



## *Driving Equity and Excellence*

### Improvement Report

### Session 2024-25

<b>School:</b>	Abrohill Primary School and Nursery Class
<b>Cluster:</b>	Cumbernauld Academy
<b>Head Teacher:</b>	Jane Stocks

<u>AIR Submission Date</u>	<u>Submission Focus Area</u>	<u>Progress towards improvement priorities</u>
4 <sup>th</sup> October 2024	QIs 3.1 & PEF Update	Internal only. No submission necessary.
6 <sup>th</sup> December 2024	QI 1.3 and 3.2 & PEF Update	Internal only. No submission necessary.
21 <sup>st</sup> March 2025	QI 2.3 & PEF Update	Internal only. No submission necessary.
13 <sup>th</sup> June 2025	Full submission: All QIs.	Submission required – A summary of progress towards identified priorities.

Mid-term submission should be emailed to [QISSIP-SIR@northlan.gov.uk](mailto:QISSIP-SIR@northlan.gov.uk).

The final report will be collected using a GLOW form and the link will be sent prior to the final submission date, in June 2024.

## Section 1: Establishment Details

### Establishment Improvement Report

#### Context of the school:

*This section should be used to give brief background information in relation to the type of establishment, location, its management structure and staffing, the school community etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; factors affecting progress (e.g., staffing changes/issues);*

*Key information such as SIMD, FME, school roll, PEF allocation, self-evaluation grades and outcomes of external inspection, will be collected via the Glow form used to support submission of the AIR, therefore there is no requirement to include this information here. Schools will also be asked to identify main focus areas for new priorities on the Glow form.*

#### Vision, Values and Aims

Our **ASPIRE** values and **STAR STATEMENT** aims help us achieve our vision to **BE THE BEST THAT WE CAN BE**.

#### Our Vision

In Abronhill Primary School and Nursery Class we **ASPIRE** to **BE THE BEST WE CAN BE**.

#### ASPIRE Values

We are:

Achieving

Supportive

Persistent

Inclusive

Responsible

Equitable

#### Our Star Statement Aims

- ★ We have access to high quality teaching and learning experiences.
- ★ We work hard and always try our best.
- ★ We treat other people the way we want to be treated.
- ★ We are kind, honest and polite.
- ★ We listen well and try to help others.
- ★ We are proud of our school and look after it.

#### Background and Local Context

Abronhill Primary School and Nursery Class is a non-denominational school, built in 1967, situated in the Abronhill area of Cumbernauld. The roll is 143 pupils in the school and the nursery class provides 1140 hours for 40 children. The local community is comprised of a mix of privately owned, local authority and private let housing. New build houses are currently under development by Bellway Homes and Ashberry Homes, these will be a mix of private housing and houses purchased by NLC for rent as part of the Affordable Development Policy.

The staff team work together in their efforts to ensure that all children are provided with a wide range of high quality teaching and learning opportunities and are supportive in ensuring that disruptions to learning and the running of the school are minimised as much as possible. We aim to ensure that the children can further develop their confidence, self-esteem, skills, and knowledge and understanding through a wide range of opportunities and contexts. Staff have continued to develop the use of digital technologies and play based learning. We continue to work on supporting families in reducing the cost of the school day through initiatives that were recognised by Education Scotland as examples of good practice. We also aim to support families, where possible, who may require support through some of the initiatives we have and/or through working in partnership with other agencies. Our children are very proud to belong to our school and are involved in leading initiatives and in evaluating our provision. The parent council and local community are very supportive and the feedback we have

had from parents/carers regarding our provision has been positive. Parents/Carers are keen to attend and support school events but we do not have a lot of interest in attending workshops, focus groups or joining the parent council. We have introduced 'Learn With Us' afternoons and these have been well attended by parents/carers so will continue to be further developed next session to encourage more parental involvement.

Staffing			
Senior Leadership Team	Head Teacher (1FTE)	Principal Teacher (1FTE)	Principal Teacher (0.6FTE)
Teachers	5 x 1FTE, 1 x 0.8FTE, 2 x 0.6FTE		
Nursery	Lead- 1 (35hrs)	Keyworkers- 4 (30hrs)	Support Workers- 2 (30hrs), 1 (15hrs)
School Support Staff	Classroom Asst.- 1 (25hrs)	ASNA- 2 (50hrs)	Breakfast Club- 1 (5hrs)
Clerical Staff	Temp Senior Clerical- 1 (35hrs) in post from 24/02/25		Temp Clerical Asst.- 1 (21.5hrs)
Facility Support Staff	Facility Officer- 1	Catering- 2 (short staffed)	Cleaning- 4 (short staffed)

**Staffing Issues- updated June 2025:** There have been various staffing issues which have impacted on progress throughout the school.

#### Clerical

There was no senior clerical in place between September 2023 and February 2025. The clerical hours should be 56.5 hours per week in total and from November 2023-April 2024 we had 0 hours covered, then from April 2024-February 2025 we only had 21.5 hours in place. This has impacted on the workload of the senior leadership team as the head teacher and principal teachers have had responsibility for parts of these roles as well as their substantive roles.

