

Establishment Context

St Patrick's Primary School is the designated Roman Catholic Primary School for Auchinleck and Cumnock and our catchment area extends to Catrine, Coylton, Drongan, Logan, Mauchline, Muirkirk, New Cumnock, Ochiltree and Sorn. We are a co-educational establishment with a current roll of 125. Approximately 30% of our children rely on local authority transport for travel to and from school. During session 2022/23 we enrolled 10 pupils across P4 – P7 this is 15% increase in the total of P4-P7s as of August 2022.

We are part of the St. Joseph's Education Group and P7 Pupils transfer to St. Joseph's Academy and Robert Burns Academy. This session 75% of leavers enrolled at St. Joseph's, 19% at Robert Burns Academy and 6% for home education. Our P1 children join us from Local Authority Early Childhood Centres and Partner Providers from across our catchment area. We have parish links with Our Lady and St. Patrick's, Auchinleck, St. John the Evangelist, Cumnock and St. Thomas The Apostle, Muirkirk. It is an important aspect of our school that our pupils feel a sense of community which is strengthened by our links to our parishes and the support of our school chaplain and our communities.

In Session 2022/23 there were six classes: P1, P2/3, P3/4, P4/5, P6 and P7. The core teaching staff allocation was 7.9, including HT and DHT.

A core support EAST teacher 0.4 FTE also supports us. We have a core allocation of 27.5 hours Classroom Assistant with an additional 11.75 additionality and a further 30 hours PEF funded. In term 4 we had an additional 20hrs funded CA to support 1 individual child from Glasgow City Council. 1 fulltime senior clerical assistant, one full time facilities assistant and catering staff, support us. One pupil receives 1 x weekly support from the East Ayrshire Hearing Impairment Teacher and a instrumental instructors visit weekly to teach piano and percussion. Our home link worker has supported families in SIMD 1 and 2 and provides support with attendance concerns. We are supported by health services and in particular the diabetic nursing service and speech and language therapy. Our children benefit from support from a range of partner agencies including the exchange counselling service, women's aid, Fossilfield Equestrian Centre, Rock n Role Models (music) and Diane Evans, Artist.

64% of pupils reside within SIMD1 & 2, only 2.4% reside in SIMD 5. Therefore comparisons between 1&2 and 5 are not an ideal comparison for the attainment gap. 30% of the school roll are identified as having an additional support need. 22% of pupils are claiming FMR. The attendance rate across the school was 92%.

Our "unique ethos", although impossible to quantify, is frequently commented on by visitors to our school and is a source of pride for parents, pupils and staff. Pupils have a strong sense of identity with their school and

feel safe and well looked after. Almost all pupils make positive choices about their behaviour, show respect to each other, and are enthusiastic learners. In GMWP data gathered across P4 – P7 almost all pupils scored above 35 for all wellbeing indicators.

In a parent/carer questionnaire issued in April 2023 almost all responses agreed or strongly agreed with the following statements;

- My child likes being at this school.
- I feel that my child is safe at school.
- The school helps my child feel confident.
- I feel staff really know my child as an individual.
- The school supports my child's emotional wellbeing.

Pupil's benefit from a caring and nurturing environment, which is evident in observed lessons and around the school. Teachers positively encourage and value pupils' contributions during lessons and in the wider activities of the school. The staff team work very well together and provide positive role models for pupils. Teachers take on additional responsibilities in a number of curricular areas.

Through our Self Evaluation Calendar, and driven by the National Improvement Framework, we are able to identify our School Improvement Priorities. The focus for our priorities is to provide challenging opportunities to increase attainment in Literacy, Numeracy and Health & Wellbeing.

We strive to maintain a culture of collaborative working within the staff and with our partners. We have high expectations of our colleagues, our learners and ourselves. As a school, we are committed to continuous improvement and are enthusiastic about the opportunity to develop in new ways.

Establishment Vision, Values and Aims

The vision for our school is articulated through our school aims, our school motto and our school community value statement:

Values Renewed – April – May 2022 with pupils, staff and parents.

