



Driving Equity and Excellence

Improvement Report

Session 2023-24

School:	Chapelgreen Primary School & Nursery Class
Cluster:	Kilsyth Academy
Head Teacher:	Siobhan McLeod

<u>AIR Submission Date</u>	<u>Submission Focus Area</u>	<u>Progress towards improvement priorities</u>
6 th October 2023	QIs 3.1 & PEF Update	Internal only. No submission necessary.
8 th December 2023	QI 1.3 and 3.2 & PEF Update	Internal only. No submission necessary.
22 nd March 2024	QI 2.3 & PEF Update	Internal only. No submission necessary.
14 th June 2024	Full submission: All QIs & Overall Summary of PEF plan/impact.	Submission required – A summary of progress towards identified priorities.
Mid-term submission should be emailed to 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.

Chapelgreen Primary School and Nursery Class is located within the village of Queenzieburn, near Kilsyth. There are 48 pupils across three classrooms consisting of Primaries 1/2, 3/4 and 5-7. The nursery is in a separate modular building and currently accommodates 16 children for 1140 hrs, each child being entitled to school hours, 9am - 3pm. The Teaching Team consists of a Shared Head Teacher (0.5), Principal Teacher (1.0), and two full-time teachers. The Nursery Team consists of an Early Learning & Childcare (ELC) Lead Practitioner, two part-time ELC Practitioners and one part-time ELC Support Worker. We aim to provide a positive, nurturing learning environment where every child feels happy, safe and valued, working together with parents/carers and other agencies to remove barriers to learning and to ensure positive outcomes for learners and their families.

Chapelgreen Primary School and Nursery Class (PSNC) is a partnership school with Banton Primary School in Banton. Both schools have the same Head Teacher and this is known as a Shared Headship. Shared Headships can allow smaller, outer-lying, or rural schools to remain open to serve its community. We benefit by being able to combine pupils to represent teams in sports activities and share the cost of buses to attend community events. We can also share expertise and resources across both schools too, thus ensuring pupils get the best from the partnership.

Challenges continue with maintaining pace and making accurate professional judgement as covering staff need time to build relationships with learners and familiarise themselves with meeting the needs of learners therefore staffing due to long-term absence continues to be an issue. Nursery staffing issues have required staff in school to cover. If this is an ASNA, it means learners are being impacted on.

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

June 2024 - average attendance 90.59%. This is a drop in comparison to previous month 93.7% as per What's the Story Primary Dashboard. Families within SIMD 1-5 attendance level has been impacted to parental holidays, both authorised and unauthorised. Bi-Monthly monitoring of attendance, including letters and meeting with limited impact. Intending to meet with specific families to discuss attendance with a view to improving it next session.

SIMD 1-2 Average 90% attendance

SIMD 3-4 Average 88% attendance

SIMD 5-6 Average 95% attendance

SIMD 7-8 Average 89% attendance

SIMD 9-10 - 0

There have been no exclusions.

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

Regular school updates/progress reported to Parent Council and circulated through minutes to the Parent Forum.

Pupil voice promoted through committees, learning about rights and Assemblies.

Staff regularly self-evaluate progress made and asked to contribute to next steps to ensure a whole school response to our development journey.

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

(Submission Dates: 6th October, 8th December, 22nd March and 14th June 2024.)

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?

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

October Update

(Consider planned intervention, impact and evidence)

- PEF plan has enabled Barnardos to be engaged to continue to support families. This had a significant impact for the transition of P7 pupils. Some families were in crisis over the holidays but Barnardos was able to support and get other services involved. (Summer Report)
- Continuing developments in playground started last session with den building, mud kitchen development, and growing area. These areas provide a different focus for playtime helping to create a calmer environment. (Observations/less issues after intervals)
- Provided a residential experience for P7 pupils at no cost because we used a charity.

December Update – PEF PLAN UPDATED TO REFLECT CHANGES IN SPENDING (underspend addressed)

(Consider planned intervention, impact and evidence)

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?

Priority 1: Assessments purchased have identified gaps in attainment and analysis have resulted in target groups. Intervention planned. PEF will contribute towards staffing in term 4 to maintain interventions.

Priority 2: Continuing playground developments to ensure calmer starts to learn.

