Driving Equity and Excellence

Improvement Report

Session 2022-23

School:	Chryston Primary School
Cluster:	Chryston High School
PEF Allocation	£61,250

Section 1: Establishment Details

School Improvement Report
Context of the school:
This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school roll etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.

Chryston Primary is a non-denominational School located on Lindsaybeg Road in Chryston, North Lanarkshire. The school roll is 370 pupils in total and the school roll has been on a steady incline over the past few years because of increased housing in the catchment area. The senior leadership team consists of Headteacher, Acting Depute Headteacher and a Principal teacher.

Staffing for 2022/2023 is 17.41 FTE core teaching staff and Pupil Equity Fund (PEF) has supported an additional 2x FTE teachers (buy one get one free). There are 14 classes in total, 6 of which are housed within modular accommodation in the playground to accommodate rising roll in advance of the new school which is scheduled for completion by August 2023.

SIMD categories 1 and 2 account for 1% of children residing in these lower deciles and 42% reside in SIMD 3 and 4. Therefore, the school has been awarded £61,250 from the Scottish Government 'Pupil Equity Fund'. There is a carry forward of £9,716. Strategic plans to close the poverty related attainment gap have included the procurement of two additional teachers (one paid for through PEF funding and one additional allocated from NLC)

The majority of our pupils live locally in Chryston/Muirhead area, with 52 children who travel to school by bus from Mount Ellen/Stepps.

11% of our pupils have free school meal entitlement and 12% access clothing grant. 2% of our pupils are care experienced.   We have double stream classes across the school from P1-7 except 1 composite class at P2/3. We have a classroom assistant and Learning Assistants with the following hours 1x 27.5 hrs, 1x 25 hours, 1x 22.5 hours and 1x 15 hrs.

Improvements in attendance since last year are remaining consistent and are now above local authority target at 93.9% overall attendance. This is despite an increase in absence due to COVID anxiety. This has increased from 2021/2022 average of 92.7%

Factors affecting progress -

- Change in Leadership team over the past 2 years
- Limited space within the school environment restricts capacity to deliver some targeted interventions.

 Achieving excellence and equity are central to the school vision and improvement agenda. Staff have high expectations of all learners. The vision of the school is ambitious and focuses on improvements in outcomes for all. The school values of kindness, respect and hard work are regularly celebrated and are central to the ethos of the school. We are in the process of reviewing these following the appointment of a permanent HT in February 2023. The school has recently engaged in an HMI inspection which verified satisfactory progress in 2.3 and 3.2. There is a clear improvement plan for session 23/24.

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

Though analysis of attendance data nationally, locally and at school level, cluster schools have identified the need to improve attendance across almost all cluster schools in line with NLC target of 95%.
In Chryston Primary overall attendance is 93.9%, a 1.2% increase from last term, and above current NLC average. However, attendance is low for particular children in receipt of free school meals. Attendance data at November 2022 highlights particular concern at P1 as the FME attendance is 83.8 % and P5 as the FME attendance is 83.6. Strategies to improve attendance include formal letters to parents/carers, support meeting with HT, monthly/weekly/daily attendance monitoring, Team around the child meetings, health and wellbeing assessments including Outcome Stars and interventions to remove barriers to attendance participation and engagement. Chryston Primary has had 1 exclusion in October 2022. Exclusions are only required as a last resort following significant support, interventions and restorative strategies embedded within school ethos and culture.

Details of consultation: Pupils/Parents/carers/staff/stakeholders
August to February 2023
As part of priority 2, staff have been consulted on their views and confidence in the learning, teaching, and assessment of writing. Pre-assessment evidence to be used to inform CLPL (Continuous Lifelong Professional Learning) and pedagogical change.
As part of priority 1 to improve engagement, parents have been consulted on several issues this term. Homework parent consultations 25.4% returned views to support wider consultation on revised rationale homework strategy.
Staff and parents were consulted on significant plans for Pupil Equity Funding. This was used to inform strategic interventions to close the poverty related attainment gap.
Parents and pupils were consulted to support the school to plan and facilitate after school clubs – supporting the wider achievements of children across the school.

