs to improve outcomes for children, including closing the gap between the most and least disadvantaged learners, particularly at the Early level. * To use the authority ‘Planning, Learning, Teaching and Assessment Guidance’ to ensure quality assurance. * To raise attainment and achievement in Literacy, focusing on developing a reading and writing culture within the school * To work towards becoming a Communication Friendly strategies within the ECC and Primary. * To raise attainment and achievement in Numeracy, focusing on developing problem solving skills. * To further explore the role of learners as partners in the learning process. * To further develop play within the Early level, both within the ECC and Primary 1 and to develop opportunities for joint working between the ECC/P1. * To continue to share strategies and approaches with Parents and Carers to support their child’s learning at home, through homework/home link activities, share information on GLOW website and parent-child workshops, as appropriate. |

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| ***Improvement Priority 2-*  Ensuring the Health and Wellbeing of all young people**   * *To embed the UN Convention on the Rights of the child (UNCRC) within policy and practice, across the school community.* * *To improve the wellbeing and attainment of all children (in particular those who are care experienced) through practically adopting brain based approaches to learning and embedding within the school community.* * *To embed the Nurture principles across the school community.* * *To provide bespoke support packages to support individual needs, including involvement in HEART activities* * *To signpost Parents/Carers to supports to help them support their child’s Health and Wellbeing needs at home.* | | | Rationale for improvement priority  *Last session, we have further developing how we track and support pupils Health and wellbeing needs. We continue to explore how we can further develop universal supports within our classroom and ECC. We continue to explore how we further develop our understanding of the impact of trauma and nurture on our pupils and our approaches to support. We continue to work in partnership with our Educational Psychologist to develop bespoke packages of support and further develop our approaches to supporting pupils within the classroom, including pupils who have specific HWB needs. Due to Covid, parent-child workshops had stopped, reintroduce next session to support Parents/Carers in supporting their child at home.* | |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing & Closing the attainment gap between the most and least disadvantaged children | | **NIF Driver**  School Leadership *Teacher Professionalism*  *Parental engagement Assessment of progress*  *School improvement Performance information* | | **HGIOS/ HGIOSELCC QI’s for self-evaluation (see appendix)**  1.1, 1.3,2.1, 2.2,2.3,2.4, 3.1,3.2 |
| **Progress and Impact:**  **Rights Respecting Schools - Bronze Award**  Over the session, we have worked on introducing the RRSA Three Strands into our school community. We have committed at all levels to understanding what is involved in the Award and is committed to embarking on our Rights Respecting journey. We have worked on raising the awareness of Children's rights across the school community. Pupil voice is central to our school community. Each class created a class charter. Most staff are developing their knowledge of children's rights and seeking to make links explicit across the curriculum. **We have achieved our Bronze: Rights Committed award.** We believe we have the right foundations are in place for our school’s journey to the second stage of the Award, Silver: Rights Aware  **Nurture**  Over the last few years, a number of ECC and Primary Staff have undertaken Nurture training. The ECC work toward embedding the Nurture Principles into everyday practice. The ECC has promoted the use of the SHANARRI characters in devising activities for children to learn all different aspects of the indicators. ECC staff have introduced each character of SHANARRI with the children and working through aspects of what these characters mean to them, all work has been evidenced in a floor book. Most pupils (80%) noted in Pupil questionnaire that they felt looked after at school and most (80%) noted that they felt safe in school. We have also used 'A whole school approach to Nurture’ Self-evaluation tool to identify our current practice and areas for further development. We will use this to further develop Nurture across our whole school community, including raising awareness with Parents and Carers. Next session, we will also further develop staff knowledge and application of whole school nurturing approaches, in order to support pupil needs.  **Pupil Health and Wellbeing Questionnaires**  Over the session, most pupils completed their Health and Wellbeing Questionnaires in November and May. Feedback from most pupils was positive.   * The majority of pupils (73%) felt that they had Affiliation and were Nurtured and Included. * Most pupils (82%) felt that they had Agency and were Active and Achieving. * The majority of pupils (70%) felt that they felt Healthy and safe. * Most pupils (75%) felt that they had Autonomy and were Respected and responsible.   All statements in Respected and Responsible showed a positive change, including more pupils stating that they are good at working with others (0.6%), more pupils stating that they can wait my turn (2.4%) and more pupils stating that they like being chosen to do things (0.6%).  