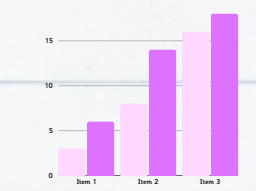


Theme 1: Raising Attainment in Literacy and Numeracy

Planned interventions take place for targeted children who are not achieving their expected level. Robust monitoring and tracking of data and TPJ allows us to identify quickly where gaps are appearing and take steps to address these.



Focus is given to our Universal approaches to Literacy and Numeracy ensuring that there is high quality learning and teaching at this level reducing the need for high numbers of children requiring an additional intervention.

Our ACEL predictions at the moment demonstrate an improvement in attainment from last session in Literacy and Numeracy



3.2 Raising Attainment and Achievement

2024-2025

These are some of our highlights – scan the QR code to see the full self-evaluation.



Theme 2: Attainment over Time

Attainment over time pre COVID was showing improvement. There was a significant dip 2021 from the impact of lockdown and blended learning. In 2022 attainment showed improvements over time in cohorts P1, P4 and P7 and improvements year on year. Attainment in 2023 demonstrates improvements in attainment over time in cohorts from P4 and P7.

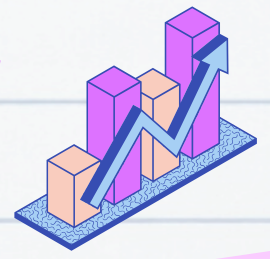
Exclusions continue to be zero and inclusion is successful for all.

CTs endeavour to make learning visible. LIs & SC are routinely shared and feedback is given to ensure understanding of next steps in learning. Our shared understanding and expectations documents support teachers in ensuring a consistent approach. Assessment of a child's progress and attainment is based on TPJ of the child's knowledge, understanding and skills.



Theme 3: Overall Equality of Learners' Achievements

All children are encouraged to be involved in the wider life of the school including driving whole school improvement, improvements in the wider community and as global citizens through RRS. This session we have introduced a House System which will ensure that all children are part of a pupil voice group and can contribute to the wider life of the school



Our quality learning, teaching and assessment at universal level addresses almost all learners' needs and is linked to appropriate CLPL to improve learning and teaching.

We offer a range of bespoke and relevant interventions at additional level to support less able or to challenge learners further.



Children's voice is a key feature of our practice and we regularly consult our children on various aspects of school life.

We are proactive in strengthening partnerships with our local community groups.

Children's achievements are celebrated, displayed and discussed at assemblies

PEF money has been used effectively to supplement wider achievement experiences which do not impact financially on our families.

Lunchtime, break time and after school clubs are available across all stages. Attendance at these is high. Feedback from children and staff is very positive. This year our P7s have begun to plan and lead some of these clubs with the guidance of their class teacher. This has allowed them to further develop their skills in DYW.

TPJ and intervention specific assessments show that almost all children on a targeted intervention are making the expected progress towards their next ACEL benchmark.

Our collaborations with the local care home enhances community wellbeing and foster responsible citizenship in our children, while partnerships with Greggs ad CLLC alleviate the cost of the school day by providing nutritious meals and essential support for families.

PTs and APTs regularly share practice, team teach and model strategies to support and challenge our learners at the universal level.

RRS -Silver award achieved September 2022

ACEL Data, SNSA, MaLT, YARC and CEM are used diagnostically and to validate our TPJ and this is showing accurate assessments are being made and gaps are being identified timeously.

Caring Crew – supporting local charitable organisations

Theme 4: Equity for all Learners



SUCCESS