Barnardos - Decision made to cancel the service due to issues with reliability, and then time required to build relationships, therefore impact less. Funding re-directed as above.

Priority 3: Play-based and open-ended experiences have created an opportunity for learners to develop skills in STEM.

Costs of school day: outings met through PEF to ensure all pupils could access travel, a performance (panto) without charge, and events in the community. Swimming planned for February 24 to ensure equal access to this skill.

March Update

(Consider planned intervention, impact and evidence)

Priority 1: Interventions are ongoing, with exit assessments planned for end of May.

Priority 2: Playground developments allowing needs of learners to be met.

Priority 3: Skills in STEM developed with increased aspirations.

Costs of school day: Swimming lessons implement. Evidence being collected.

End of Session Update (June 2024) Consider overall impact of PEF plan and evidence.

Priority 1: Additional staffing through PEF provided an opportunity to target learners impacted by poverty, including the 6 categories identified by the Scottish Government. This resulted in almost all learners being impacted by poverty. Through assessment and consistent input, almost all learners made progress. There are several learners with additional support needs therefore improvement is at a much slower pace.

Phonics intervention 1: (60% of target group) 20% made significant progress.

Phonics intervention 2: (100% of target group) 100% made some progress.

Yarc Assessment: (80% of target group) Almost all made significant progress (Comprehension)

Number intervention: (54% of target group) 66% of this group made significant progress; 33% some progress.

Re-Assessment for Maths: P2 (66% of target group) 50% made significant progress.

P3 (50% of target group) Almost all made good progress.

P4 (83% of target group) Almost all made good progress.

P5 (83% of target group) Almost all made some progress.

P6 (57% of target group) Almost all made some progress.

P7 (100% of target group) Majority made some progress.

Baseline assessment for HWB: Average scores: Safe: 89.15%; Healthy: 80.30%; Achieving: 84.3%; Nurture: 81.65%; Active: 88.75%; Respected: 77.8%; Responsible: 87.20%; Included: 91.99% (This is Me! Tracker)

Priority 2:

Almost all learners identified the sandpit as a developed area of the playground where they learned to be kind and share the resources. A few identified the up and over bars, the bikes, and games. (Pupil Feedback Sheets) The development of the playground has reduced behaviours, resulting in less time spent in the classroom sorting out issues (Staff views). The majority of learners impacted by poverty found the sensory aspects of the sandpit helpful. This also benefitted all learners.

Priority 3:

Almost all learners expressed an interest and enjoyment in learning through STEM. Learners listed STEM activities they had participated in. MS - it is related to the world of work; MY - it is about taking part; AC - it is about designing; HK - it is tinkering. (Pupil Feedback Sheets)

Costs of school day:

Positive impact of swimming lessons benefitted 46% learners who never went swimming before these lessons or only attended swimming 1-2 times a year (usually holidays). Almost all of these learners are impacted by poverty. All learners identified swimming as an essential skill that could save their life and were aware of water sources in the local area that could present danger. (Pupil Feedback)

Next steps: Further analysis of the profile of the school in relation to the additional 6 categories and identifying the attainment gap within this. Continue with interventions to close the attainment gap and upskilling support staff to implement some of these.

Section 3: Summary of Impact of Annual Improvement Plan Priorities (Submission June 2024)