#### Support Staff

We had a significant period prior to 2024-25 session with no ASNAs and then only 1. We currently have 1 Classroom Assistant and 2 ASNAs which is 25 hours less than we had in 2023-24 when we had 3 ASNAs. There are significantly increasing needs throughout the school and, with lack of ASNA support, the senior leadership team have been providing a substantial amount of support when possible, along with some cluster input. There are times when class teachers do not have the support they require to effectively support and manage to the required levels. There have also been long term absences in the support staff team this session also. The Classroom Assistant is retiring in June 2025 and, if there is not another learning assistant put in place this will further reduce the support we can provide.

#### Teaching Staff

There have been long term absences and multiple maternity holiday covers this session. Supply teachers have not always been available, so the senior leadership team has had to cover classes. When there have been supply teachers, it has not been possible to secure the same teachers, so classes have had multiple teachers covering. This has impacted on the teaching and learning and consistency throughout the school, especially in term 4.

#### Nursery Staff

There have been long term absences in the nursery class, and a high level of support has been required in nursery from the PT who has also had to take on additional responsibilities.

#### Leadership Team

As a result of the staffing situation, the workload of the senior leadership team has, at times, been excessive and they have not always been able to dedicate sufficient time to aspects of their substantive remits. The amount of time the HT has spent on managing absence has required a substantial amount of time. There has also been an impact on the support that can be provided for staff and children due to this.

## Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)

- Overall attendance this session has improved and rates are above recent sessions:

Overall Attendance		
2024-25	2023-24	2022-23
92.57%	91.37%	90.69%

- Data is analysed by HT and shared with relevant establishment staff and the CIIL- class stages' weekly attendance, individuals' monthly and overall to date attendance, latecomings, amount of authorised/unauthorised absences, reasons for absence, improvements or deteriorations in levels.
- At establishment level, procedures were reviewed and updated two years ago and these have been further developed this session.
- Early contact with parents/carers and offering home support has been successful. The Family Engagement Support Assistant has had a positive impact on targeted individuals' attendance.
- Most absences are still unauthorised so there needs to be a focus next session on highlighting this to parents/carers.
- There has been one exclusion in Abronhill PS this session.

## Details of consultation: Pupils/Parents/carers/staff/stakeholders

### Parents/Carers

- Gathering of views through Microsoft Forms.
- Communication through school website, X, newsletters and emails.
- Individual meetings and/or phone calls are arranged when appropriate (in person and virtually).
- Home Learning, Journey Jotters, My Story target setting books and nursery class profiles share children's learning with families and enables the sharing of views.
- Attendance at events, workshops etc. where information is shared and views are sought
- Parent Council engage in sharing views

### Pupils

- Pupils are involved in planning and evaluating teaching and learning.
- Pupil conversations linked to a range of developments and activities.
- Pupil involvement in leading and supporting the work of Houses, learning walks, community opportunities and a variety of clubs.
- Nursery conversations, planning, floor books and profiles.
- Digital engagement through Glow, Teams and Microsoft Forms.

### Staff

- Staff are involved in all development work and views are regularly shared.
- Views are shared during staff meetings, working parties, focus groups and through digital engagement using Forms.

### Partners

- Views are sought from partners who are involved with the school. There is no formal recording of this so this needs to be a focus.

## Section 2: What progress have you made in closing any poverty related attainment gap?

(Submission Dates: 4<sup>th</sup> October, 6<sup>th</sup> December, 21<sup>st</sup> March and 13<sup>th</sup> June 2025.)

### Equity Plan

Please write a brief summary (500 words max.) of your approach to ensuring equity and the progress you have made. The following key questions could be considered:

Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty? What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process? What are your next steps?

*There is no requirement to submit PEF/Equity Plans during session 2024/25; random sampling will continue throughout the academic session.*

**At mid-term review – please highlight any significant challenges to PEF plan and any significant underspends and discuss this with your EFM and/or a member of the SAC team.**

### End of Session Update (June 2025)

Consider overall impact of PEF plan and evidence.

PEF Priority (linked to AIP)	PEF Spend	Outcome/Impact
<p><b><u>Learning Through Play Approaches (whole establishment)- Year 2</u></b></p> <ul style="list-style-type: none"> <li>Develop approaches that provide opportunities for children to engage in play-based learning across the curriculum, transferring skills in meaningful real-life contexts.</li> </ul>	<ul style="list-style-type: none"> <li>PEF 1FTE fund matched teacher</li> <li>0.2FTE match funded teacher</li> <li>Resources to improve environments and enhance play opportunities</li> </ul>	<ul style="list-style-type: none"> <li>By <b>May 2025</b>, <b>all children</b> in primaries 1, 2, 2/3 and 7, and <b>most children</b> in P4, 5 &amp; 6 have had opportunities to learn through play in high quality contexts.</li> <li><b>Most children</b> are able to reference how different approaches and environments support and enrich their learning experiences.</li> <li><b>Most children</b> have achieved, or are on track to achieve, in literacy and numeracy, with a particular focus on those identified as at risk of not achieving and/or with protected characteristics. <b>Almost all children in P1, 4 &amp; 7</b> achieved levels in listening and talking.</li> <li>Attendance levels throughout the school are above 92% which is higher than previous sessions.</li> </ul>