February 23 – June 23
All stakeholders have had a number of opportunities to consult upon improvement priorities, progress of the school and our VVA refresh. There has been a focused effort on engaging with the school community and partners to impact positively on the children's learning and experiences. Consultation has been through:
- Meet the HT sessions Feb 23
- Pupil consultation HT Feb 23
- Parent's night VVA refresh March 23
- Parent's night improvement priorities consultation March 23
- HMI partners questionnaires and meetings April 23
- Pupil focus groups and questionnaires HMI April 23
- End of year feedback consultation June 23

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

Equity Plan
Please write a brief summary 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?

It was recognised by HMI, that most staff have a good understanding of the socio-economic background of the children. Interventions have been introduced as result of PEF however these interventions need to be tracked and monitored.

Current PEF Interventions:

- Buy one get one free teacher to target literacy and HWB support – data indicated that literacy intervention are having a positive impact on children's attainment in SIMD 3 & 4. Almost all pupils, in SIMD 3 & 4, that are in intervention groups are making progress.
- Achieve More HWB support – Children in SIMD 3 & 4 engage in groupwork with achieve more however this intervention has not bene appropriately tracked through gathering qualitative or quantitative data.

Barnardos targeted family support – Our Barnardos worker has worked with 10 families this session with the majority of these children being in SIMD 3 & 4. Almost all of the families that have worked with Lesley have reported improvements in wellbeing measured by the outcome star.

Next steps:

Monitor and gather robust evidence about the impact of interventions on children's attainments.

We will analyse the progress we are making in closing the poverty related attainment gap through robust tracking of data.

Section 3: Summary of Impact of Annual Improvement Plan Priorities

Cluster Priority(Long Term Outcome): To improve attainment through supporting attendance in school

(Please insert the relevant information below)

NIF Priority: 1.3	NIF Driver:3
NLC Priority:1.2.3	QI: 2.4, 3.1, 3.2

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

RATIONALE: NLC target improvement in attendance with a target of 94.6% across the authority. All clusters were asked to support this. Chryston cluster recognises that absence through parental holidays is an issue in some schools within the cluster.

OUTCOMES:
Increase attendance
Increased engagement with families

EXPECTED IMPACT: Improvement in attendance data across the cluster.

Summary of Progress and Impact:

Discussions on this issue have taken place and agreement to have a while cluster focus to attendance with CHS leading social media, which primary schools will then forward messages in the hope that families understand that it is not just in secondary school that attendance matters.

Aileen Mullen from CHS has done some research in to this. Due to the absence of the HT and her increased duties she has not had the opportunity to discuss this fully with the cluster.

The cluster recognises the changing staff within the leadership of the cluster with Chryston PS, Auchinloch PS and CHS having a new head teacher and the coming changes within Stepps PS. We recognise that though this has had some impact on the cluster priority, the working relationships across the cluster and the support for each other across the cluster has remained strong.

Cluster support staff across the cluster has been very limited. Early in the year both of our assigned CRT were removed from the cluster for cover elsewhere in the authority, one of our CST has been on a long-term absence. This has meant that there have been two cluster support staff across all schools. We feel that this resource is being used to maximum impact but cannot support in the way a fully staffed team should be. This has impacted support across all schools.

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

Attendance continues to be a concern across the authority with holiday absence a concern within our cluster. This will continue to be a priority.

As a cluster, we will revisit moderation in writing. This was intended this year but the removal of the inset day in February made this impossible.

The third area that we will review and improve is that of transitions, especially the primary/secondary transition with reintroduction of a transition from primary six. This used to happen pre covid and all primary staff recognise the benefit that this transition had.

Priority 1 (Long Term Outcome): To improve the health and wellbeing of pupils through increased engagement by May 2023 as evidenced in attendance and wellbeing data

(Please insert the relevant information below)

NIF Priority: 1.2	**NIF Driver:1, 3, 5, 6,**
NLC Priority:2	**QI: 1.3, 3.1**

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.
Achieve More
Barnardos
PEF buy one get one free

- **RATIONALE:** Analysis of attendance information shows 90% attendance in 2021/2022 at Primary 3 level (this year's P4).
- Staff Self-evaluation demonstrated reduced scores in ensuring wellbeing, equality and inclusion (3.1)
- After two years of very rigid routines due to Covid, increased opportunities for pupil leadership, personalisation and choice, personal achievement, and pupil voice are key areas to increase pupil wellbeing. Across the Family Group, all schools report that pupil wellbeing and engagement has been affected over the past few years.
- Opportunities for autonomy and leadership have been restricted over the past few years due to Covid. Pupil voice discussions highlight the need to increase leadership opportunities throughout the school.