Cluster Priority (Long Term Outcome): USING A MODEL OF STAGED INTERVENTION, SUPPORT LEARNERS WHO ARE STRUGGLING TO INCREASE THEIR ATTENDANCE AT SCHOOL THROUGH COLLABORATION WITH THE CLUSTER WELLBEING TEAM AND THIRD SECTOR COLLEAGUES.	
(Please insert the relevant information below)	
NIF Priority: 1	NIF Driver: 2, 6
NLC Priority: 1, 2	QI: 2.7, 3.1
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
RATIONALE:	
OUTCOMES:	
EXPECTED IMPACT:	
<p>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?)</p> <p>1 referral to Cluster Planning for Wellbeing resulting in Hope for Autism input for 1 family. Impact - parents supported the school's bespoke transition planning for P7 child transitioning to secondary provision.</p> <p>1 referral to Teen-talk resulting in 1 pupil having someone outwith family to talk to. Parent noted child was less anxious.</p> <p>Shared The Miracle Foundation input from partnership school giving a group of 4 pupils access to mental wellbeing support and resilience building. All pupils enjoyed the opportunity to work with pupils from their partnership school. All pupils could talk about what they had learned. 2 parents noted their child was more confident because of this experience. Outcome Star data not available until new session.</p> <p>Next Steps: (What are we going to do now?) Continue to support learners through staged intervention process and if/when required, access support from Cluster Wellbeing Team. Continue to track and support pupil.</p>	
Priority 1 (Long Term Outcome): INCREASE ATTAINMENT AT P3 LEVEL THROUGH PEDAGOGY, ASSESSMENT & INTERVENTIONS TO CLOSE THE GAP (INCLUDING POVERTY) IN NUMERACY & WRITING PREPARING ACHIEVE FIRST LEVEL IN PRIMARY 4.	
(Please insert the relevant information below)	
NIF Priority: 1, 2, 3, 5	NIF Driver: 1, 2,
NLC Priority: 3	QI: 1.3, 1.5, 2.4, 3.1
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
RATIONALE:	
OUTCOMES:	
EXPECTED IMPACT:	
<p>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?)</p> <p>Informal visits to classroom, and a sharing good practice session shows the input from the Numeracy Team has increased active learning across all classrooms. Staff are beginning to reflect on using the model of Concrete, Pictorial and Abstract. The baseline was a MALT assessment, then reassessment. This identified that the majority of P3 pupils showed improved in math skills assessed through MALT. 40% of these learners had an intervention using Number Box. There was an improvement of between 4 and 13 months in number knowledge. In Writing, 50% of pupils are on track to achieve first level in Primary 4. Planning for writing helped with writing structure, but there was no significant improvement in the outcome. 90% of this target group are in SIMD 3. 10% in SIMD 7. Poverty is not a factor in these results.</p> <p>Next Steps: (What are we going to do now?) Continue to target this year group until achievement of a level in P4.</p>	

Priority 2 (Long Term Outcome): <i>THROUGH INCLUSIVE APPROACHES, SUPPORT 26% OF LEARNERS TO FEEL SAFE AND READY TO LEARN, REDUCING TIME SPENT OUT OF THE CLASSROOM.</i>	
(Please insert the relevant information below)	
NIF Priority: 1, 2, 3, 5	NIF Driver: 1, 2,
NLC Priority: 3	QI: 1.3, 1.5, 2.4, 3.1
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
RATIONALE:	
OUTCOMES:	
EXPECTED IMPACT:	
<p>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?)</p> <p><i>As a result of knowledge of nurture, staff development on Relational Practice and a Staff Working Party looking at 'When the Adults Change', most staff have the confidence to give learners experiencing dysregulation space and time to calm, talking only when the learner is ready to reflect. Almost all learners feel safe and ready to learn. (Staff observations) 93% of learners say they feel safe. (This is Me!) Through short-focused conversations the learner can return to learning. Towards the final term, only 8% required time out of the classroom. Using Rights Respecting language provides a narrative to discuss behaviours and actions. Most learners identified relationships as being very good and that nurture is good identifying resources and space available in each classroom. They know who they can speak to.</i></p> <p>Next Steps: (What are we going to do now?)</p> <p><i>Continue to build relationships to ensure greater consistency across the stages of learners. The focus needs to remain on relationships and not a list of actions to be taken.</i></p>	
Priority 3 (Long Term Outcome): <i>CONTINUE TO DEVELOP STEM, ENTERPRISE, AND DIGITAL SKILLS ACROSS THE CURRICULUM, BY INCREASING LEARNER VOICE/PARTICIPATION IN THE LIFE OF THE SCHOOL. A REFERESHED CURRICULUM RATIONALE WILL BE CREATED AND REVIEWED BY ALL STAKEHOLDERS.</i>	
(Please insert the relevant information below)	
NIF Priority: 4	NIF Driver: 4
NLC Priority: 4	QI: 2.3, 3.3
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
RATIONALE:	
OUTCOMES:	
EXPECTED IMPACT:	
<p>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?)</p> <p><i>Almost all learners can talk about their rights due to learning through assemblies, use of the class charter, and class lessons. All teachers recognise there is a greater need to model use of rights-based language and increase reference to the Classroom Charter on a regular basis.</i></p> <p><i>As a result of focusing on pupil voice and learner participation, COGS (Changing Our Growing School) were established to focus on Rights, Sustainability, Sports, and Kindness. The majority of learners agree they are consulted and have the opportunity to share their ideas. The Sports Cogs agree they can contribute to the purchasing of resources. All learners agree they have a good understanding of sustainability and have been involved in Sustainable projects</i></p> <p><i>Stem learning opportunities are planned for regularly across the school often linked to outdoor learning, play and local businesses. Almost all learners from P3-7 can name the subjects in stem. Careers in Stem have been highlighted through World at Work events leading to Senior learners beginning to identify careers in Stem. All learners experience working on the design process in Engineering and most could apply this to tinkering activities. All learners participated in an Enterprise project using the Business focus, aiming to make a profit.</i></p>	