As a result of feedback, a number of pupils have been supported by bespoke packages of support including time in the Hive, one to one support, small groups support, regular check ins and access to support from the Counselling Exchange service. This session, eleven pupils from across all stages have been referred to The Exchange for counselling. This is 5% of our school community. All referrals were SIMD 1 or 2. Pupils noted a benefit from attending counselling. All staff attended training from the Exchange on supporting pupils and the role of the Exchange. Also, and a few staff have attended training Exchange Resource training on ‘Caterpillar to Butterfly’. Next session, will focus on piloting resource throughout small groups in ECC. We will also reintroduce Peer Massage and pilot removal of school bell. Seasons of Growth will be used to support pupils suffering from bereavement  **Neurosequential Model in Education (NME)**  Over the session, a few staff have met regularly with our Educational Psychologist to discuss how we can develop a classroom based trauma informed approach to supporting pupils. Staff piloted a number of 'energisers' and 'calming' strategies and fed back to the group. This had a positive impact for their pupils. Staff worked with our Educational Psychologist to develop a plan for next session including training on neurodiversity, brain education, NME and an introduction to Regulate, relate and reason. .  **SportScotland - Gold award**  Last session, we gained our Silver SportScotland award. This session we have been working towards our SportScotland Gold award, which focuses on school sport, physical education, clubs and committees, competitive opportunities, celebrating sport, developing our pupils and deliverers and recognising our People.This session, we have sought to provide a range of afterschool clubs. Through Thinking Sessions, pupils suggested clubs they would like, including the following afterschool clubs: Football, Multisport clubs, Fun games, Hockey, Craft clubs and Basketball.   * At Early level, the majority of pupils have attended an Afterschool club this session. * At First level, the majority of pupils have attended an Afterschool club this session. * At Second level, the majority of pupils have attended an Afterschool club this session.   We are beginning to close the gap, particularly at Second level.  Next session, we need to continue to close the gap encouraging more P1 pupils to attend our clubs. We will also target pupils who have not attended an afterschool club this session.    We believe we have gained our Gold SportScotland award and hope to receive confirmation in due course. | | | | |
| PRIMARY /ECC  Next Steps | To use the authority ‘Planning, Learning, Teaching and Assessment Guidance’ to quality assure HWB provision.  To complete Pupil wellbeing profiles annually and review the effectiveness of the interventions.  To embed Nurture principles within our school community to support all learners.  To further develop a ‘Neurosequential Model in Education’ to support staff and children to learn more about brain development and the impact of developmental trauma on a child's ability to function at all stages.  To continue to embed Children’s rights within our school community, through working towards our Silver Rights Respecting Schools Award.  To continue to explore ways in which we can reduce the cost of the school day, including signposting to supports available and use the ‘The Cost of the School Day Toolkit (CPAG)’ as a reflective and planning tool, including actions aligned to the Scottish Government’s Child Poverty Plan “Every Child, Every Chance” and the Period Products (Free provision) Scotland Bill.  To share strategies and approaches with Parents and Carers to support their child’s Health and Wellbeing needs at home, via GLOW, involvement of partners, parent- child events, etc. | | | |

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| ***Improvement Priority 3- Skills for Learning, Life and Work -Increased in sustained Positive destinations and Employability skills***   * *To enhance collaborative learning opportunities, through use of Critical skills pedagogy.* * *To develop a whole school approach to* Science, Technology, Engineering and Maths (STEM) across the curriculum. * *To develop a whole school approach to ‘Learning for Sustainability’ across the school community.* * *To provide opportunities for pupils to participate in production of Disney Musical.* * *To expand pupils knowledge of range of careers in STEM, Learning for Sustainability and the Performance Arts and widen aspirations for the future.* | | | Rationale for improvement priority  *Following COVID restrictions, pupils continue to develop their collaborative skills, implementing Critical skills pedagogy will allow learners to use a model to further enhance collaborative working and learning together. This session, we have explored a range of STEM and learning for sustainability opportunities and we now want to further develop this into a structured, coherent programme within the school to ensure progression across the school. We have completed year 1 of our 3 year partnership with Scottish Opera and Disney, next session, we produce our second musical with reduced support from Scottish Opera.* | |
| **NIF Priorities**  Improvement in employability skills and sustained, positive school leaver destinations | | **NIF Driver**  School Leadership *Teacher Professionalism*  *Parental engagement Assessment of progress*  *School improvement Performance information* | | **HGIOS/ HGIOSELCC QI’s for self-evaluation (see appendix)**  1.1,1.2, 1.3, 2.2,2.3, 2.7, 3.3 |