OUTCOMES:
-increased levels of pupil participation in pupil leadership opportunities
-Increased pupil leadership opportunities
-improvement in pupil wellbeing

EXPECTED IMPACT: Improved wellbeing and engagement in school.

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)
- Overall, children's attendance has improved this session with almost all pupil's level of attendance at 90% or higher.
- Rights knights group has been introduced as a pupil leadership group. We have applied for our bronze award for RRS. This has offered a minority of pupils a leadership opportunity.
- In May, children have been introduced to opportunities such as DLOLS, play leaders, House Captains, Sports leaders and lunch helpers. This will increase the opportunities for pupils to engage in.
- Monthly attendance monitoring has been reintroduced which has ensured children and families are supported with attendance in a timely fashion.
- Wider achievement celebrations have been introduced at weekly assemblies and celebrated on our twitter platform which has impacted positively on the ethos of the school with children reporting that they enjoy this part of assembly.
- Two staff meetings lead by Hope for Autism which increased staff's knowledge of ASD however time needs to be invested in further CLPL in supporting children with additional needs.
- Emotion works and Healthy schools lessons in class – this has had limited impact as staff require further CLPL in implementing the resource. Further work is needed to develop a consistent approach in implementing Emotions works.
- Acting DHT trained in Outcome stars which has provided a more consistent approach to measuring where support is required and the impact of interventions. This now needs to be consistently applied.
- Nurture area established – Staff member identified to lead – off on long term absence

- Barnardos worker working with identified pupils.

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

There is a need to improve children's HWB through engaging all children better in school. Increasing opportunities for children to participate in the life of the school will be a priority.

- Creating nurture classroom area in new school
- 2 teachers trained in Forest Schools to start in new session
- Develop the use of Emotions Work to teach children a language about emotions
- Use Boxalls for targeted interventions for specific pupils
- 4 members of staff to be trained in story massage
- Begin journey for Sports Scotland award
- Increase wellbeing opportunities through a variety of sports and wellbeing activities (grant applied for to support this)
- Develop food in the curriculum and maximise cooking hub in new build
- New staged intervention process being introduced in August which will ensure consistency in approach to Girfmes and ensure that these are regularly reviewed therefore meeting the needs of the children.

Priority 2 (Long Term Outcome): Attainment in writing will increase overall from 67% to 76% by May 2023, as evidenced in teacher professional judgement data from P1

(Please insert the relevant information below)

NIF Priority: 3, 5,	NIF Driver:2, 4
NLC Priority:1, 2, 5	QI: 2:2, 3:2 & 2.3

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.
Buy one get one free teacher
Targeted interventions

RATIONALE: Analysis of ACEL data indicates that pupil attainment levels in writing, across the school, are below expected averages for the specific school context. Across the school, 64% of our pupils reaching expected levels, compared to 70% (Nationally) and 71% (LA). The gap is the greatest at P2, P3 and P4 with 52% of our pupils in P2 reaching expected levels, 44% of our pupils in P3 reaching expected levels and 38% of our pupils in P4 reaching expected levels.

OUTCOMES: increased attainment at target stages

EXPECTED IMPACT:
Increased staff confidence in teaching writing
Increased attainment for pupils
Consistency of approach to teaching and assessing writing

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

- 4 members of staff attended NLC Active literacy courses.
- DHT attended NLC Active literacy and quality assurance CLPL course.
- 3 members of staff (P2, 5 and 7) currently working to develop a shared approach to taught writing which is being trialled in certain stages. This team feedback to staff regarding this during a CLPL meeting.
- Literacy consultation paperwork has been implemented into forward planning. This is being used to begin to collate all of the information surrounding a child.
- In February tracking:

P4 - 57% on track for achieving writing
P5 – 68% on track for achieving writing
P6 – 63% on track to achieve writing
P7 – 58% on track to achieve writing

In June tracking

62% of pupils on track *(or beyond)* to attain level in Writing – this is has demonstrated an increase in attainment across all target stages. All teachers have reported that they have more confidence in teaching writing and have found the team teaching opportunities particularly having a positive impact in raising attainment and achievement of pupil's writing.