Harmony

Equity

Ambition

Respect

This is our Faith

Vision (to be renewed this session)

The vision for our school is articulated through our school aims and our school motto:

Forward Together

- ★ **We care**
to provide a caring and secure environment where each child is valued as an individual and as part of our community
- ★ **We work together**
to provide a balanced, stimulating curriculum which encourages each child to fulfil his/her potential
- ★ **We work in partnership**
to prepare our children to take an active part in future community life by developing partnership among home, school, parish and community
- ★ **We share Catholic values**
to encourage children in the practice and knowledge of the Catholic Faith, enabling children to take their responsible place in society
- ★ **We respect our world**
to build an ethos built on respect for all individuals and our environment
- ★ **We strive for excellence**
to encourage and support our young people to be all they can be through providing appropriate and challenging opportunities for all, both in and out of school.

School Community Values Statement

Our children learn and achieve in a very nurturing and caring environment. We focus on positive relationships and we get to know and value each pupil so we can meet their individual needs.

'forward together'

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>All learners experience high quality planning, learning & teaching and assessment within literacy and numeracy to provide consistency in their learning experiences where there is appropriate support, pace and challenge and opportunities to demonstrate depth and breadth of learning.</p>	<p>Rationale for improvement priority based on evidence Attainment Data 2021/22</p> <table border="1" data-bbox="1310 229 1951 427"> <thead> <tr> <th></th> <th>P1</th> <th>P4</th> <th>P7</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>77%</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>77%</td> <td>67%</td> <td>60%</td> </tr> <tr> <td>L & T</td> <td>77%</td> <td>93%</td> <td>80%</td> </tr> <tr> <td>Numeracy</td> <td>85%</td> <td>60%</td> <td>40%</td> </tr> </tbody> </table> <p>School Planning to be brought into alignment with EA progression frameworks for all areas of literacy and numeracy.</p>		P1	P4	P7	Reading	77%	60%	60%	Writing	77%	67%	60%	L & T	77%	93%	80%	Numeracy	85%	60%	40%
	P1	P4	P7																			
Reading	77%	60%	60%																			
Writing	77%	67%	60%																			
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Numeracy	85%	60%	40%																			
<p>NIF Priorities Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver Performance information</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation 1.1, 1.2, 1.4, 2.2, 2.3, 2.4, 3.2</p>																				
<p>Progress to Actions</p>	<p><u>Numeracy – problem solving and number talks focus</u> All classes to be following the EA progressive frameworks for the learning and teaching in problem solving and number talks. Problem Solving approaches to be embedded in the application of numeracy strategies across all classes. Assessment evidence to be gathered and filed in a consistent approach across the school. Consistent access to inclusive practice and resources</p> <p><u>Literacy - Reading Focus</u> All classes to be following and using consistent language to follow the EA progression framework for Active literacy To ensure a reading culture within the school and community by increasing links with the local library, ensuring all pupils have a shout card or library card to access the community library, parent workshops in collaboration with the local library, enhance the school library space and ensure that all classrooms have an attractive library space resourced with modern and relevant titles and authors chosen by the pupils. Consistent access to inclusive practice and resources</p> <p><u>Communication Friendly Accreditation</u> To ensure all written communication is displayed in an accessible to all manner (supported by visuals) To ensure spoken language is clear, age and stage appropriate and unambiguous</p>																					
<p>Progress to Evidence gathered</p>	<p>Increase in ACEL data 2023 Observed consistent approach in the use of computation strategies All classes using the agreed approach to gathering evidence for numeracy aligned to the benchmarks and skills progression Increase in the time spent using 'Number Talks'</p>																					

Increased staff confidence in using benchmarks and skills progression to inform teacher judgements
 Increased staff confidence in using the EA 4 point scale for tracking and monitoring
 Increase in attitudes towards reading and learner understanding of the AL reading strategies across all stages (pupil focus groups)
 Accreditation of EA Communication friendly Environment
 Tracking of three identified learners at each stage on a termly basis
 Classroom observations
 Termly planning
 Consistent AL strategies clearly displayed in learning spaces
 EAST core support teacher implementing the shared language
 All learners have had access to the local library
 All parents have had the opportunity to attend a shared learning experience with a focus on reading.

Impact

2022/23 ACEL DATA (per cohort)

Reading						
	P1	P2	P3	P4	P5	P6
22/23	82%	73%	63%	48%	65%	39%
+/-	N/A	-2%	-7%	+1%	+5%	-6%
EA	80%			73%		
cohort TARGET 23/24	82%	73%	80%	71%	70%	83%

ACEL per cohort remained steady, differentials can be attributed to enrolment of new pupils and transfer of others.

Class Observations indicate that a *minority* of classes show consistent use of EALP. Teacher survey results show that most teaching staff identify that they use a range of methods to develop reading comprehension.