| **Progress and Impact**  Throughout the session, we have continued to develop our Curriculum Rationale and deliver the principles of Curriculum Design, through STEM activities, Learning for Sustainability and Expressive Arts, set within real life contexts, highlighting links between the curriculum and the 'world of work'. We have developed a number of partnerships over the session, including partnership with Scottish Opera and Disney, Primary Engineer, Lego, Crest awards, Aerospace Kinross and SmartStems.  **STEM**  Over the session, we have continue to work on enhancing our STEM provision. All staff have implemented a range of STEM activities within their class. STEM activities have been identified at each level to enhance interdisciplinary learning and ease of access to resources to assist staff with planning learning and teaching. STEM resources have been purchased to support implementation. Pupil feedback has been very positive. Staff have noted an impact on pupils’ creativity, problem solving and innovation. Within the ECC, staff have effectively used Learning Journals to communicate with families, set tasks at home and upload children’s progress and achievements. Staff have focused on developing children’s confidence in the use of the Promethean board, digital cameras, remote control cars and beebots to enhance children’s learning. They have enjoyed using chrome books to scan QR codes to watch the live cams at Edinburgh zoon. Within the Primary, the use of digital technologies has included use of educational websites, Teams, increased participation in coding and scratch and the introduction of drone use within second level. Pupil skills in this area have increased, particularly at First and Second level. The use of digital technologies will be further enhanced next session.  We have also introduced the CREST awards at all levels. Crest is a project based learning programme used to encourage open ended investigations within Science, technology, engineering and maths. CREST activities support learning using enquiry based techniques so children can also develop reflection, teamwork and communication skills. Activities are set within a real world context, problem solving, encouraging independent working, decision making, practical science, reflective practice, reporting and communicating, research and creativity. Pupils are working toward gaining a CREST award, when they have completed eight challenges. This session, they have focused on *Bridge blunder, Confusing Cars, Starting sounds* and *Racing Rockets.* Critical skills roles have been used in group tasks. This will continue this session. Staff noted that pupil participation and engagement has been very good. Pupil feedback has been positive. Please see the following SWAY of activities: [STEM TERM 1 & 2](https://sway.office.com/EVeh0mOxVawo5Ads?ref=Link) [STEM TERM 3 & 4](https://sway.office.com/NZghDwmll1hrJBu3?ref=Link)  Throughout the session, we have also continued to provide particular additional STEM experiences at particular stages, in partnership with other STEM organisations, these include the following:  **P4 Thales Mars Balloon Project**  In June, the Mars Balloon experiment was launched into space into Space. It was launched from a site in the Mendips and it travelled up to 32000m altitude before bursting and returning back to Earth. When our pods were returned to school, we opened them up to see if being in Space had affected our experiments. We were also sent a photograph of the experiments in space and a certificate that we will display in school. Most pupils enjoyed this exciting experiment.  **P4S Lego League Challenge**  [LEGO P4](https://sway.office.com/X8GXaN3X0fq7rRTv?ref=Link)  The Lego League Super powered Challenge explored key aspects of sustainability, climate change and the global goals whilst developing important digital technology skills of coding all through Lego! Through the challenge, pupils explored the entire energy journey - where it comes from, how it is stored and distributed, to how energy is used. They built different Lego models to show this energy journey and developed their understanding of how it works with a particular focus on renewable energy sources. Pupils also explored some energy problems that we face within our own community. Using all the knowledge that they learned over the weeks, the pupils then applied all this to their final challenge of creating a better energy journey for their community out of Lego which they shared at their Parent/Carer event and with other classes. Parental feedback was very positive.  Pupil comments included the following:  *'I really enjoyed the coding and getting to make the car go in different directions'*  *'I enjoyed getting to show my parents what we have learned'*  *I enjoyed making my mum try to code the car but she wasn't very good!'*  **P6 & P7 Air Race Challenge** [AIR RACE CHALLENGE](https://sway.office.com/webZbG3FaaygWDga?ref=Link)  P6 and P7 took part in the School’s Air Race Challenge, thanks to funding from the EEGS (Engineering Education Grant Scheme) and a donation from Skyhook Helicopters in Fife. We were giving 4VRC 4D-V9 Mini Drones. The 4 main challenges were named DISCOVER, CREATE, INSPIRE and LEAD and linked directly to the 4 areas of the Young STEM Leader Award. By completing these challenges, all pupils were eligible for an auto Young STEM Leader Award! Through the challenges, pupils were able to explore the principles of aeronautics and engineering, gain knowledge and understanding of forces, organise and display data and information effectively, and apply fundamental skills of problem solving and design! Pupils also had the opportunity to discover potential careers in Aeronautics and the skills required for each role. Alongside all this, pupils were developing great teamwork and collaboration skills with fellow class members and teachers! This experience therefore enabled pupils to gain knowledge, skills and understanding across numerous areas of the curriculum from science, maths and technologies to health and wellbeing, literacy and expressive arts all within an exciting and engaging context of drones!  Pupil engagement was very good and feedback included the following:  'I found getting to fly the obstacle course interesting'  'I learned to work in a team even if you do not always get along'  'Something I found challenging was flying the drone up the stairs because I was the pilot'  'I learned how to do a line graph, it was very fun to learn this because I'd never done this before’  **P6 & P7 Primary Engineer Competition**  All P6 and P7 pupils took part in the 'If I were an Engineer- what would you do?' competition, organised by Primary Engineer. The pupils had to create their own design of a solution to a real-world problem through an annotated illustration detailing their invention. As well as annotation, they had to create their own letters of purpose, detailing and explaining their ideas, using persuasive techniques to appeal to our engineer judges. The awards given are as follows: Pass, Merit, Distinction and Distinction Shortlisted (final round of judging).  