## Section 3: Summary of Impact of Annual Improvement Plan Priorities (Submission June 2025)

<b>Priority 1 (Long Term Outcome):</b>	<b><u>Learning Through Play Approaches (whole establishment)- Year 2</u></b> By May 2025, all children will have opportunities to learn in high quality environments and contexts, with a particular focus on those identified as at risk of underachieving and/or with protected characteristics. Almost all children will be able to reference how different approaches and environments support and enrich their learning experiences.
<b>(Please insert the relevant information below)</b>	
NIF Priority: 1, 2, 3, 4, 5	NIF Driver: 1, 2, 3, 4, 5, 6
NLC Priority: 1, 2, 3, 4, 5	QI: 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: Staffing, resources and equipment	
<p><b>RATIONALE:</b> Play-based approaches to learning was an improvement priority in 2023-24. It was identified that the amount of development work required to embed consistent approaches throughout the school would require more than 1 year as a focus. A range of data from session 2023-24 showed that good progress had been made in the infant classes, but this was inconsistent in the rest of the school, mainly due to staffing changes throughout the session. Whole staff confidence in play was rated as 5.8 out of 10 so there needs to be a focus on increasing this to ensure that children benefit from high quality learning experiences. Achievement of a Level data for primaries 1, 4 and 7 combined showed that almost all were on track in listening and talking, and most were on track in reading, writing and numeracy. In comparison to 2022-23 data, listening and talking attainment had increased by 8.6% and numeracy by 4.5%. Reading and writing levels remained within 1% of previous data and have been between 74% and 79% since COVID. Teaching and learning in literacy would benefit from the inclusion of more play-based, contextualised approaches to make learning more relevant. In primaries 1-3 where play-based approaches were evident, staff views and quality assurance observations showed that most children engaged positively in leading learning, demonstrated creativity, perseverance, and problem-solving skills. This needs to be further embedded in infant classes and developed throughout the school.</p>	
<b>OUTCOMES:</b>	
<b>EXPECTED IMPACT:</b>	
<p><b>Summary of Progress and Impact:</b> (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)</p> <ul style="list-style-type: none"> <li>• All children in P1-3 and most children in P4-7 engage in learning opportunities in an inclusive environment that takes account of their needs and interests.</li> <li>• This has led to increased engagement in learning and most children have attained expected levels in P1, 4 and 7, according to Teacher Professional Judgement. NSA results evidence that learning through play has supported children in attaining very good results (see data tables below)</li> <li>• All children have opportunities to lead their own learning and staff have reported that this has a positive impact on most children’s confidence, problem solving and co-operative skills.</li> <li>• Identified children who may not have achieved if play was not the main focus for learning, have achieved levels or made value added progress.</li> <li>• All staff in P1-3 and most staff in P4-7 are confident in planning and facilitating learning opportunities through play. All staff are able to evidence the positive impact play has had on children’s learning, confidence and development of skills across the 4 capacities. Parents/Carers have engaged in learning activities with children during ‘Come Learn With Us’ days and the feedback has been very positive with most parents having more understanding of the benefits of learning through play.</li> <li>• Learning environments have been changed and resourced in response to the needs and wants of the children, and ensure that opportunities to learn through play are the main drivers in P1-3. Teachers visited other settings in and beyond our authority to further extend their knowledge and practice. Other settings visited our provision and commented positively on the approaches we are using.</li> <li>• In P4-7 there still needs to be development of the environments to better facilitate enquiry play based learning and staff at these stages require opportunities to visit other settings to share good practice.</li> </ul>	

- A few classes did not have consistent experiences throughout the session due to staff absence and inconsistency in the number of supply teachers who covered the classes, especially in term 4.

Achievement of a Level (June 2025):	Listening & Talking	Reading	Writing	Numeracy
P1- achieved Early	Almost all	Most	Most	Almost all
P2- on track to achieve	Most	Most	Most	Most
P3- on track to achieve	Almost all	Most	Most	Most
P4- achieved First	All	Most	Most	Most
P5- on track to achieve	Most	Most	Majority	Most
P6- on track to achieve	Almost all	Majority	Majority	Majority
P7- achieved Second	Almost all	Most	Most	Most
P1, 4 & 7 – achieved levels	Almost all	Most	Most	Most

NSA Results (June 2025):	Literacy/Reading			Writing			Numeracy		
	Above Average	Average	Below Average	Above Average	Average	Below Average	Above Average	Average	Below Average
Bands									
P1	60%	35%	5%	N/A	N/A	N/A	85%	15%	0%
P4	38.89%	44.44%	16.67%	50%	16.67%	33.33%	11.11%	44.44%	44.44%
P7	36%	40%	24%	32%	36%	32%	8%	52%	40%
Weighted averages P1, 4 & 7	44.44%	30.43%	15.87%	39.53%	27.91%	32.56%	33.33%	38.10%	28.57%

**Next Steps:** (What are we going to do now?)

- Play based learning will continue to be embedded and will be on our maintenance agenda in session 2025-26.
- P4-7 will engage in further developing their practice through high quality CLPL, including visits to establishments where play and enquiry based learning is more embedded in these stages.
- Learning assistants will engage in CLPL opportunities to enable them to support children more effectively.
- Opportunities to learn through play outdoors will be further developed.
- Consideration needs to be given as to how we can ensure that children do not miss out on play opportunities if there are staff absences. We will explore this next session.
- Curriculum development will be a priority in AIP 2025-26 and play will be embedded in this.