Writing			
Not on Track	In-consistent	On Track	Requires Challenge
1	7	36	0
2%	16%	82%	0%
4	15	28	13
7%	25%	47%	22%
4	12	17	8
10%	29%	41%	20%
17	8	29	2
30%	14%	52%	4%
9	18	20	4
18%	35%	39%	8%
10	12	33	3
17%	21%	57%	5%
6	19	24	10
10%	32%	41%	17%
51	91	187	40
14%	25%	51%	11%

62% of pupils on track *(or beyond)* to attain level in Writing

Next Steps: (What are we going to do now?)
- Dedicated time in WTA for staff to work collegiately to engage in CLPL and professional dialogue around writing.
- Assessment framework will be introduced to ensure consistency in approach to assessment of writing
- Tracking meetings will be introduced to ensure attainment in closely monitored and that there are opportunities for professional dialogue around attainment and possible interventions to overcome barriers to learning.
- SLT to support taught writing across the school – all classes doing taught writing at the same time
- Moderation opportunities across the school focusing on writing
- Cluster moderation opportunities focusing on writing and achievement of a level

Section 4: Key strengths/successes linked to Quality Indicator

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

Using the information gathered during through ongoing self-evaluation processes, including discussions in attainment trios, please outline briefly key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.) When making specific reference to a NIF driver please highlight this is bold for example:

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change		
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:
  ➢ Closing the attainment gap between the most and least disadvantaged children and young people.
  ➢ Improvement in children and young people's health and wellbeing.

NIF Driver
  • School leadership.
  • Teacher and practitioner professionalism.
  • Performance information.

UNCRC: 28   42

RECR (if appropriate)

Linked SIP/PEF Priority: 1

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

School Leadership
  • New leadership within the school has established strategic remits to support school improvements. Parents, staff, and children report that they feel supported as partners within the school. 2 children in the school are accessing school-based counselling to support engagement and wellbeing.
  • Consultation using dialogue and digital forms show that most staff engage in the process and understand the rationale behind the improvement cycle and pupil equity fund expenditure.
  • Almost all staff have a good understanding of the context and particular issues related to engagement and attendance. Clear rationale for improvement, equitable approaches, partnership working, and monitoring of interventions is leading to the support of target groups of learners across the schools. Outcome Star assessment is being used for intensive level support.
  • Short term impact is highlighting increasing engagement and attendance in the majority of learners. with long term impacts projected to be more successful and sustainable.
  • A minority of teachers are engaging in leadership opportunities. The few examples of this are impacting positively on children's experiences (Red Nose Day, Closing Ceremony Show, Sports Day).
  • All teaching and support staff have had regular opportunities since February to engage in self evaluation about the school's strengths and areas for development.
  • A robust quality assurance calendar has been developed for session 23/24 which includes regular opportunities for self evaluation throughout the session.

Teacher Professionalism
  • All teachers have participated in CLPL to support autistic learners and the majority of staff questionnaires report increased confidence and understanding of ASD and its impact on learners in the class and wider school environment.

- All teachers have engaged in updated PRD process using revised GTCS standards. Self-evaluation highlights that most staff have high expectations for learners within the school and are beginning to engage in data analysis to support their understanding of the school's socio-economic context. Almost all children and staff are beginning to develop an awareness of UNCRC. The school is currently working towards bronze accreditation and children's rights are a central part of school assemblies and celebrations.

Parental Engagement
- Dialogue with parents established that there were barriers to parental engagement and partnerships across the school. As a result of Covid and proposals for a MELM in Chryston, both parents and staff reported fractures in terms of relationships and partnerships. All teachers participated in a Meet the Teacher evening to support parents with classroom routines, expectations, and aspirations for the term. 63% of children were represented at this event and feedback from parents was positive. A termly learning newsletter for parents was established to improve communication and enable parents to support learning at home.
- Parents were consulted on new homework strategy and a face-to-face session was offered to enable parents to share their views. Although attendance at this was low, 26% of parents returned a digital consultation. 73% of parents who completed the survey agreed that children should be set regular homework tasks to support learning. 47% of parents supported the continued use of digital platform to access homework.
- Barnardo's support worker supports 9 families in the school through therapeutic interventions such as LIAM and Lego therapy activities.
- Achieve More Sports coaches are supporting target children (18%) to improve engagement and build resilience.

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

- Almost all class visits highlight that children and staff have an awareness of UNCRC – Each class has a representative "Rights Knights" Leader
- Parental engagement has increased across the school with positive feedback from parents and carers.
- Attendance strategies supporting improvements in attendance Increase in overall attendance from 92.7% - 93.9%.
- All parents, staff and children have had the opportunity to engage in consultation about our refresh of the school's Vision, Values and Aims.
- All staff have engaged in self evaluation about the school's strengths and areas for development. All staff have reported that they understand the school's strengths and areas for development and the direction of change that we are moving in as a school.