Our awards were as follows:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Session** | **Stage** | **No. of**  **entries** | **Pass** | **Merit** | **Distinction** | **Distinction Shortlisted** | | Session 21/22 | P3 - P7 | 79 entries | 72 | 6 | 1 |  | | Session 22/23 | P6 – P7 | 11 entries | 3 | 4 |  | 4 |   Our pupils’ skills are developing in designing solutions to a real world problem. **We were delighted to receive 4 Distinction Shortlisted entries this year.** Next session, we aim to develop our STEM curriculum further.  **LEARNING FOR SUSTAINABILITY**  This session, we have worked together to develop a whole school approach to ‘Learning for Sustainability’.  **Outdoor Learning**  Throughout the session, we have continued to promote Outdoor learning. The ECC children access the ECC outdoor daily and enjoy using this area. The children take part in a wide range of activities developing STEM. The staff have worked hard to develop this area further to encourage engagement, fun and participation in outdoor learning. Each class participate in regular outdoor learning activities. All classes have taken part in growing a plant for our school garden, some with more success than others! Staff and pupils have worked hard to reinstate our school garden. Our Parents/Carers have assisted with attending our ‘Weed and Feed’ afterschool event, donations of time in recovering our polytunnel and donating plants. This is an ongoing work. All classes have participated in at least one food technology activity, including making haggis, neeps and tatties, spring rolls, brownies and pancakes to name but a few! Our pupils enjoyed these activities. Staff have used LOST team and Scottish Government Nature Restoration Fund resources to supplement our LfS curriculum. Our pupils have particularly enjoyed learning about Hedgehogs, exploring our local environment habitat and investigating minibeast, as well as, learning how to use the Ghillie kettle and den making kits. [STEM TERM 1 & 2](https://sway.office.com/EVeh0mOxVawo5Ads?ref=Link) [STEM TERM 3 & 4](https://sway.office.com/NZghDwmll1hrJBu3?ref=Link)  **Food**  We continue to develop our pupils understanding of ‘Farm to Fork’. Primary 5 also had the opportunity to visit Stafflar Farm to find out more about dairy farming. Pupils took part in a range of workshops including learning about the role of a haulier, learning about animal behaviour, genomic testing and how the milking parlour worked. The pupils also met representatives from Nestle, as the milk was used to make chocolate products including Kit Kats. Pupil reported back to the wider school community at assembly. All pupils thoroughly enjoyed this visit organised by SmartSTEM. We plan to further develop this partnership next session. [SmartSTEM P5](https://sway.office.com/4PsfOxRC68GV3W1q?ref=Link) Pupil comments included the following:  *‘I enjoyed piercing the cardboard ear’*  *‘I enjoyed when we got to learn about chocolate production’*  *‘I learned a cow has 4 stomachs’*  *‘I enjoyed learning about the digestive system of a cow’*  **John Muir Award**  All of our Primary 7 pupils have participated in our John Muir Award, exploring our school and local environment, learning about animal and plant classification systems and habitats. Pupils made bird feeders and planted courgette, beetroot and broccoli seeds. Pupils contributed to our Eco activities supporting litter picking, energy monitoring and waste food management. They also participated in Primary Engineer ‘STATWARS project, researching the cause and effect of global warming and shared learning by creating infographics, posters and writing speeches. **All P7 pupils gained their Discovery John Muir Award.** [P7 John Muir Award](https://sway.office.com/ZHYvH1Nuew0TPJzV?ref=Link&loc=play)  **Fairtrade**  Our Fairtrade Committee has worked hard over the session on promoting Fairtrade within our school community. P4-P7 pupils completed learner Fairtrade audits. P5 and P6 pupils learned about Fairtrade cocoa and coffee, increasing their awareness of Fairtrade chocolate and coffee. The committee ran a Fairtrade baking stall, promoting Fairtrade activities. Each class participated in Fairtrade activities during Fairtrade Fortnight, raising pupils’ awareness of Fairtrade. A representative from the EAC Fairtrade group met with our Committee to talk about the Fairtrade foundation and delivered learning sessions with several classes focusing on ‘Choose the world you want?’ We have previously been awarded our Fairaware and Fairactive award. **We are working towards our Fairachiever award.** We will continue this journey next session.  **Clean Green Award**  As part of our focus on Learning for Sustainability, all classes and the ECC have been working hard towards our Clean Green Award – we have focused on the following:   * **Energy** – encouraging Energy saving, through energy monitors and Eco blogs at home and in school * **Transport** – encouraging Active Travel, ‘Love my Bus’ encouraging free bus pass use, increased walking through participation in ‘Mission to the Moon’, JRSO involvement patrolling zigzags * **Waste** – encouraging less food waste, through introduction of waste monitors and monitoring waste, crisp packet collection and reducing single use plastic use, introducing lending library, second hand uniform access * **Natural Environment** – focusing on developing our outdoor environment, range of LfS activities, litter picking, growing vegetables   Learning for Sustainability curricular links have been explored across all stages. Staff have started to make connections across the curriculum, linking curricular themes to the Sustainable Development goals and UNCRC rights to enable staff to highlight links to our pupils. We have made good progress in all of the above, increasing our pupils’ awareness of how to save energy, encourage active travel, reduce waste and look after our natural environment.  **In June, we received our Clean Green Bronze Award – Highly Commended, with special recognition for embedding sustainable education in the Curriculum, including Eco schools Scotland Green Flag award.**  [Clean Green Award Action Plan & Evidence 22/23](https://sway.office.com/EDdhNHI1qpbgRSJq?ref=Link)  **EXPRESSIVE ARTS- DISNEY MUSICAL- THE LION KING**  We have continued with our partnership with Scottish Opera, as part of Year 2 of this project. This allowed last year’s P5 to build on skills previously learned as part of ‘Aladdin’ and support new pupils to the project. This session, Primary 5 and 6 produced two performances of ‘The Lion King’ in the community. Staff worked extremely hard in producing this musical, supported by three sessions from Scottish Opera staff. Pupils also performed at Dancefest (EAC) and at Scottish Opera. Participation in this project continues to have a significant impact on our pupils. Staff confidence in producing this musical also increased. Most Parents/carers of children involved noted significant improvements in their child’s confidence following participation in ‘The Lion King’, comments included:  *‘My child hugely enjoyed being involved with the Lion King. His confidence has increased, he has been able to express himself more and push himself out of his comfort zone. I love that this opportunity has been available for my child to learn new skills, things that will equip him for life!’*  *‘Her confidence has grown immensely!*  *Her love for being in the musical is indescribable.*  *She has had the best time. She found something that she was good at and she loved doing. She can’t wait for rehearsals every week now!’*  *‘It encourage my child to enjoy something new.’*  *‘Increased confidence and loves being part of the show, especially with older children.’*  Pupils noted that they felt that through participation they got better at the following:  Pupil comments included the following:  *‘It’s just an amazing experience and it’s so fun’*  *‘It’s really good but take your time and do your best at it. Take part in it, you will be amazing’*  *‘You will find really good friends and it is great teamwork. You should really like it!’*  *‘It might be scary because I definitely was but I know you will love it and if you’re scared it’s ok you’ll be great’*  *‘Doing lots of dances and singing in front of people and I’m not shy anymore!’*  *‘I felt so amazing but proud of everyone because we performed so well!’*  We look forward to producing another Disney musical next session. | | | | |
| PRIMARY/ECC  Next Steps | * *To continue to develop a whole school approach to* Science, Technology, Engineering and Maths (STEM) across the curriculum, in partnership with other organisations. * *To continue to develop a whole school approach to ‘Learning for Sustainability’ across the school community,* in partnership with other organisations, *working towards our Clean Green Silver Award.* * *To continue to provide opportunities for P5 and P6 pupils to participate in production of a Disney Musical, in partnership with Scottish Opera.* * *To expand pupils’ knowledge of range of careers in STEM, Learning for Sustainability and the Performance Arts and widen aspirations for the future* * *To enhance collaborative learning opportunities, through use of Critical skills pedagogy, through STEM and LfS activities.* * *To provide opportunities for Parents/Carers to work with their child in STEM and LfS activities, further developing knowledge of the curriculum.* * *To further develop features of Safer Schools Scotland App to inform and empower all stakeholders.* | | | |

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| **Pupil Equity Fund: Evaluation** | | |
| ***Approach/Intervention*** | ***Impact –***  ***Report on how you have improved outcomes for learners impacted by poverty*** | **What evidence do you have of positive impact? Outline the data that supports your findings.** |
| **GIRFEC meetings** with staff (every 3 weeks) in order to raise attainment, support learners and track progress and attainment.  *(Area of focus: Attainment*  *Early intervention & prevention*  *Pedagogy)* | Regular professional discussions with staff has had a positive impact on improving attainment for the majority of children and putting in interventions early for all pupils, including SIMD 1& 2. All staff know their pupils very well.  We are beginning to close the gap between learners in SIMD 1 and 2, particularly at First and Second level. We will work hard to close the gap at Early Level.  \*See Priority 1 for further information. | GIRFEC meeting activities / minutes  GIRFEC tracking document- Close monitoring of progress & attainment.  Additional supports put in place for pupils as required.  Self-evaluation – staff  Attainment data :GL Assessment  SNSA assessment  WRAT assessment |
| **‘Thinking sessions’** to ensure every child has a voice and is able to share their views/ideas about strengths and areas for development within the school.  *(Area of focus: Social & Emotional wellbeing)* | All learners are provided with weekly opportunities to contribute to decision making within the school. Most pupils enjoyed working in mixed stage groups. Ideas and suggestions were fed into whole school developments, for example, what afterschool clubs to run pupils suggested clubs they would like, including: Football, Multisport clubs, Fun games, Hockey, Craft clubs and Basketball.   * At Early level, the majority of pupils have attended an Afterschool club this session. * At First level, the majority of pupils have attended an Afterschool club this session. * At Second level, the majority of pupils have attended an Afterschool club this session.   We are beginning to close the gap, particularly at Second level.  Next session, we need to continue to close the gap encouraging more P1 pupils to attend our clubs. We will also target pupils who have not attended an afterschool club this session.  We believe we have gained our Gold SportScotland award and hope to receive confirmation in due course.  \*See Priority 1 for further information. | Feedback from learners – questionnaire, TT, etc.  Ideas from pupils fed into action within the school e.g. afterschool clubs, developing reading,etc  Feedback from Parents/Carers |