**Priority 2 (Long Term Outcome):** Children's Rights (whole establishment)- Year 2  
**UNCRC (United Nations Convention on the Rights of the Child) will be at the centre of our ethos, planning, and learning. Almost all children will know and can exercise their rights.**  
**We will achieve Silver accreditation of UNCRC Rights Respecting Schools Award.**

(Please insert the relevant information below)

NIF Priority: 1, 2, 3, 4, 5

NIF Driver: 1, 2, 3, 4, 5, 6

NLC Priority: 1, 2, 3, 4, 5

QI: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:

**RATIONALE:**

Children's Rights was an improvement priority in 2023-24. It was identified that the amount of development work required to embed consistent approaches throughout the school would require more than 1 year as a focus. Good progress was made in year 1 with 74% of children stating they learned about rights in school all the time and 24% stating they sometimes learned about rights. Less than half of children felt their views were listened to in making changes in the school. There needs to be a focus on ensuring that there are consistent approaches to including

Children's Rights in all teaching and learning opportunities and ensuring that children can recognise their views are listened to in all areas of school life. Most parents said that they were aware their children were learning about rights but 81% felt there needed to be more information for parents on Children's Rights. In 2024-25, there will be staff changes, and it is important that all staff have a shared understanding of Children's Rights and can contribute to ensuring these are embedded across the school community.

**OUTCOMES:**

**EXPECTED IMPACT:**

**Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)

- There is continued progress in embedding children's rights and ensuring these are at the centre of everything we do in our school community. Due to staff absences, including key staff who were responsible for leading the children's rights priority, we have not achieved all of our AIP targets.
- Most children know their rights and can provide examples of when these are being exercised. Wall displays and pupil discussion evidences this.
- Almost all staff have a good knowledge of children's rights with most staff having a very good understanding. This is evidenced in dialogue and observed in classroom practice.
- Parents/Carers commented positively on being included in learning activities with their children during 'Come Learn With Us' days and other activities, and most were knowledgeable about children's rights.
- There was not enough gathering of qualitative data to support the progress made so this needs to be a focus next session.
- **This section requires additional information to be entered. Absent staff have this- will be updated at the beginning of session 2025-26.**

**Next Steps:** (What are we going to do now?)

- Complete the targets that were not achieved from AIP 2024-25- maintenance agenda.
- Achieve silver level
- Planning adapted to include children's rights- complete this

**Nursery (Long Term Outcome):**

**High Quality Setting**

By May 2025, high quality environments will be developed in our setting, so that children will have access to play and learning opportunities that will impact positively on their development, health, wellbeing, and happiness.

By May 2025, the Care Inspectors will upgrade our setting from adequate to good.

(Please insert the relevant information below)

**NIF Priority:**

**NIF Driver:**

**NLC Priority:**

**QI:**

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:

**RATIONALE:**

Care Inspectorate visit in January 2024, graded our setting as adequate, which is below the national standard. This matched the self-evaluation of the senior leadership team and our Early Years team. Improvements need to be made to the play and learning environments in our setting.

Due to major changes in our staff team in August 2024, we need to focus on ensuring that our new team builds positive relationships and works together to meet the needs of our nursery community. (4 permanent staff members have left, leaving 3 who are familiar to our families. 4 new staff members will be welcomed).

**OUTCOMES:**

**EXPECTED IMPACT:**

**Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? How do you

know? What action was taken and what was the impact?)

- Significant improvements have been made in all areas of the nursery, particularly since August 2024 and the establishment of a new team. There was no Lead Practitioner in place until October 2024 and since her appointment the leadership and management within the nursery has improved.
- The environment is now of a higher quality with appropriate areas and resources that meet the needs of the children, including taking account of interests, support and challenge. This still needs to be a continuous focus to make further improvements.
- Children are more engaged in play and learning opportunities, with staff including them in planning and evaluating more effectively.
- The pace of the day and lunch time provision have been reviewed and required improvements made.
- Staffing issues have impacted on the nursery provision and practitioners have adapted to ensure that children's needs are met to the best of their abilities. Self-evaluation, tracking and monitoring has improved but it has not been possible to consistently engage in formal approaches due to the staffing issues. This will continue to be an area for improvement.
- In order to continue to make improvements it is essential that we are fully staffed with permanent experienced and skilled team members as staffing has the biggest impact on progress.
- Inclusion with support also needs to be a consideration as there are children in the nursery who require a high level of support, often 1-to-1, and this is not possible with staffing ratios not taking account of additionality and being based entirely on numbers. It would be helpful to have a system in place with Early Years to apply for needs based additional support.
- Feedback from children, NLC Early Years team and from parents/carers has been positive about the improvements made.

**Next Steps:** (What are we going to do now?)

- Areas of the AIP that require more focus will be continued next session along with newly identified priorities- self evaluation, tracking and monitoring, effective use of data.
- Continue to focus on developing environment with a focus on creativity.
- Whole establishment improvement plan Year 1 reviewing and developing curriculum- focus on literacy, numeracy, HWB and IDL.
- Whole establishment improvement plan Year 1 leadership of change- children more involved in leading learning, changes embedded and impact assessed using robust evidence and data.
- Whole establishment improvement plan Year 1 health and wellbeing- high quality personalised support and wellbeing practices.

## **Section 4: Key strengths/successes linked to Quality Indicators**

(NB: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered through ongoing self-evaluation processes, including discussions in family groups, please briefly outline key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.)