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

- Establish GMWP to support teacher judgment of Health and wellbeing
- Implement Outcome Star with target group of intensive level learners- collect, interpret data and support as required
- Introduce after school learning experiences to ensure equitable opportunities across the school
- Facilitate a parent workshop on supporting and understanding Autistic Spectrum Disorder in partnership with Hope for Autism
- Submit application for bronze RRSA award to include Silver action plan.
- Implement robust QA calendar for session 23/24
- Ensure all staff have clear understanding of WTA
- Launch Vision, Values and Aims
- Introduce Values awards
- Implement parental workshops about school improvement
- Develop leadership at all levels

- Increase opportunities for self-evaluation throughout the year focusing on school improvement using the QIs

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

QI 2.3 Learning, teaching and assessment

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:
- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver: Teacher Professionalism   Performance Information   Assessment of Children's Learning

UNCRC: Article 28 (right to education)   Article 29 (goals of education)   article 3 (best interests of the child)

RECR (if appropriate)

Linked SIP/PEF Priority: 2 improved attainment with particular focus on writing

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

Relationships across the school are positive and almost all teachers use their classroom environment effectively to support and enrich children's learning. We are currently working with stakeholders to relaunch the school's vision, values and aims to ensure it reflects our current context.

Most children experience appropriately challenging and enjoyable learning experiences that match their needs and interests.

Identified children benefit from access to a bespoke nurture area which they can access to help them to regulate their emotions, de-escalate and engage more fully in learning.

Staff are beginning to use digital technology and strategies to support and enhance learning and engage learners.

In all classes, learning intentions are used to develop children's understanding about what they are learning. In the majority of classes, success criteria are used effectively to support children to reflect on how they can be successful in their learning and to plan next steps.

Almost all children can confidently engage in discussions about their learning and most children can identify their next steps in learning, particularly in literacy.

In most classes, explanations and instructions are clear which ensures that children are confident in approaching learning tasks.

In most classes, feedback is used effectively to support continuous improvement. In most classes, teachers are beginning to use questions effectively to promote higher order thinking skills.

All teachers use assessment and tracking information to show progress and to inform planning for next steps/progression.

CLPL is used to develop staff's pedagogical practice, to improve the quality of children's learning experiences and subsequently improve outcomes for learners.

Collegiate planning is developing staff's understanding of experiences and outcomes and benchmarks.   This ensures that learning experiences, assessments and expectations are moderated.

Progressive planners are used to ensure learners benefit from progressive learning experiences.

We have bespoke arrangements in place, where required, to be flexible and to support young people's needs through the curriculum.

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

The school has made a commitment to the RRS journey and this is impacting positively on the learning environment. (Towards Bronze)

All classes have a class charter which is created at the beginning of the year.

In the majority classes, learning visits, learning conversations and jotter sampling evidences that children are appropriately challenged and experience enjoyable learning experiences.

Two learners are now able to access and engage more fully in learning experiences in their class as a result of having this space to regulate their emotions and improve their resilience.

In most classes, classroom displays reflect an appropriate balance of resources to support learning and children's work.

A range of assessment evidence is gathered to inform planning and track a children's learning journey.

Evidence of use of self and peer assessment strategies to encourage pupils to lead their learning.

Recent classroom observations indicate that in most classes, learners experience timely feedback about their learning which supports them to be successful.

All teachers engage in stage level planning which supports moderation of expectations and experiences for learners.

Identified learners have Girfme plans which identify appropriate targets, strategies and interventions.

Digital technologies are used to support identified children with specific barriers to learning, improving engagement and attainment.

As a result of moderation across stages, planning expectations were adapted and as a result attainment increased.

All children have participated in recent fundraising activities for charity which was led by Primary 7 pupils.

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

Develop a learning, teaching and assessment policy.

Continue to review and develop a curriculum rationale which reflects the context of our school and the range of experiences this offers to the children.

Increase opportunities for pupils to lead learning through personalisation and choice and pupil leadership opportunities.

Opportunities for teachers to engage in CLPL around innovative teaching approaches. For example, in using digital technologies to enhance teaching and learning, developing our approaches to play based learning and increasing opportunities for outdoor learning.