| **Learner conversations –**one to one conversation between child and their class teacher at least once in the session.  *(Area of focus: Attainment &*  *Nurture)* | Most pupils noted that at least one member of staff knows them well. Positive relationships evident between pupils and their class teacher. Pupils noted that they enjoyed one to one sessions with their class teacher. Most pupils engaged well within the class. Through, GIRFEC discussions, it is clear that staff know children well and can address needs more holistically.  \*See Priority 1 for further information. | Learner conversations forms  Feedback from learners  Feedback from staff  GIRFEC meeting activities / minutes |
| **Mentor time –** one to one session with target pupils  *(Area of focus: Attainment &*  *Nurture)* | Feedback from the mentor and pupil was positive. The pupils noted it was good to spend time with his previous teacher on a one to one basis each week. Engagement in one to one session was good, unfortunately engagement did no improve in classroom setting.  \*See Priority 1 for further information. | Progress.  Feedback from learner  Feedback from mentor  Feedback from class teacher.  Attainment data |
| **Staff impact teams** – writing pedagogy & moderation activities  *(Area of focus: Pedagogy &*  *Professional learning)* | Most staff took part in weekly staff impact teams focusing on Writing. This allowed staff to reflect on research about how to teach Writing, encourage professional sharing of practice and try new pedagogy out in their class. Staff then went on to plan writing lessons together and moderate writing. These activities have allowed staff to build their confidence in teaching writing and assessing pupil progress. Some improvements have been noted at P1 and P7. We are beginning to close the gap between learners in SIMD 1 and 2, particularly at First and Second level. We will work hard to close the gap at Early Level.  \*See Priority 1 for further information. | Self-evaluation – staff  Attainment data :GL Assessment  SNSA assessment  WRAT assessment  Strategies tried out in class to support the writing process |
| **Additional Literacy resources** – purchase of Rocket Phonics ( Rising Stars)  *(Area of focus:* Targeted approaches to Literacy | Last session, we identified the need to improve pupils’ reading skills, particularly at Early and First level. Rocket Phonics (Rising Stars) was purchased and made a significant impact on the pupils’ reading skills and use of phonic knowledge. This session, we have enhanced this resource, purchasing additional Rocket phonics resources, as required. Attainment in reading at Early and First level has improved. We are beginning to close the gap between learners in SIMD 1 and 2, particularly at First Level.  \*See Priority 1 for further information. | Observations  Attainment data :  GL Assessment  SNSA assessment  WRAT assessment |
| **Parental Partnership –** ‘Stay and Play’ sessions in the classroom, ‘ Fun Phonics’ workshops including parent and child activity, Craft clubs, Weed ‘n’ Feed Outdoor session, ‘Fun with Numbers’ workshops including parent and child activity, Lego workshop  *(Areas of Focus :Partnership working ,Parental Engagement & Attainment)* | Our sessions have included- ‘Stay and Play’ sessions in the classroom, ‘ Fun Phonics’ workshops including parent and child activity, Craft clubs, Weed ‘n’ Feed Outdoor session, ‘Fun with Numbers’ workshops including parent and child activity, Lego workshop and Parents night.   * At Early level, almost all Parents/Carers have attended a Parent event this session. * At First level, most Parents/Carers have attended a Parent event this session. * At Second level, almost all Parents/Carers have attended a Parent event this session.   We are beginning to close the gap, particularly at Early level.  \*See Priority 1 for further information. | Feedback from Parents/Carers  Feedback from learners  Feedback from staff  Parental engagement data overview (incl. SIMD 1& 2)  Attainment data :  GL Assessment  SNSA assessment  WRAT assessment |
| **Weekly WOW sessions** to encourage cooperative play across stages and creativity in play.  *(Areas of Focus :Promoting healthy lifestyles &**Social & Emotional wellbeing)* | 91% pupils noted that they enjoyed week WOW sessions, developing cooperative play, fitness and PE skills. Pupils noted that they enjoyed activities including: using scooters, sand play, playing games, golf, football, use of the ozone and dance. Pupils noted that they enjoyed mixing with other classes and working in houses. Feedback from most pupils was positive. Our HWB pupil questionnaires noted the following:   * The majority of pupils (73%) felt that they had Affiliation and were Nurtured and Included. * Most pupils (82%) felt that they had Agency and were Active and Achieving. * The majority of pupils (70%) felt that they felt Healthy and safe. * Most pupils (75%) felt that they had Autonomy and were Respected and responsible.   All statements in Respected and Responsible showed a positive change, including more pupils stating that they are good at working with others (0.6%), more pupils stating that they can wait my turn (2.4%) and more pupils stating that they like being chosen to do things (0.6%).  We have submitted evidence for our Gold SportsScotland award.  \*See Priority 2 for further information. | Feedback from learners – questionnaire, TT, HWB questionnaire (Glasgow), etc.  Feedback from Parents/Carers  Questionnaires  Pupil engagement data overview (incl. SIMD 1& 2)  Observations from CAs, SLT, staff. |