**Please refer to submission information, on page 1, which outlines required submission dates for the core Q.I.s, when completing this document.**

### **How good is our leadership and approach to improvement?**

<b>QI 1.3 Leadership of change</b>		
Developing a shared vision, values and aims relevant to the school and its community	Strategic planning for continuous improvement	Implementing improvement and change
<b>Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.</b>		
<b>NIF Priority: 1, 2, 3, 5</b>		
<b>NIF Driver: 1, 2, 5, 6</b>		
<b>UNCRC: 3, 5, 12, 28, 29</b>		
<b>RECR (if appropriate):</b>		
<b>Linked SIP/PEF Priority (if applicable):</b>		
<b>How well are you doing? What's working well for your learners?</b>		
<p><b>Developing a shared vision, values and aims relevant to the school and its community</b></p> <ul style="list-style-type: none"> <li>• We have clear vision, values and aims that are co-created and regularly revisited to take account of the views and needs of our school community.</li> <li>• Almost all staff and most children have shared high expectations for and of themselves and are aware of their strengths and development needs.</li> <li>• Most staff work collaboratively in leading aspects of school improvement to meet the needs of our school community.</li> <li>• Most staff are aware of the social, economic and cultural context of the local community and we support our families' needs to ensure that children are included in every aspect of the life of the school.</li> <li>• There are positive links between our school and local community.</li> <li>• Our cluster establishments continue to work together in developing and promoting strong links which contribute to continuous improvement across our school communities.</li> </ul> <p><b>Strategic planning for continuous improvement</b></p> <ul style="list-style-type: none"> <li>• SLT lead and support an ethos where staff feel valued and confident when taking forward initiatives at an appropriate pace.</li> <li>• Strategic plans are underpinned by robust self-evaluation and evidence is used to prioritise achievable goals.</li> <li>• Almost all staff engage in a range of CLPL activities that are aligned with strategic priorities to build capacity for improvement.</li> </ul> <p><b>Implementing improvement and change</b></p> <ul style="list-style-type: none"> <li>• Collaborative approaches in implementing improvement and change ensure consistency and shared ownership across the school.</li> <li>• Clear roles, responsibilities and timelines ensure that targets can be met.</li> <li>• SLT support and encourage staff in developing creative and innovative practice which leads to positive change across our school community.</li> </ul>		

- Regular engagement in self-evaluation and quality assurance enables stakeholders to reflect on what is working well and next steps.

## How do you know? What evidence do you have of positive impact on learners?

### Developing a shared vision, values and aims relevant to the school and its community

- Most children are able to demonstrate their understanding of our vision, values and aims through discussion and sharing examples of their learning.
- Our vision, values and aims are reflected in the children's target books that are shared in partnership with families and through the ASPIRE work that children engage in during class and assemblies.
- Quality Assurance engagement evidences the commitment to taking account of learners needs and making improvements for all.
- Our Cost of the School Day/Poverty Proofing focus enables us to support children and families which has a positive impact through reducing the effects of stigma, ensuring that children have the resources required to engage effectively in all areas of school life, and removing financial barriers from families.
- Our cluster work ensures that we work collaboratively beyond our own establishment to engage in sharing of good practice, professional dialogue and CLPL which has enhanced practitioners' knowledge and skills.
- Positive feedback from members of our school and local community, professionals from education, health and social work regarding our vision, values and aims in the school and the impact this has on the children's wellbeing.

### Strategic planning for continuous improvement

- Time is protected for engaging in CLPL, collaborative working and self-evaluation to ensure that all staff have the knowledge and skills to plan and implement change that improves outcomes for children.
- Children are involved in planning, implementing, and evaluating change with most indicating that they feel positive about being included in this process.
- A range of data is used and analysed to identify strengths and development needs that take account of the school community's context.

### Implementing improvement and change

- All working parties and focus groups take responsibility for effectively planning the implementation of improvement priorities, seeking the views of stakeholders, communicating progress and measuring success and impact to support improvements across the school community.
- All staff have opportunities to engage in professional development and most feel confident and capable of delivering improvements.
- Most children are provided with opportunities to engage in experiences that take account of their needs and views within a range of contexts and learning environments.
- Robust quality assurance procedures ensure that changes are monitored and evaluated so that we can effectively measure impact and adapt practice to meet the needs of our school community.

## What are you going to do now? What are your improvement priorities in this area?

### Developing a shared vision, values and aims relevant to the school and its community

- Share revised Vision, Values and Aims with wider school community to seek views.
- Seek all stakeholders views to refresh our Cost of the School Day/Poverty Proofing initiatives. Further develop partnership approaches and contacts to support families.

### Strategic planning for continuous improvement

- Further support staff in effectively using a range of data to inform next steps in practice.
- Review and evaluate planning and approaches in GIRFEC, with a particular focus on support for learning and communication with all stakeholders.