All learners continue to work on identifying skills across learning using Kilsyth Academy Skills as a template, with the majority of learners able to recognise these.

Digital skills have not progressed due to connectivity issues. I pads work intermittently making them an unreliable resource although almost all learners believe their learning is supporting their digital literacy skills.

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

Continue to develop a rights-based approach in learning and across learners' voice groups (COGS). STEM has been well-resourced and good links made with a local business. Along with World at Work, continue to implement across the curriculum. Skills-based learning needs to be more focused in Expressive Arts, but this can be addressed through planning. Continue to seek a solution to getting a reliable connection to enable ipads and laptops. Staff have identified gaps in their own learning and these will be addressed.

Nursery Priority (Long Term Outcome): BY MAY 2024, ONLINE LEARNING JOURNALS WILL BE AN ACCURATE AND EFFECTIVE TRACKING TOOL RECORDING THE TOTALITY OF THE CURRICULUM EXPERIENCED AND THE CHILD'S LEVEL OF SUCCESS AND SUPPORT.

(Please insert the relevant information below)

NIF Priority: 3

NIF Driver: 2, 4

NLC Priority: 2

QI: 3.1, 3.2

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

RATIONALE:

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?)

Online Learning Journals have been used consistently to record observation and stories averaging a post 1-2 times per week linking to experiences and outcomes. Families had the opportunity to provide feedback and share learning from home. A minority of families participated. Other experiences and outcomes covered were recorded on plans and evaluations but not transferred to individual learning journals therefore the totality of the curriculum experienced was not achieved. There had been plans for Early Years Officer to work with the team on planning collaboratively with a view to linking with the Learning Journals but staffing changes prevented this. We introduced tracking across Early Level for Literacy and Numeracy which provided some evidence of progress. We changed our focus to family engagement to shape the nursery outdoor learning and garden area. As a result of getting the Quality Improvement Fund (£850) we have grown fruit and veg, then cooked with them. All families engaged with this project, working alongside their children. This continues to be driven by parental interest.

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

Continue to build on parental involvement and extend it to Forest Schools. As we have a new Team in the nursery, time must be spent building relationships with children and families, staff, ensuring nurturing approaches, health and safety (routines, Simoa, administration medicines etc and ongoing self-evaluation.

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.

For establishments with Early Year's Provision, please include feedback in relation to EY within each submission.

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change		JUNE 2024
Developing a shared vision, values and aims relevant to the school and its community	Strategic planning for continuous improvement	Implementing improvement and change
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.		
NIF Priority: 1		
NIF Driver: 1, 5		
UNCRC:		
RECR (if appropriate):		
Linked SIP/PEF Priority (if applicable): Priority 1, Priority 2		
How well are you doing? What's working well for your learners?		
<ul style="list-style-type: none">Vision and values known by learners as used for all Assemblies. Vision and values referred to throughout daily practice and during parent events. School and Nursery Improvement Plan based on self-evaluation with QIs tracked.Learner views are sought regularly through assemblies and pupil voice groups.		
How do you know? What evidence do you have of positive impact on learners?		
<ul style="list-style-type: none">Knowledge and understanding of Vision and Values give a sense of community.Strategic plans on whole school improvement are implemented and reviewed. Change is managed well.Learners, Staff, Parents feel listened to.		
What are you going to do now? What are your improvement priorities in this area?		
<ul style="list-style-type: none">Continue to review and involve all stakeholders in reviewing our performance.Ensure evidence is robust		