Numeracy						
	P1	P2	P3	P4	P5	P6
22/23	94%	82%	78%	52%	59%	43%
+/-	N/A	-1%	+3%	-11%	-1%	+3%
EA	86%			71%		
cohort TARGET 23/24	94%	82%	84%	76%	71%	74%

ACEL per cohort remained steady, differentials can be attributed to enrolment of new pupils and transfer of others.

Next Steps

Reading

- *Developing Reading Fluency – developing professional knowledge of how to support the development of fluency and how to assess fluency
- *Professional learning and support to implement East Ayrshire Literacy approaches to Phonics, Spelling, Reading + Daily Writing (Including updated support for phonics/HFW & spelling via SAC OCTOPUS)
- *Develop a reading culture within the school and community by increasing links with the local library, ensuring all pupils have a shout card or library card to access the community library, parent workshops in collaboration with the local library, enhance the school library space and ensure that all classrooms have an attractive library space resourced with modern and relevant titles and authors chosen by the pupils.
- *Register for Reading Schools Scotland Accreditation
- *Moderation at school level – planned for within collegial calendar
- *Audit of summative assessments and how these are used for planning next steps.
- *Ensure that the impact of interventions is routinely analysed, including those implemented by EAST core support.
- *enhance the use of 1:1 chromebooks from P3 – P7 by rolling out from P3-P7
- *focussed data gathering of impact of PEF

Numeracy

- *Developing a renewed sense of awareness to pace and challenge within the numeracy curriculum.
- *Professional learning to support planning, learning and teaching and assessment within numeracy that allows for moderation of professional judgements assigned to learners.
- *Audit of the planners and how these are being used – support to allow staff, to look across the whole level and plan to offer challenge to allow learners to experience learning at a more challenging level (e.g. those on 2.2 should have learning extended to allow teaching and learning at 2.3 ensuring achievement of the level is a possibility)
- * use of number talks to effectively allow for whole class discussions at the most challenging level.
- *a focus on written algorithms at P7 level to address a need between the primary and secondary curriculum.
- *focussed data gathering of impact of PEF

Communication Friendly Accreditation

- To ensure all written communication is displayed in an accessible to all manner (supported by visuals)
- To ensure spoken language is clear, age and stage appropriate and unambiguous
- *focussed data gathering of impact of PEF

FORWARD TOGETHER

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>Monitor and track children's wellbeing ensuring that appropriate interventions are implemented when required and the impact evaluated.</p> <p>Ensure that The Right's of the Child are embedded in all school practices.</p> <p>Ensure high quality opportunities for outdoor learning are implemented across all stages.</p>	<p>Rationale for improvement priority based on evidence</p> <p>Wider Achievements not currently tracked</p> <p>Tracking of Wellbeing not implemented</p> <p>MISP and daily mile not being implemented</p> <p>No in school intervention capacity for Seasons for Growth</p> <p>No current accreditation for RRSA</p> <p>Outdoor Learning not taking place consistently across the school</p>
<p>NIF Priorities</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver</p> <p>School Leadership</p>	<p>HGIOS/ HGIOS/ELCC QI's for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2,</p>
<p>Progress to Outcomes</p>	<p>Track and Monitor H&W</p> <p>Introduce GWMP profiling across 2nd level</p> <p>Track wider achievements</p> <p>Review how the current information from wellbeing assessments is used throughout the school</p> <p>Access to Support</p> <p>Additional staff trained in Season's for Growth and Change and Loss Programmes</p> <p>Two programmes of Season's for Growth to be delivered across the session</p> <p>Ensure MISP and daily mile initiatives are being implemented consistently across the school</p> <p>Right's of the Child</p> <p>Increase staff awareness of the legal standing of embedding the right's of the child</p> <p>Work towards obtaining bronze accreditation in RRSA</p> <p>Outdoor Learning and links to nature</p> <p>Staff engagement with Harmony Project in conjunction with Dumfries House</p> <p>Development of outdoor spaces</p> <p>Linking Laudato Si to the Harmony Principles</p> <p>Staff training from LfL</p>	
<p>Progress to Evidence Gathered</p>	<p>All P5 – P7 learners using GWMP</p> <p>GWMP data being used to track and monitor wellbeing</p> <p>Information from GWMP being used to plan interventions and supports</p>	

Internal capacity to deliver Season's for Growth
 Refresher training for all classes in MISP, Tracking of Daily Mile or daily cardio vascular activity
 All stakeholders are aware of and understand their role in support UNCRC
 Achievement of Bronze RRSA
 Successful completion of Yr 1 Harmony Project
 Enhanced outdoor spaces and access to loose parts play
 Laudato Si embedded across the school

Impact

GMWP was administered across P4 – P7 and teaching staff, supported by HT, began to use these to make comparisons in data and look for trends. Individual pupils were identified for interventions.