### Implement improvement and change

- More opportunities for staff to engage in practitioner enquiry

## How good is the quality of care and education we offer?

<b>QI 2.3 Learning, teaching and assessment</b>			
Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
<b>Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.</b>			
<b>NIF Priority: 1, 3, 4, 5</b>			
<b>NIF Driver: 1, 2, 4, 5, 6</b>			
<b>UNCRC: 28, 29, 31</b>			
<b>RECR (if appropriate)</b>			
<b>Linked SIP/PEF Priority:</b>			
<b>How well are you doing? What's working well for your learners?</b>			
<p><b><u>Learning and Engagement</u></b></p> <ul style="list-style-type: none"> <li>• Learning environments are nurturing, inclusive and centred around positive relationships. Most children have access to learning experiences that are appropriate to their needs, taking account of support and challenge.</li> <li>• Achievements in and out of school are recognised and celebrated, with most children developing their understanding of how to transfer their learning and achievements across the curriculum and in life beyond the classroom.</li> <li>• Most children are involved in making decisions within school and their wider community, with opportunities to lead their learning.</li> <li>• The provision of high quality feedback, including teacher, self and peer, needs to develop to ensure that all learners able to discuss strengths and development needs.</li> </ul> <p><b><u>Quality of Teaching</u></b></p> <ul style="list-style-type: none"> <li>• Staff engage in effective CLPL and working collegiately to share and further develop high quality approaches.</li> <li>• The purpose of learning and how to succeed is clearly shared with and understood by most children.</li> <li>• Most teachers plan high quality experiences for children that take account of individual needs but this needs to be further developed so that all teachers are doing so.</li> </ul> <p><b><u>Effective Use of Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Most teachers effectively engage with assessment approaches and materials to measure children's progress, identify strengths and development needs, and to inform next steps in teaching and learning. This needs to be reviewed and further developed so that all teachers are doing so.</li> <li>• Evidence of progress and achievement is gathered using a range of approaches and from varying contexts and this needs to be further developed.</li> </ul> <p><b><u>Planning, Tracking and Monitoring</u></b></p> <ul style="list-style-type: none"> <li>• Most teachers plan, assess and evaluate appropriately, but this needs to be reviewed and further developed to ensure that all teachers are doing so and can provide appropriate evidence.</li> <li>• Tracking and monitoring systems at class level and school level need to be more consistent, to ensure that data is being used more effectively to identify strengths and development needs.</li> </ul>			
<b>How do you know? What evidence do you have of positive impact on learners?</b>			
<p><b><u>Learning and Engagement</u></b></p> <ul style="list-style-type: none"> <li>• Children's views have been gathered and most report that they are happy in school and enjoy engaging in learning experiences provided.</li> </ul>			

- Children have access to a wide range of resources and contexts to provide support and challenge, including digital technologies, play based learning, outdoor learning and community work.
- The majority of staff provide high quality feedback to children and the development of more consistent approaches across the school is an ongoing focus. Teacher feedback has progressed but there is inconsistency in children's understanding and use of self and peer assessment approaches.
- Achievements in and out of school are celebrated through our ASPIRE and 'Star Statement' focus and termly 'Celebrate Learning Days'.

#### **Quality of Teaching**

- There have been a high number of supply teachers in school this session due to long term absences and this has impacted on the consistency and quality of planning, assessing and evaluating. This has impacted on a few classes and needs to be a priority next session.
- In most classes, teaching and learning approaches are differentiated, taking account of learning styles and encouraging children to engage with a range of contexts and resources.

#### **Effective Use of Assessment**

- Assessment is proportionate and purposeful with an annual calendar currently in production to ensure that summative and diagnostic assessments are administered at the most effective times. This has not been as consistent this session due to staffing issues.
- Due to staff absence and staff changes there needs to be focus on this next session to ensure assessment data is understood and used appropriately to effectively inform next steps.

#### **Planning, Tracking and Monitoring**

- Planning needs to be reviewed to take account of NLC pathways and to ensure it is robust, proportionate and manageable, clearly identifying what is to be learned and assessed.
- Tracking and monitoring activities focus on identifying strengths and development needs, with a particular emphasis on raising attainment. This needs to be reviewed to ensure more consistency.

### **What are you going to do now? What are your improvement priorities in this area?**

#### **Learning and Engagement**

- Further extend play based learning and contextualised learning across all stages as part of maintenance plan.
- Senior pupils to support younger pupils in developing increased involvement in leading learning.
- Review and further develop teacher and children's skills in effectively engaging in high quality feedback to improve learning.
- Provide more opportunities to celebrate learning across the community.

#### **Quality of Teaching**

- Engage with pedagogy team as part of our AIP focussing on Learning, Teaching and Assessment in session 2025-26.