| **Additional CA support**  *(Area of focus: Inclusion*  *Attainment & Achievement)* | Throughout the session, we developed a variety of bespoke timetables to support pupil with engagement and social and emotional difficulties. Unfortunately, very little progress was made in engagement and achievement, despite a variety of approaches. | Boxall assessment  TAC minutes/plan  HWB questionnaire (Glasgow) Nov/May  Attainment data |
| **Attending Dyadic developmental psychotherapy training.**  *(Area of focus: Inclusion & Social & Emotional wellbeing)* | DHT attended DDP 4 day training. DHT observed using the training in her approach with supporting pupils to self-regulate. Building relationship with a PACEFUL approach. Additional SLT will be trained this session. Use of HIVE regularly to support pupils with social and emotional issues.  \*See Priority 2 for further information | Reduction in the number of exclusions  Number of red slips referrals to SLT reduced |
| **Weekly STEM/ Learning for Sustainability focus day (every 3 week rotation) for all stages**  *(Area of focus: Engagement*  *Employability and Skills development)* | Throughout the session, we have continued to develop our Curriculum Rationale and deliver the principles of Curriculum Design, through STEM activities, Learning for Sustainability and Expressive Arts, set within real life contexts, highlighting links between the curriculum and the 'world of work'.  We have developed a number of partnerships over the session, including partnership with Scottish Opera and Disney, Primary Engineer, Lego, Crest awards, Aerospace Kinross and SmartStems. STEM and LfS activities developed pupils’ creativity, innovation, teamwork, collaboration, digital skills, communication and problem solving skills.  We continue to close the gap in attainment in STEM/LfS awards:   * All P6 & P7 gained their Primary Engineer - Young STEM Leader Award. * All P7 pupils gained their Discovery John Muir Award. * Eleven pupils gained an award from Primary Engineer.   We have previously been awarded our Fairaware and Fairactive award. We are working towards our Fairachiever award.  In June, we received our Clean Green Bronze Award – Highly Commended, with special recognition for embedding sustainable education in the Curriculum, including Eco schools Scotland Green Flag award.  \*See Priority 3 for further information. | Feedback from learners – questionnaire, comments within SWAY, etc.  Feedback from Parents  Increased participation in STEM/LfS competitions.  Increased number of partnerships  Impact on the environment  Clean Green Award /Eco  Primary Engineer award |
| ***Production of Disney Musical (P5 & P6) 57 pupils***  *(Area of Focus: Engagement*  *Employability and Skills development)* | All P5 & P6 pupils participated in the show.  Positive feedback from most pupils and children.  Staff confidence developed in production of show, minimal input from Scottish Opera.  Parents and pupils noted increased confidence.  \*See Priority 3 for further information. | Feedback from learners – questionnaire, comments  Feedback from Parents/Carers  Questionnaires  Production of the show  Confidence evident in pupil performance  A few children have joined Take a Bow/ Centrestage, as a result of Disney musical. |

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| **Establishment Self Evaluation: How Good is Our Early Learning and Childcare? Quality Indicators** | |
| Quality Indicator 1.3 Leadership of Change | ***5*** |
| Quality Indicator 2.3 Learning, Teaching and Assessment | ***4*** |
| Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion | ***4*** |
| Quality Indicator 3.2 Securing Children’s Progress | ***4*** |

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| **Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators** | |
| Quality Indicator 1.3 Leadership of Change | ***5*** |
| Quality Indicator 2.3 Learning, Teaching and Assessment | ***4*** |
| Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion | ***4*** |
| Quality Indicator 3.2 Raising Attainment and Achievement | ***5*** |

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| **Establishment Capacity for Improvement** |
| Over the session, the school has had a clear, agreed Improvement plan, with pupils, staff and Parent/Carers contributing to the plan. We have clear data and evidence to move forward and continue to raise attainment and achievement, with a particular focus on children in SIMD 1-2, SIMD 3 (ASN) and our LAC/ASN pupils.  The staff are committed to continuing to work together to provide the highest quality education for all of our pupils.  Attainment data focuses on P1, P4 and P7. Teacher Judgement levels at end of June 23 are as follows:  **PRIMARY 1**  **P1 Attainment in Numeracy**   * Most pupils achieved Early level (80 % of pupils achieved Early level, including 73% pupils in SIMD 1 and 2).A minority of pupils are making good progress within Early level (20% pupils).   **P1 Attainment in Literacy**   * In Reading, most pupils achieved Early level (76% of pupils achieved Early level, including 67% pupils in SIMD 1 and 2). A minority of pupils are making good progress within Early level (24% pupils). * In Writing, the majority of pupils achieved Early level (72% of pupils achieved Early level, including 67% pupils in SIMD 1 and 2. A minority of pupils are making good progress within Early level (28% pupils). * In Listening and Talking, most pupils achieved Early level (84% of pupils achieved Early level, including 73% pupils in SIMD 1 and 2). A minority of pupils are making good progress within Early level (16% pupils).   **P1 Attainment in HWB**   * In Health and Wellbeing, almost all pupils achieved Early level (92% of pupils achieved Early level, including 87% pupils in SIMD 1 and 2). A few pupils are making good progress within Early level (9% pupils).   **PRIMARY 4**  **P4 Attainment in Numeracy**   * Most pupils achieved First level (84 % of pupils achieved First level, including 86% pupils in SIMD 1 and 2).A few pupils are making good progress within First level (14% pupils). A few pupils are making progress within First level (3%).   **P4 Attainment in Literacy**   * In **Reading**, most pupils achieved First level (82 % of pupils achieved First level, including 82% pupils in SIMD 1 and 2).A few pupils are making good progress within First level (14% pupils). A few pupils are making progress within First level (4%). * In **Writing**, the majority of pupils achieved First level (68 % of pupils achieved First level, including 67% pupils in SIMD 1 and 2).A minority of pupils are making good progress within First level (27% pupils). A few pupils are making progress within First level (5%). * In **Listening and Talking**, all pupils achieved First level (100 % of pupils achieved First level, including 100% pupils in SIMD 1 and 2).   **P4 Attainment in HWB**   * In **Health and Wellbeing,** almost all pupils achieved First level (97 % of pupils achieved First level, including 96% pupils in SIMD 1 and 2).   **PRIMARY 7**  **P7 Attainment in Numeracy**   * Most pupils achieved Second level (78 % of pupils achieved Second level, including 78% pupils in SIMD 1 and 2).A few pupils are making good progress within Second level (11% pupils). A few pupils are making progress within Second level (11%).   **P7 Attainment in Literacy**   * In **Reading**, most pupils achieved Second level (81 % of pupils achieved Second level, including 78% pupils in SIMD 1 and 2).A few pupils are making good progress within Second level (11% pupils). A few pupils are making progress within Second level (11%). * In **Writing**, most pupils achieved Second level (81 % of pupils achieved Second level, including 78% pupils in SIMD 1 and 2).A few pupils are making good progress within Second level (11% pupils). A few pupils are beginning to learn within Second level (4%). A few pupils have achieved First level ( 4%). * In **Listening and Talking**, most pupils achieved Second level (93 % of pupils achieved Second level, including 89% pupils in SIMD 1 and 2).A few pupils are making good progress within Second level (7% pupils).   **P7 Attainment in HWB**   * In **Health and Wellbeing,** most pupils achieved Second level (89 % of pupils achieved Second level, including 83% pupils in SIMD 1 and 2).A few pupils are making good progress within Second level (11% pupils).   ***Most pupils are making good progress in Numeracy, Literacy and Health and Wellbeing.***  ***We are beginning to close the gap between learners in SIMD 1 and 2, particularly at First and Second level. We will work hard to close the gap at Early Level. We will continue to strive towards our attainment target of 85% for all learners.***  As we move forward, we have clear plans to monitor and track progress and attainment over the data, using a range of evidence, further develop pupil learner conversations and moderation.  **Our Improvement Priorities for 23/24 are as follows:**  **Raising Attainment, particularly in Literacy and Numeracy & Closing the attainment gap**   * Improve outcomes for children, through regular GIRFEC meetings between class teachers and the HT/DHT. * Support staff to use data analysis for improvement. * Explore the role of learners as partners in the learning process. * Raise attainment and achievement in Reading and Writing. * Become a Communication Friendly Early Childhood Centre. * Develop play within the Early level both within the ECC and P1. * Develop problem solving skills in Mathematics. * Share strategies and approaches with Parents and Carers to support learning at home e.g. parent/child activities.   **Ensuring the health and wellbeing of all young people:**   * Work towards gaining our Silver Rights Respecting Schools Award. * Embed nurture principles within our school community to support all learners. * Improve knowledge and understanding to brain based, trauma informed practices through training and classroom implementation * To share strategies and approaches with Parents and Carers to support their child’s Health and Wellbeing needs at home.   **Increased in sustained positive destinations and employability skills:**   * Develop a whole school approach to Science, Technology, Engineering and Maths (STEM) across the curriculum, in partnership with other organisations. * Develop a whole school approach to ‘Learning for Sustainability’ across the school community, in partnership with other organisations, working towards our Clean Green Silver Award. * Provide opportunities for P5 and P6 pupils to participate in production of a Disney Musical, in partnership with Scottish Opera. * Expand pupils’ knowledge of range of careers in STEM, Learning for Sustainability and the Performance Arts and widen aspirations for the future * Enhance collaborative learning opportunities, through use of Critical skills pedagogy, through STEM and LfS activities. * Provide opportunities for Parents/Carers to work with their child in STEM and LfS activities, further developing knowledge of the curriculum.   **Closing the poverty related attainment gap:**   * To continue to track and monitor all learners’ progress, attainment and achievement, attendance and engagement, in order to raise attainment of all and with a particular focus on SIMD 1 and 2 and other identified groups. * Explore ways in which we can reduce the cost of the school day, including signposting to financial supports, school uniform bank, food banks, etc. * Support pupils’ needs, providing bespoke packages of support, as required, including involvement in HEART (Help Everyone at the right time) projects. * Undertake actions aligned to the Scottish Government’s Child Poverty Plan “Every Child, Every Chance” and the Period Products (Free provision) Scotland Bill. * Develop features of Safer Schools Scotland App to inform and empower all stakeholders.   **Please see our Improvement plan 23/24 on our GLOW website for more detail.**  Report completed by Gillian Campbell, Head Teacher (June, 23) |