There is now a need for CTs to take ownership of this and use the data to plan for learning and teaching in the classroom to address the trends for classes and for individuals.

The evidence from the GMWP continues to show a very positive position with *almost all* learners scoring between 35 and 40 for all wellbeing indicators. However, there is a slight decrease in data from the September to May time frame.

	Affiliation		Agency		Autonomy		Safe & Healthy	
	N	I	A	A	R	R	S	H
SEP	37		36		35		37	
MAY	35		35		33		36	

Next Steps

- *All teaching staff to analysis the data at class level. Identify learners that require individual interventions. Identify class trends and plan according for whole class and individual H & WB using the EAST Ayrshire Handbook.
- *SLT to identify themes across the whole school and employ whole school strategies.
- *A new P1 –P3 form with supporting visuals has been created by HT, this should be implemented in September.
- *Forms to be reissued in May – CTs responsible for analysing the data and the impact of interventions.
- *RRSA – working towards silver. Families and wider community involvement. Continue with Pupil Group.
- *All classes to be implementing MISP 3 x weekly and Daily Mile 2 x weekly
- *Implement 'My Happy Mind' across the school to ensure a consistent use of emotional language
- *Staff training to utilise SEEMiS to record wider achievements
- *H & WB lead to create a whole school system for learners to profile own achievements.
- *focussed data gathering of impact of PEF

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>Increase the attendance rate for the 28% of learners who have fallen below 90% in session 21/22 (65% of which are SIMD1&2)</p> <p>Narrow the attainment gap between learners in SIMD 1&2 and those in SIMD 3-10</p>	<p>Rationale for improvement priority based on evidence</p> <p>65% of the lowest attenders are in SIMD 1 & 2, this is slightly above the school population of 61%</p> <p>The % of pupils in SIMD 1 & 2 reaching national expected levels is significantly lower than the school population.</p> <p>Reading – 17%, Writing – 26%</p> <p>L & T – 21%, Numeracy 14%</p>
<p>NIF Priorities</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver</p> <p>Assessment of children's progress</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.5, 2.1, 2.5, 2.7, 3.1, 3.2</p>
<p>Progress to Actions</p>	<p><u>Attendance</u></p> <p>One to one discussions with the families of those learners affected in August 2022</p> <p>Identify the barriers to good school attendance</p> <p>Parental workshops to highlight the link between attendance, H &WB and attainment</p> <p>PEF partnership with Children's 1st to work with identified families</p> <p>PEF breakfast club (all staffing costs and food costs for FSM)</p> <p>Robust tracking of attendance and following the procedures of SC 5</p> <p><u>Attainment</u></p> <p>PEF to employ Full time classroom assistant to work with identified learners</p> <p>Shared teaching staff expectations on the utilisation of increased CA allocation</p> <p>CA training from EA for new and existing CAs on learning approaches in numeracy and literacy</p> <p>Robust tracking of progress for identified learners</p> <p><u>Parental Engagement</u></p> <p>Increase the opportunities in partnership with home link workers for identified families to engage in fun and worthwhile shared learning experiences with their children.</p> <p>Ensure that families have access to financial, employability and literacy/numeracy support through links with family learning team and financial inclusion</p>	

Progress to Evidence Gathered

Increase in Attendance data – for some individual pupils
Increase in Attainment data – slight narrowing of poverty related attainment gap
Increased engagement from parents – for some families
Increased confidence within parents
Identified pupils and families accessing breakfast club provision

Impact

64% of pupils reside in SIMD 1 & 2
36% of all pupils in SIMD 1 & 2 below 90% attendance compared with 20% in 3-10 and 30% overall.
76% of those below 90% attendance reside in SIMD 1 & 2. This is a percentage **increase** of 9% on last year. (one possible contribution to this could be changes to attendance codes post covid)
The % of pupils in SIMD 1 & 2 reaching national expected levels continues to be lower than those in SIMD 3-10, however this has narrowed slightly.