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

QI 2.3 Learning, teaching and assessment			JUNE 24
Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.			
NIF Priority: 5			
NIF Driver: 4			
UNCRC:			
RECR (if appropriate):			
Linked SIP/PEF Priority (if applicable): 1			
How well are you doing? What's working well for your learners?			
<ul style="list-style-type: none"> • All learners have access to quality resources and spaces for learning. • Nurturing environment provided with adaptations to meet learners' needs. • Learners' achievements in and out of school are celebrated and linked to the 4 capacities, skills for life and work. • Learners are involved in the life of the school and community. • Almost all learners are engaged during lessons with teacher-involvement. • Almost all learners' needs are met most time. • Regular feedback is given to learners and most learners respond to this. • Clear explanations and questioning to support learning. • Formative and summative assessment enable planning for learning. • Tracking learners identifies progress required and made. • Almost all Nursery Learners experience variety in learning, that is self-direction and make good progress. 			
How do you know? What evidence do you have of positive impact on learners?			
<ul style="list-style-type: none"> • Quality Outdoor Learning focus days (planning, photos, pupil voice) • Nurture area, timetabled ASNA support, Staff training (timetable/training, pupil voice) • Display, Assemblies, learner dialogue (Display, tracker) • Leadership Roles, Committees (Minutes/Assemblies) • Professional dialogue and learner conversations • Learner consultation - The majority of pupils agree they get helpful feedback. 20% of children said they don't really look at feedback. Almost 90 % all children felt they are given the opportunity to make informed choices about their learning. Almost all children feel that they are given enough challenge. 10% of children would like to be given more challenging work. • Staff training from Numeracy Team shows impact in teacher practice. • 100 % of parents in the nursery felt that education and nurture care is good within the nursery environment. 			
What are you going to do now? What are your improvement priorities in this area?			
<ul style="list-style-type: none"> • Improve consistency of high-quality feedback learners receive. • Increase opportunity for all learners to be involved in planning and lead aspects of their learning, using experiences of ELC Team. (Learning experiences are satisfactory as identified by our young people. Almost all pupils 90% identified areas of learning which they would like to focus on and identified they did not do enough Art, Music, Drama and Food Technology.) • Continue to build on pedagogical approaches to numeracy through peer obs. 			

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

QI 3.1 Ensuring wellbeing, equality and inclusion JUNE 2024		
Wellbeing	Fulfilment of statutory duties	Inclusion and equality
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.		
NIF Priority: 1, 2 (Rights and Needs of the child first/Improvements in HWB)		
NIF Driver: 1, 2 (School and ELC Leadership/Teacher and Practitioner Professionalism)		
UNCRC: 3, 12, 29, 42		
RECR (if appropriate):		
Linked SIP/PEF Priority (if applicable): 1		
How well are you doing? What's working well for your learners?		
<ul style="list-style-type: none"> All staff understand their role and responsibility in supporting learners' health and wellbeing. Teaching staff and ELC Practitioners take account of local and national documents and guidance. All staff ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included. We help learners understand these rights through Assemblies. The majority of learners with good self-regulation, show consideration for others and demonstrate positive behaviour and relationships. All staff work hard to ensure there is an ethos and culture of inclusion with positive relationships across the whole learning community. We are providing wider opportunities to listen to and involve learners in making decisions about their wellbeing. As a school and nursery we celebrate diversity through Rights, Assemblies, focus days and resources. Relationships across the school and nursery are positive, encouraging and respectful. All staff have a strong pastoral role with our learners, are aware of equity and work hard to ensure all learners have what they need. Learners are supported as individuals with unique characteristics ensuring HWB needs are met to allow best success at attainment and achievement. Learners with additional support needs have individual targets through Gifme plans. These are reviewed regularly with the learner and family. The majority of learners recognise that some learners need extra or different support to help them achieve. Almost all learners are included almost all of the time. 		
How do you know? What evidence do you have of positive impact on learners?		
<ul style="list-style-type: none"> Observations of interactions between staff and learners. Children will seek their safe space and toys in the nursery without prompting. Use of safe spaces and resources used for learners to calm and self-regulate. Personalised support responsive to needs of a family in the process of bereavement. Parent feedback. The majority of pupils feel our school is welcoming and inclusive. 90% feel a sense of belonging. (HWB Trackers/Consultation) Most of our children agree that staff set high expectations for behaviours and that everyone shows kindness and respect. Most of our children agree that the school deals with negative behaviours. The learners know what these are. All learners agree that they have an identified trusted adult that they can go to for help and advice. 		
What are you going to do now? What are your improvement priorities in this area?		
<ul style="list-style-type: none"> Refresh and improve staff knowledge and understanding of GIRFEC processes, through assessment identify protective factors and adversities. Plan to remove barriers and improve outcomes. Continue to promote learner and parent voice and participation of learners, particularly about the curriculum and how we ensure it is designed to develop and promote equality and diversity. 		