Pupil voice will be a permeating theme of our quality assurance calendar through learning conversations using HGIOURS and pupil voice groups.

The introduction of an assessment framework will support a more holistic overview of children's learning.

Implementation of a robust quality assurance calendar will ensure a relentless focus on high quality teaching and learning linking to the SIP.

Develop a more strategic approach to CLPL linking to the SIP and PRD process.

A WTA will be established which supports opportunities to engage with CLPL and have a clear focus on school improvement.

Continue to develop moderation across the school and begin to engage in opportunities across the cluster to moderate planning, teaching and learning and assessment.

Develop the use of professional learning to increase opportunities to identify and share children's next steps in learning.

Increase engagement in purposeful parent partnerships and stakeholders to improve outcomes for all learners.

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

QI 3.1 Ensuring wellbeing, equality and inclusion

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.

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people

- School leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement

UNCRC: article 2, article 23 article 39

RECR (if appropriate)

Linked SIP/PEF Priority: Priority 1 To improve the health and wellbeing of pupils through increased engagement by May 2023 as evidenced in attendance and wellbeing data

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

Wellbeing
Most children can confidently share and relate to the school values of respect, kindness and hard work, using this to support high expectations. All parents, children and staff have engaged in consultation as part of our Vision, Values and Aims refresh. Our new school values will be launched in time for our school moving to our new building. The majoritystaff are engaging with the emotion works resource and using this to support and enhance learning and dialogue around wellbeing. Almost all staff can effectively develop and promote positive relationships with children and families. Through focussed CLPL sessions with Hope for Autism, almost all teachers report enhanced understanding of Autistic Spectrum Disorder and its impact on learners. This has led to a stronger commitment to communication friendly environments and professional dialogue. Almost all teaching staff demonstrate an understanding of SHANARRI and GIRFEC processes and use this to support planning for individual children. Rights knights have been established to lead the development of UNCRC awareness. This is regularly discussed in school with growing understanding of children's rights amongst children, families and staff.

Fulfilment of statutory duties
All teachers have an awareness of The Promise and are beginning to understand their role within this more fully. Almost all staff engage in GIRFEC procedures but recognise that these should be streamlined more In line with GIRFEC refresh guidance. All staff are developing an understanding of UNCRC and are beginning to incorporate this in planning discussions and learning experiences. This is discussed in assembly weekly and the school are working towards bronze RRSA.

Inclusion and equality
Almost all children are engaged in the life of the school. There are after school learning opportunities to target and support children from all stages. These are well attended and supported by staff.
There are increased opportunities for leadership (particularly at second level). There is a strong focus on the theme of Respect and all staff lead by example in this. This is supporting children to explore conflict or disagreements in a more positive, solution focussed way.
There are effective support strategies and targeted interventions in place to ensure that children are achieving success, regardless of barriers to learning or additional support needs. PEF interventions support children to overcome/remove barriers as a result of poverty.

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

- RRSA leadership group meeting notes/minutes
- Quality assurance of GIRFMe and other assessment/planning frameworks
- PEF evaluations are demonstrating impact on attainment for target children. see checkpoints
- Feedback from GMWP, HMI questionnaires and learning conversations
- Quality assurance of planning, tracking and staged intervention.
- Consultation parents and partners

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

- Develop tracking and monitoring tool to ensure that all children are achieving and included, participating in the life of the school and wider experiences.
- Finalise VVA consultation and launch
- Introduced staged intervention process
- CLPL Girfmes on target setting and support strategies
- Develop partnership with CIL
- Establish nurture area and targeted groups
- Introduce relationships policy
- Review anti bullying policy
- Develop pupil leadership opportunities

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

Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.

NIF Priority:

NIF Driver:

UNCRC:

RECR (if appropriate)

Linked SIP/PEF Priority:

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

- Our data shows positive trends over time with our combined P1,4 and 7 attainment levels remaining consistently above local authority and national averages for the last 5 years, across almost all organisers.
- Last session 2021/22, most pupils reached expected levels in numeracy, reading and writing and almost all reached expected levels in listening and talking.
- Tracking the same cohort of children's attainment in P4 (2019) to P7 (2022), shows that the number of pupils attaining expected levels has increased by 7.8% in Reading, 1.7% in Writing and 21.7% in Numeracy (Value Added).
- A whole school tracking system monitors children's progress in literacy and numeracy, allowing staff to identified progress over time. It facilitates early identification and intervention to support continuing progress. Interventions are tracked to ensure maximum benefits for learners.
- SLT are refining their analysis of data to allow them to track and compare the attainment of specific cohorts of learners; identifying trends and attainment gaps to allow them to intervene appropriately to remove barriers and ensure equity.
- PEF is used to provide targeted support to improve outcomes for identified learners.
- All teachers track children's progress and attainment in literacy and numeracy. This enables them to demonstrate children's progress over time and to plan next steps in learning.
- Most children benefit from opportunities to develop their leadership, DYW and citizenship skills through participation in community events, performances and sporting events.
- Children benefit from a varied extra-curricular offering which allows them to develop personal interests, confidence, expertise.
- We have a strong partnership with our active school team. These wider opportunities are carefully tracked to ensure equity of opportunities for learners.
- Assemblies are used to celebrate pupil's wider achievements which increases confidence, motivation and self-esteem.

- Children's attendance is overall very good at an average of 92.2%. This is above the local authority average of 91%. Attendance is monitored and tracked monthly and is a cluster priority for improvement.

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

Cohort comparison allows SLT and staff to track and discuss learners progress over time, to ensure appropriate levels of support and challenge. Data illustrates how the school have supported a few learners to accelerate progress, moving up from progress category banding e.g. in green – on track to purple – requiring challenge. It also supports professional dialogue and highlights the need to further develop consistency of TPJ.

Our attainment gap analysis data is tracked based on a comparison between learners in deciles 3 and 4 compared to learners in decile 9 and 10 (due to the limited number of children in decile 1 and 2). We are beginning to delve deeper into data to identify specific trends in relation to FME, gender, etc to inform planning and interventions.

Overall, this year's teacher judgement data, particularly in numeracy, was the highest ever recorded indicating the impact of increased expectations in pace of learning.

SNSA data supports teacher professional judgement. This year's data shows the biggest rate of improvement.

Data from standardised tests, periodic assessments and continuous formative assessment help inform professional judgement of attainment.

PEF has been used to release the PT to work with targeted groups of children in literacy, to raise attainment.

Pre and post intervention data shows improvement in children's learning as evidenced in support for learning data.

PEF and literacy trackers evidence improved outcomes for children.

Community partnerships allow for a variety of experiences and achievements through involvement in projects such as transition work with partner agencies and local community projects. Year on year there have been increased opportunities for children.

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

Continue to develop an inclusive ethos through the development of our vision, curriculum and learning opportunities.

A robust quality assurance calendar will be implemented with a cycle of planning, tracking and staged intervention.

Introduce and implement tracking conversation guidance using a fact, story, action approach to support staff to have ownership over their data and to upskill them in their analysis of attainment information. This will support them to continue to raise attainment and to identify and close the poverty related attainment gap.

Increase opportunities for wider achievements through sports teams, creative and outdoor experiences. Develop how we share and celebrate these opportunities.

Continue to drive attainment in Primary 4 to raise the number of pupils achieving the level.

CLPL opportunities will focus on effective teaching and learning in literacy and numeracy.

Moderation opportunities will be implemented to focus on numeracy and literacy across the school and then progressing to across the cluster to the west partnership. This will support improved accuracy and consistency of teacher professional judgements.

Section 5: NIF Quality Indicators: Summary

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	**Satisfactory**	
2.3 Learning, teaching and assessment	**Satisfactory**	**Satisfactory**

3.1 Ensuring wellbeing, equity and inclusion	**Satisfactory**	
3.2 Raising attainment and achievement	**Satisfactory**	**Satisfactory**

Additional Quality Indicator
It is anticipated that schools will follow the advice of How good is our school? 4th edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.

Quality indicator	Self-evaluation

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 (3.1 & 2.3)
Review of VVA, CR

Relaunch Vision, Values and Aims

Create relationships policy

Consider and recreate our curriculum rationale Which will then feed into a learning and teaching policy

Priority 2 (3.1)
Planning, tracking and assessment

Review long term planning – detailing differentiation
-progression frameworks for all curricular areas

Tracking
-introduce tracking meetings
-Introduce tracking conversation guidance
-Analysis of attainment data
-analysis of data through fact, story, action lens

Assessment
-Standardised numeracy assessment
-introduce assessment framework

Priority 3 (3.2 & 2.3)
Attainment in writing

Standardised assessment in writing

Assessment framework writing

Consistent approaches in writing