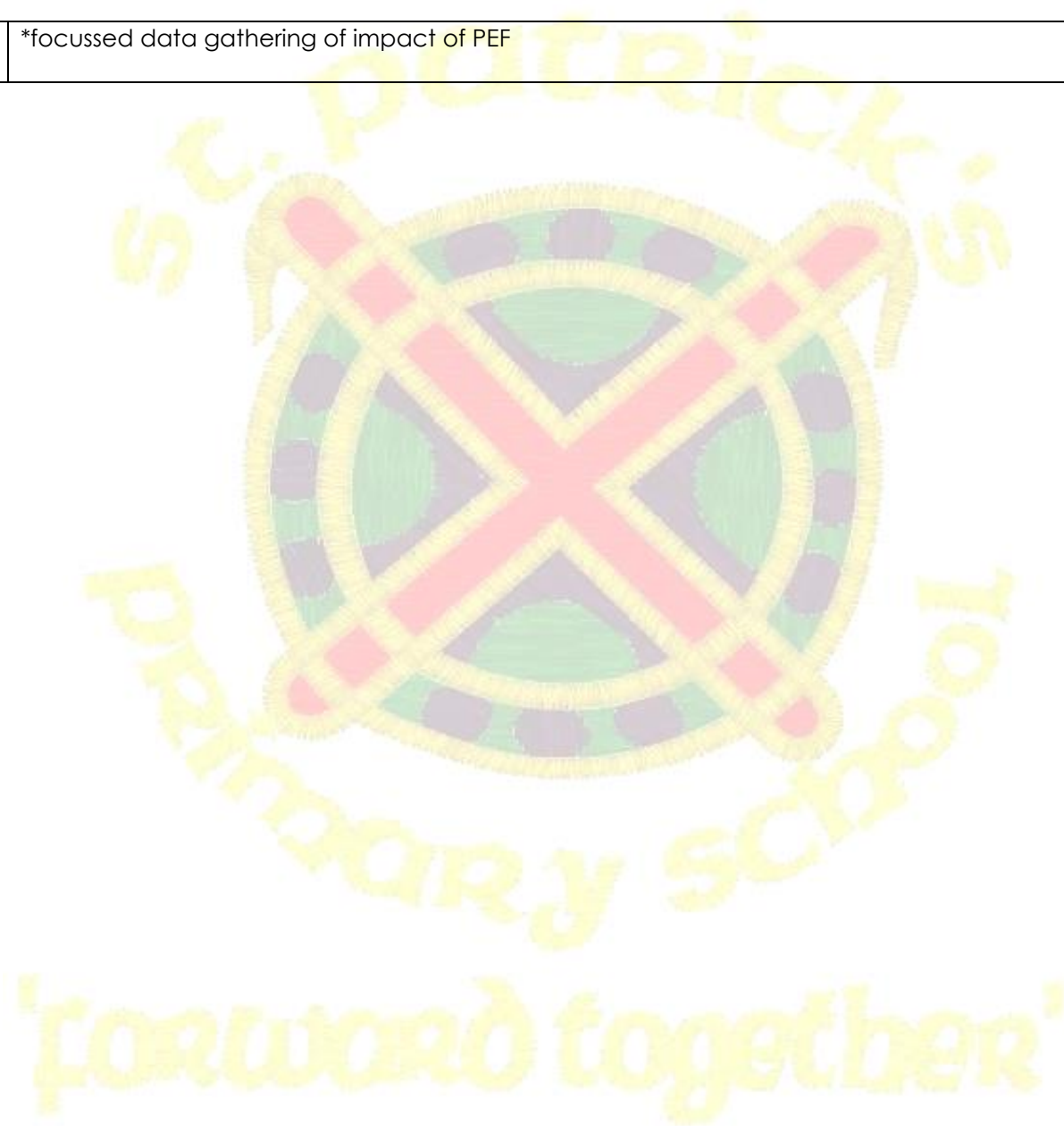
	22/23	21/22	Narrowed by
Reading	-12%	-17%	+5%
Writing	-8%	-26%	+18%
L&T	-18%	-21%	+3%
Numeracy	-10%	-14%	+4%