#### **Effective Use of Assessment and Planning, Tracking and Monitoring**

- See above point

## How good are we at improving outcomes for all our learners?

<b>QI 3.1 Ensuring wellbeing, equality and inclusion</b>		
Wellbeing	Fulfilment of statutory duties	Inclusion and equality
<b>Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.</b>		
NIF Priority: 1, 2, 3, 4, 5		
NIF Driver: 1, 2, 3, 4, 5, 6		
UNCRC: 3, 5, 8, 12, 14, 28, 29, 30, 31, 42		
RECR (if appropriate):		
Linked SIP/PEF Priority (if applicable):		
<b>How well are you doing? What's working well for your learners?</b>		
<b>Wellbeing</b> <ul style="list-style-type: none"><li>• There is shared understanding and consistent approaches throughout the school to meeting the wellbeing needs and rights of all children.</li><li>• The school vision, values and aims contributes to a positive ethos that all members of the school community promote which creates a safe and nurturing environment for all.</li><li>• Most children feel listened to, safe and supported in the school community and they are aware of the wellbeing indicators.</li><li>• Most staff feel that their wellbeing is supported and that they have access to appropriate guidance.</li></ul>		
<b>Fulfilment of Statutory Duties</b> <ul style="list-style-type: none"><li>• Almost all staff demonstrate awareness of statutory duties, and all staff have opportunities to engage in CLPL to further develop knowledge, understanding and skills in ensuring wellbeing, equality and inclusion.</li></ul>		
<b>Inclusion and Equality</b> <ul style="list-style-type: none"><li>• The school promotes an ethos of inclusivity, and most children are knowledgeable about rights, equalities, and inclusion.</li><li>• Almost all children and families are made aware of our approaches, and we aim to work in partnership to meet the needs of all.</li><li>• Most children who may face barriers to their learning are supported to ensure that there are improvements in attainment and achievement.</li><li>• Data is being analysed and plans made for developing understanding of families' cultural and racial identities.</li><li>• Our curricular practice and pedagogies require further development to ensure that there are well-planned and progressive opportunities that take account of inclusion and diversity. This will be reviewed along with the point above as the session progresses.</li><li>• Outdoor learning is a focus throughout the school and a staff member has attended training sessions to ensure there is consistency across the school.</li></ul>		
<b>How do you know? What evidence do you have of positive impact on learners?</b>		
<b>Wellbeing</b> <ul style="list-style-type: none"><li>• We have achieved the bronze Rights Respecting Schools Award and have the submission ready for the silver award. Assemblies and health and wellbeing programmes focus on Children's Rights, GIRFEC and SHANARRI with most children able to discuss these in relation to school, home, and the wider world.</li><li>• Our ASPIRE and 'Our Star Statements' vision, values and aims are visible throughout the school and are a focus in all areas of school life with most children able to discuss these and link them to their own and others' wellbeing.</li><li>• Pupil Leadership Team has been established and have engaged in sharing views with SLT on vision, values and aims.</li></ul>		

- 'All About Me' target books support children in identifying health and wellbeing targets to focus on with the support and input from their teachers and family members. This encourages partnership working to meet the needs of most children.
- Feedback from parents/carers, other agencies and visitors to the school positively comments on the positive ethos in the school and the nurturing approaches that are in place.
- We need to ensure that our communication methods meet the needs of all and that all families have equal and equitable inclusive opportunities to be involved in our community.
- All staff are Child Protection trained and have access to resources and training opportunities to further extend their knowledge, understanding and skills in meeting wellbeing needs.
- Cluster Improvement Priority for 2023-24 has focussed on the 'Cycle of Wellbeing' with a key component being 'Wellbeing of and for Staff'. HT continues to provide support to staff members who may require it, including early identification of possible supports, signposting to NL Work Well and other self-help resources, referrals to Occupational Health and regular check ins. Staff members have provided positive feedback on this support.

### **Fulfilment of Statutory Duties**

- HT ensures that all staff receive Child Protection training each session and staff are required to complete a post- training feedback sheet so that HT has awareness of level of understanding and any identified development needs.
- HT updates staff throughout the session of any legislation that needs to be a focus and staff have access to resources that support wellbeing, equality and inclusion, and are encouraged to engage in CLPL activities through the Innovation and Improvement Hub.
- Staff are aware of the procedures to follow if they have any concerns, and all are trained in the effective use of Pastoral Notes. A system is in place to highlight Pastoral Note entries to relevant staff so that appropriate action may be taken.
- HT has a robust tracking and monitoring system in place and ensures that information is shared with relevant staff members.

### **Inclusion and Equality**

- Staff have positive relationships and work in partnership with families, reflecting on opportunities for involvement in school life. Feedback on approaches has been positive.
- ASN profiles have been reviewed on Seemis and updated to support allocation of school resources to meet the needs of children.
- Robust tracking and monitoring system ensures awareness of children's needs so that they are effectively supported in attaining and achieving. Although children may not all be on track to achieve a level at expected stages, they have all made value added progress due to the supports provided.
- Our health and wellbeing programme and whole school events focus on ensuring children are able to explore diversity and issues relating to equalities and inclusion, but this needs to be reviewed to ensure that all families' cultural identities are celebrated.
- The PROMISE Award is a cluster focus and all staff have achieved this.
- Cost of the School Day initiatives continue to support children and families, focussing on ensuring everyone is included and reducing the impact of stigma.

## **What are you going to do now? What are your improvement priorities in this area?**

### **Wellbeing**

- Rights Respecting Schools silver award will be achieved, and focus will begin on gold award.
- Our Pupil Leadership Team will be further developed with more opportunities to lead and share views.
- Cycle of Wellbeing (Year 2) is a focus in the 2024-25 Cluster Improvement Plan with the main focus being Whole School Approaches to Wellbeing and Professional Learning. Achieving The Promise award will be a cluster focus to ensure that we are all more effective in meeting the needs of our care experienced learners.

### **Fulfilment of Statutory Duties**

- Continue with approaches that are in place and review and develop as and when required.
- School policy will be reviewed this session.

### **Inclusion and Equality**

- Focus in our school community on developing understanding of families' cultural and racial identities.
- Our curricular practice and pedagogies will take account of inclusion and diversity.
- Almost all staff will have completed The PROMISE Award by June 2025
- Play (Year 2) continues to be a priority in our annual improvement plan.

## **How good are we at improving outcomes for all our learners?**

### **QI 3.2 Raising attainment and achievement**

Attainment in literacy and numeracy	Attainment over time	Overall quality of learners' achievement	Equity for all learners
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Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.

NIF Priority: 3, 4, 5

NIF Driver: 1, 2, 4, 5, 6

UNCRC: 12, 28, 29, 31

RECR (if appropriate):

Linked SIP/PEF Priority (if applicable):

### **How well are you doing? What's working well for your learners?**

#### **Attainment in Literacy and Numeracy**

- Most children are attaining appropriate levels in literacy and numeracy.
- School focuses on improving attainment and achievement in literacy and numeracy each session with positive results for most children, either attaining appropriately or making value added progress.