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

QI 3.2 Raising attainment and achievement		JUNE 2024																					
Attainment in literacy and numeracy	Attainment over time	Overall quality of learners' achievement	Equity for all learners																				
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.																							
NIF Priority: 5																							
NIF Driver: 6																							
UNCRC:																							
RECR (if appropriate):																							
Linked SIP/PEF Priority (if applicable): 1																							
How well are you doing? What's working well for your learners?																							
<ul style="list-style-type: none"> Assessment identified gaps in learning. Malt and SWST confirmed teacher judgement around groupings. Learners not on track identified. Groups targeted with intervention ranging from Phonics, Reading, Numeracy. Almost all learners making progress at their own level. Continuing focus on Literacy, Numeracy, HWB. Attendance is monitored. Self-Evaluation against standards. CAT provided 0.2 input from March - June 24. PEF money used to keep interventions going and complete assessments. Input to develop pedagogy in numeracy. 																							
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<table border="0"> <thead> <tr> <th>Dec 23</th> <th>June 24</th> </tr> </thead> <tbody> <tr> <td>67% on track in Numeracy</td> <td>65.2% on track</td> </tr> <tr> <td>74% on track in Reading</td> <td>58.6% on track</td> </tr> <tr> <td>89% on track in Talking and Listening</td> <td>80.4% on track</td> </tr> <tr> <td>67% on track in Writing</td> <td>54.3% on track</td> </tr> <tr> <td colspan="2">Drop due to P1 learners initially marked as being on track.</td> </tr> <tr> <td colspan="2">SNSA results are more favourable than professional judgement.</td> </tr> <tr> <td colspan="2">Pre & Post Assessment show progress in months but not significant enough to close the attainment gap or improve acel data.</td> </tr> <tr> <td colspan="2">Learners recognising improvement in learning raising self-esteem.</td> </tr> <tr> <td colspan="2">Learners transferring skills into sustainable work and supporting the community.</td> </tr> </tbody> </table>				Dec 23	June 24	67% on track in Numeracy	65.2% on track	74% on track in Reading	58.6% on track	89% on track in Talking and Listening	80.4% on track	67% on track in Writing	54.3% on track	Drop due to P1 learners initially marked as being on track.		SNSA results are more favourable than professional judgement.		Pre & Post Assessment show progress in months but not significant enough to close the attainment gap or improve acel data.		Learners recognising improvement in learning raising self-esteem.		Learners transferring skills into sustainable work and supporting the community.	
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What are you going to do now? What are your improvement priorities in this area?																							
<ul style="list-style-type: none"> Continue to support staff to evidence attainment through effective use of assessments, shared understanding of the standards, participating in cluster moderation. Continue to focus on pedagogy and pace of learning, raising standards and expectations. 																							

Section 5: NIF Quality Indicators: Summary (Submission June 2024)

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	3	
2.3 Learning, teaching and assessment	3	
3.1 Ensuring wellbeing, equity & inclusion	4	
3.2 Raising attainment and achievement	3	

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: Attainment in Literacy will increase by 20% across P 2-7 by June 2025.

Priority 2: Continue to develop a shared language & understanding of nurture-based approaches resulting in all learners experiencing greater consistency by June 2025.

For establishments with EY establishments

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	Nursery self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	3	
2.3 Learning, teaching and assessment	3	
3.1 Ensuring wellbeing, equity and inclusion	4	
3.2 Securing Children's Progress	4	

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).

Develop a new staff team and review current practices to enable respectful nurturing relationships with all children and families in a safe, welcoming environment by June 2025.