Next Steps

Attendance
 *Invitations sent to all families affected by low attendance to discuss individual barriers to attendance
 *Collegial working with Homelink worker and HEART locality to address the barriers to attendance. Meeting to be set up to discuss the possible supports available to families
 *SLT to meet 6 weekly to analysis attendance data and make direct contact with families through letter but followed by a telephone call.
 *ensure that those parents/carers with shared parenting responsibilities are included in correspondence to hold all those with parental responsibilities accountable for supporting attendance.
 *take due cognisance of individual family circumstances and ensure introductions to supporting partner agencies.
 *escalation to social services or SCRA where no progress is made
 *continue with breakfast club provision
 *focussed data gathering of impact of PEF

Attainment
 *All staff to be aware of individual pupil ASN, LAC, FSM & SIMD data and where they can find this information.
 *All staff to be aware of the impact of poverty on the attainment gap
 *Teaching staff to be aware of the identified learners in their class at risk of not attaining national expected levels and to directly discuss at T & M provisions put in place for these learners to ensure pace of learning and appropriate challenge.
 *An awareness of expected standards in all planned learning and teaching.

*focussed data gathering of impact of PEF



<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>Ensure high quality and progressive opportunities to learn about the world of work across all stages.</p> <p>Ensure high quality planning, learning & teaching and assessment within all aspects of technologies.</p> <p>Increase staff capabilities and confidence in leading learning in technologies.</p>	<p>Rationale for improvement priority based on evidence</p> <p>Current planning in Digital technologies requires a refresh within the curricular organisers</p> <p>Development of staff confidence in utilising electronic systems and digital resources</p>
<p>NIF Priorities</p> <p>Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver</p> <p>School Leadership</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 3.2, 3.3</p>
<p>Progress to Actions</p>	<p>Technologies</p> <p>All staff following the EA framework progression for all aspects of technologies</p> <p>Build staff capacity through regular CLPL and opportunities to share practice</p> <p>Identified digital lead in the school</p> <p>Pupil Digital Leaders group</p> <p>Increase staff knowledge and awareness of the EA lending library</p> <p>P7 learners and teacher to pilot one to one devices</p> <p>Digital Schools Award</p> <p>World of Work</p> <p>Review Curriculum rationale to take account of local and current contexts. Review current IDL planning using the EA progression frameworks for science and social studies.</p> <p>Ensure P5 – P7 learners have profiles on My World of Work.</p> <p>Plan a progressive World of Work themed week</p>	

Progress to Evidence Gathered	<p>Increased experiences and opportunities to use a range of digital technologies</p> <p>A clear understanding of the role technology plays in different career options</p> <p>An experience of hearing from partners about the types of careers available and the skills required</p> <p>Opportunities to visit places of work</p> <p>Achievement of Digital Schools Award</p> <p>Evidence of use of EA digital lending library</p> <p>A refreshed curriculum rationale</p>
Impact	<p>Observations and monitoring of planning suggests that not all organisers of technologies are being met however there has been a significant enhancement to digital literacy through the 1 to 1 use of chrome books.</p> <p>A particular focus on food and textiles and food technologies is required as this has only received minimal coverage and has not shown a progression in skill sthroughoiut the school.</p> <p>In the previous session new planning was developed through a collegial approach to embed the 6 principles of Harmony. This will now be implemented across the school.</p> <p>Continued engagement in accreditation schemes such as John Muir Award, Heritage Heroes,</p> <p>Careers input should be planned for across the session and embedded in IDL – this become a one off event for P5 – P7.</p>
Next Steps	<ul style="list-style-type: none"> *A refresh of planning documentation that allows for connections with the world of work to be specifically referred to through the Learning & Teaching in IDL. *An annual overview to provide a backdrop planner for connections with careers through our assembly programme, class visits and research linked to the IDL. *Staff CLPL for engagement with the SKILLS required at each stage and for each curricular area. Reference to skills in reporting to parents. *Implementation of new planning formats to embed Harmony Principles, SDGs, Laudato Si, UNCRC *Achieve Status of 'Becoming a Harmony School' *Achieve Harmony School Curriculum Award *Monitoring of Learning and Teaching in IDL to ensure purposeful and progressive learning is taking place. *Register for SCIAF's Talented Fundraising enterprise programme *focussed data gathering of impact of PEF

'forward together'

