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***Driving Equity and Excellence***

**Improvement Checkpoints and Reports**

**Session 2020-21**

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| **School:** | Kildrum Primary School |
| **Cluster:** | Cumbernauld Academy |

**Guidance on completing the School/Centre Improvement Report**

Schools and Centres must provide an annual school improvement report (SIR) as a record of the progress made with the annual improvement plan. The SIR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. This self-evaluation should be informed by How Good is our School? 4th edition (HGIOS?4) and/or How Good is our Early Learning and Childcare? (HGIOELC?). It should give a clear indication of where the school is now in relation to its process of continuous improvement.

It should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and North Lanarkshire Council’s priorities for Education and Families.

The report should be written using evaluative language.

The report should also be shared in an accessible way with all relevant stakeholders - pupils, parents, staff, etc.

 ***The National Improvement Framework’s 4 key priorities are:***

*- Improvement in attainment, particularly in literacy and numeracy;*

*- Closing the attainment gap between the most and least disadvantaged children;*

*- Improvement in children's and young people’s health and wellbeing; and*

*- Improvement in employability skills and sustained, positive school leaver destinations*

 *for all young people*

***The 6 key drivers of improvement identified by the NIF are****:*

*- School leadership*

*- Teacher professionalism*

*- Parental engagement*

*- Assessment of children’s progress*

*- School improvement*

*- Performance information*

***North Lanarkshire’s Education and Families’ priorities******are****:*

 *- Attainment and Achievement: improvement in attainment, particularly in literacy and numeracy*

 *- Equity: closing the attainment gap between the most and least disadvantaged children and young people*

 *- Health and Wellbeing: Improvement in children’s and young people’s health and wellbeing with a focus on mental health and wellbeing*

 *- Developing the Young Workforce: Improvement in employability skills and sustained, positive school-leaver destinations for all young people*

 *- Vulnerable Groups: Improved outcomes for vulnerable groups*

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| **Cluster Improvement Report** |
| **Review of progress for previous session***This section should evaluate the impact of the current Cluster Improvement Plan (CIP) priorities. The links to the NIF priorities and drivers and the authority’s priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. Additionally, there should be clearly defined next steps which may inform future priorities.* |
| **Cluster priority : Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.**  |
| NIF Priority3. Improvement in children's and young people’s health and wellbeingNIF Driver1. School Leadership 2. Teacher Professionalism 3. Parental Engagement  4. Assessment of Children’s progress  | HGIOS4 Qis1.3 Leadership of change2.4 Personalised support3.1 Improving wellbeing, equality and inclusion3.2 Raising attainment and achievementNLC Priority3. Improvement in children's and young people’s health and wellbeing |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)C.1School Wellbeing Webs were completed in Terms 1, 2 and 3. These were analysed by class teachers and further actions were taken where necessary. Evaluation has not yet taken place at cluster level. The structure of the Empowering Clusters Team reflects the priorities of the improvement planning process. Use of the Wellbeing Webs has allowed teachers to identify children who may require additional support.C.2A vision statement has not yet been established. However, cluster head teachers work well together and have discussed the cluster vision during online meetings.C.3Elspeth Green (CIIL) held staff training relating to the GIRFEC refresh in November. This increased staff knowledge of procedures. The second part of the training will take place next session.C.4This work is ongoing.C.5His work is ongoing, the base is likely to be in Abronhill Primary.C.6The school ‘Poverty Proofing our School’ policy has been written and submitted to NLC. This policy makes it clear to all stakeholders what interventions are in place to ensure that the poverty related attainment gap is reduced and that support is given to families whenever they need it.Next Steps: (What are we going to do now?)* Various aspects of this plan were not implemented due to the Covid pandemic. These will be further developed next session.
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| **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; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.* |
| Kildrum Primary School is non-denominational and caters for children aged between four and a half and eleven and a half years of age. . The school is based in the Kildrum area of Cumbernauld, approximately a mile and a half from the town centre.  Previously pupils, parents and staff worked together to form our vision and value statements for the school:  “*Kildrum Primary, achieving everyone’s potential.  Be the best you can be!”*  Our core values were agreed to be:  *Responsibility, Achievement, Resilience, Aspiration, Respect.*  As a result of our vision and values, our aims are now: * To create a happy, inclusive, safe and nurturing learning environment, where everyone’s rights are respected.
* To create personalised opportunities to develop our children’s self-esteem, resilience and wellbeing.
* To work together to create opportunities for our learners to develop as successful learners, confident individuals, responsible citizens and effective contributors.
* To develop a progressive, challenging and meaningful curriculum and provide learning experiences that enable all learners to develop skills for learning, life and work.
* To establish effective partnerships between school and home, partner agencies and the wider community to support our children and empower them to have high aspirations for themselves and the school as a whole.
* To foster an ethos of achievement for all by celebrating personal achievements within and beyond the school community.