#### **Attainment Over Time**

- Tracking of attainment data in literacy and numeracy informs support and challenge needs of children.
- Data shows that most children are making good progress over time and reasons are identified for those who are not so that appropriate measures can be put in place.
- Most staff make effective use of assessment data to inform next steps, but this is not consistent throughout the school.
- A robust tracking system is in place to monitor progression for all children and to identify next steps.

#### **Overall Quality of Learners' Achievement**

- Most children are engaged in their learning and are keen to be involved in planning class curriculum, school community focus and the development of contexts for learning.
- Pupil leadership team have an active role in leading initiatives in school and the local community.

#### **Equity for All Learners**

- Children who are not attaining appropriate levels are identified and additional supports are put in place with a focus on raising attainment. Support in this area has been inconsistent this session.
- Attendance levels for most children are very good (93% whole school attendance- Dec 2024) and there have been no exclusions.

## How do you know? What evidence do you have of positive impact on learners?

### Attainment in Literacy and Numeracy

- A range of assessment data and teacher professional judgement demonstrates that most children are attaining appropriate levels.
- Combined Primaries 1, 4 and 7 progress within levels data (November 2024) confirms that most children are on track to achieve expected levels for their stage in numeracy, reading and writing.

### Attainment Over Time

- Teachers have become more confident in the use of a range of data to inform strengths and development needs.
- HT tracks attainment over time and shares information with staff so that plans for improvement can be made.
- Teacher Professional Judgement (November 2024) indicates that most children are on track to attain in line with previous progress.

### Overall Quality of Learners' Achievement

- Focus on play-based and contextualised learning has demonstrated that most children are leading learning and making decisions about how they learn.
- Achievements in and out of school are celebrated through our ASPIRE and 'Star Statement' focus, 'All About Me' target books and termly 'Celebrate Learning Days'.
- Our Pupil Leadership Team is well established, and they contribute effectively to leading a range of initiatives in the school and local community.

### Equity for All Learners

- Children who are not attaining appropriate levels have benefited from additional support at school and cluster level and progress is measured. Most children who are not on track to achieve a level are making value added progress in literacy and numeracy.
- Supporting Attendance programme in school has been successful in sharing information with families and working in partnership to support improvement for some children.
- School's 'Our Community Cares' cost of the school day initiatives, PEF and cluster resources are effectively deployed to support those who most require it.
- There are a few children whose attendance is a cause for concern and appropriate action is taken to support families in improving this.

## What are you going to do now? What are your improvement priorities in this area?

### Attainment in Literacy and Numeracy

- Numeracy focus on ensuring consistency in structure of a lesson and the use of concrete, pictorial and abstract approaches.

### Attainment Over Time

- Review the criteria used to measure attainment over time and ensure that this is more effectively shared with staff and the wider school community.

### Overall Quality of Learners' Achievement

- Continue to develop robust approaches to ensuring children's participation in decision-making is consistent.
- Focus on supporting children who have difficulty with engaging in sharing their views- talking mats.

### Equity for All Learners

- Intersect data to analyse the reasons why identified children are not attaining and achieving. Produce plans for support and addressing any barriers.

- Review and refresh procedures for identifying, implementing and evaluating support for learning and GIRFEC model.
- Continue to focus on embedding our Supporting Attendance policy and procedures.
- Review Cost of the School Day/Poverty Proofing policy to ensure it meets the needs of school context.

### **Section 5: NIF Quality Indicators: Summary (Submission June 2025)**

**This information will be collected via a Glow form and therefore head teachers can decide whether to complete this section for internal use, or record this information via the GLOW form only.**

#### **Assigning levels using quality indicators**

*School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6-point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.*

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	<b>4</b>	
2.3 Learning, teaching and assessment	<b>4</b>	
3.1 Ensuring wellbeing, equity and inclusion	<b>5</b>	
3.2 Raising attainment and achievement	<b>4</b>	

#### **Key priorities for improvement planning next session**

*This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).*

Priority 1- Curriculum; Design, Rationale and Delivery (Year 1 of 3)  
 Priority 2- Leadership of Change (Year 1 of 2)  
 Priority 3- Health and Wellbeing (Year 1 of 2)  
 Nursery Priority- Creativity and Outdoor Learning  
 Maintenance Agenda- Learning Through Play and Children's Rights

## Appendix 2

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, <u>survival</u> and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, <u>belief</u> and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: <u>Personalised</u> support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, <u>equality</u> and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life	NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and <u>wellbeing</u> ; 3. Closing the attainment gap between the most and least disadvantaged children and young <u>people</u> ; 4. Improvement in skills and sustained, positive school leaver destinations for all young people
Article 19 - protection from violence, <u>abuse</u> and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, <u>sale</u> and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights	<b>PEF INTERVENTIONS</b> 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a <u>high quality</u> learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact <b>Education and Families Priorities</b> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups	5. Improvement in attainment, particularly in literacy and numeracy. <b>NIF Drivers</b> 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information
<b>Developing In Faith</b> <i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i>		
1. <u>Honouring</u> Jesus Christ as the Way, the <u>Truth</u> and the Life 2. Developing as a community of faith and learning 3. Promoting Gospel Values 4. Celebrating and Worshiping 6. Serving the common good.		