Pupil Equity Fund: Evaluation		
<i>Approach/Intervention</i>	<i>Impact Report on how you have improved outcomes for learners impacted by poverty</i>	What evidence do you have of positive impact? Outline the data that supports your findings.
<u>Well Being Initiatives</u> Fossilfield Equestrian Therapy Rock n Role Models Art Therapy	Access to wellbeing supports out with the traditional curriculum. No financial barrier to otherwise costly supports.	Punctuality improvements for those in attendance, Attendance improvement for some, comments from learners, GMWP data,
<u>Staffing</u> 27.5 CA Supply Staff to release CTs for development	Full time CA to implement targeted interventions Wellbeing training for staff in Nurture, resilience and MISP.	Data related to specific interventions, Nos of pupils supported in nurture and resilience,
<u>Out with Classroom Experiences</u> Travel Excursions Residential	Equity for all – travel funded for transition programme and all off site visits. No costs passed on to families. Half of cost of residential paid for all pupils with the full cost being met for 2 learners.	Nos of pupils accessing off site learning, positive comments from pupils and parents about the supportive transition programme, survey information from pupils about impact of residential.
<u>After School Clubs</u> Hire of astro at ALC, footballs equipment & kits In partnership with 'Over the Rainbow'	Free to attend for all – no stigma Fees paid for after school provision for all pupils. No stigma.	Pupil comments, nos of pupils involved,
<u>Breakfast Club</u> Staff costs and food costs for those in receipt of FSM	50% of pupils regularly attending breakfast club are in receipt of FSM	Pupils report to being more focused on learning.
<u>Online Subscriptions</u> Literacy Gold Times Table Rockstars Sumdog Giglets	54% of pupils with Literacy Gold accounts are in SIMD 1 & 2. This gives unlimited access to literacy interventions. All pupils across the school have access to the other 3 subscriptions giving unlimited access to literacy and numeracy supports, alongside the 1 to 1 chromebook pilot all pupils have access in and out of school.	Increase in spelling and reading ages

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	4
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	4

Establishment Capacity for Improvement
<p>Staff use a range of self-evaluation evidence to identify the school's strengths and areas for development. There is a need to re-establish an effective Quality Assurance Calendar. Although this was in place this session there were instances where not all planned activities took place. Staff are engaged in planning for improvement and take collective responsibility for change. Pace of change is guided effectively by a challenging but realistic improvement plan. Professional dialogue is built in to the improvement process. Peer 'Learning visits' will be re-established to allow staff to share good practice and focus on the school's improvement priorities. Pupils and parents are invited to become engaged in activities which allow them to be a constructive part of improvement planning. This session saw the continued use of HIGIOS part two to allow learners to contribute meaningfully to improvement planning. There has been a reluctance among parents to be involved in the parent council, however, we are delighted that we now have office bearers and a refreshed enthusiasm for involvement.</p> <p>All staff use a wide range of data on children's progress and attainment as a basis for professional discussions to reflect on and improve practice. Further opportunities will be utilised in the next session to develop staff knowledge and understanding of analysing data. Teaching staff will be supported to use this data to plan for effective next steps in learning.</p> <p>SLT have identified specific learners where targeted interventions will be implemented – these learners will be carefully tracked at each TP with a view to them meeting national expected levels by the end of the session or before. Percentages of identified learners can be found in SIP.</p> <p>Staff align their Professional Review and Development with the school priorities. Staff are committed to ongoing learning and development and attend professional learning opportunities and use professional reading keep up to date with initiatives. Through the collegiate calendar and QA activities a more focussed approach to measuring the impact on learners will be employed.</p> <p>Staff at all levels are able to effectively implement change through planned collaborative sessions and appropriately matched professional learning. With Numeracy and Literacy improvements at the centre of improvement planning, staff have committed to training and study in order to successfully implement changes. Our school benefits from strong partnership working based on a shared understanding of the needs of the school community. Staff across the school are positive role models and are committed and outward looking. Staff will be supported to analysis the impact of change through gathering and interpretation of data.</p> <p>All Staff will be involved in measuring the impact of improvements both formally and informally as we move forward into the new session. We are developing systems to ensure that all change is effective and that funding and support is targeted for maximum benefit.</p> <p>Parents/Carers are consulted regularly on the work of the school are invited into the school to see 'Performances of Understanding' and for informative workshops on a variety curricular areas. Parents are invited to complete questionnaires and are asked for feedback on Pupil Progress Reports and their comments and evaluations are requested after events in school.</p>

A refreshed view of target setting and learning logs will help develop the 'language of learning'. Peer assessment takes place across the school. Children's views are sought in an annual questionnaire and also through shorter surveys on specific topics. There will be greater scope for pupil leadership aligned with the school improvement plan.