 The current role is 289 with 15 members of teaching staff, 6 support staff, 2 members of clerical staff, 4 members of catering staff, 4 cleaners and a janitor.  The school is led by the head teacher, a depute head teacher and an acting depute head teacher (PEF funded).  The catchment area of the school includes a mixture of council housing and privately owned houses.  28% of pupils live within SIMD deciles 1 and 2 and 38% are entitled to free school meals.   The school benefits from universal Scottish Attainment Challenge offers provided by North Lanarkshire Council and was allocated £108,082 from the Pupil Equity Fund. We use a range of assessments and evidence to track attainment. Due to the Covid-19 lockdowns this session and last, data is not as robust as we would like. In previous years data has shown little poverty related attainment gap but further analysis of this year’s data is required.We have *Fairtrade School* status and hold *Gold Health Promotion* status.  We have been awarded a bronze certificate for the the *Symbolising the Environment* programme and hold a *Digital Schools* award.  We work very closely with staff from Cumbernauld Academy, our associated secondary school.  Usually Primary 6 and 7 children take part in an extensive transition programme, this was not possible this year but staff exchanged information regularly in order to ensure continuity and the best possible support for learners.  Our Primary 7 pupils also took part in an extensive online transition programme run by Cumbernauld Academy staff.Our nursery to primary transition programme is also extremely effective and usually includes Primary 6 children visiting our local nursery, Kildrum Family Learning Centre, frequently in order to establish relationships with the children before they start school.  These Primary 6 children also take part in one of the transition visits organised for the pre-school children in June.  This work ensures that the children feel confident about their transition to school in August. This year the buddy programme and usual nursery visits could not take place. In June, we were able to arrange for our new Primary 1 pupils to visit the school in small numbers so that they were more aware of what the school looks like. In addition to this we set up an area on Microsoft Teams where we could share information with our new pupils and their families. |

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| **Review of progress for previous session***This section should evaluate the impact of the current School Improvement Plan (SIP) priorities. The links to the NIF priorities and drivers and the authority’s priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. Additionally, there should be clearly defined next steps which may inform future priorities.* |

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| **School priority 1: Improve and support the mental, social and emotional health of all pupils and staff by embedding and extending the range of nurture and positive relationship based approaches across the school.** |
| NIF Priority3. Improvement in children's and young people’s health and wellbeingNIF Driver1. School Leadership2. Teacher Professionalism3. Parental Engagement | HGIOS?4 QIs2.1 Safeguarding and Child Protection2.2 Curriculum2.4 Personal Support2.7 Partnerships3.1 Improving wellbeing, equity and inclusionNLC Priority3. Improvement in children's and young people’s health and wellbeing |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)1.1At the start of the session, our HWB Champion reviewed the Emotion Works recovery programme and presented this to staff. Teaching staff then used this programme within their classes. Almost all children settled back into school life well and this programme allowed them to express their feelings and understand them better. Most children in Primary 1-3 and almost all children in Primary 4-7 state that they feel safe and cared for in school. The majority of children in Primary 1-3 and most children in Primary 4-7 state that they are happy in school. The majority of children in Primary 1-3 and most children in Primary 4-7 state that they enjoy learning at school.1.2More learning took place outside this year (mainly because P.E. lessons could not take inside). Some classes used the outdoors for Numeracy and Literacy lessons. Primary 3 and Primary 6 pupils were involved in working on the small garden area and vegetable patches. Evidence of impact is not available for this area but work will continue next session.1.3Significant staff absence and remote learning meant that it was not possible to continue working towards the Rights Respecting School award. This will continue next session.1.4Six pupils have taken part in Art Therapy this session. The work is ongoing (and for some will continue online during the summer holiday). Some staff used the resilience toolkit to identify resources and strategies to support pupils. More work is needed to ensure that these strategies are implemented.Staff continued to work with the school educational psychologist and advice was implemented. Training on self-regulation did not take place as planned due to the lockdown.1.5Good self-care is regularly discussed by some staff and this has had positive impact for some staff. Focused support was provided for some staff, in the form of advice, sign-posting to supports provided by North Lanarkshire Council or by making changes to the person’s role within the school. Staffing and resources were re-allocated where necessary. The wellbeing of these members of staff was monitored and most staff reported that their mental health had improved.1.6Draft sanction steps as part of a new relationships policy were reviewed and agreed at the start of the session. It was agreed that Sanction Step 4 (time-out in another class) could not be used due to Covid-19 restrictions and so it was agreed that time-outs would be taken in the office of a member of the leadership team. Work will continue in this area next session to complete the new relationships policy and to ensure that staff have a clear understanding of expectations and the policy is consistently used across the school.Next Steps: (What are we going to do now?)* Development of an outdoor learning programme will continue. It is hoped that additional funding can be obtained in order to develop the school grounds.
* Work toward becoming a Rights Respecting School will continue.
* A new relationships policy will be completed and implemented.
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| **School priority 2: To raise attainment in literacy and numeracy through high quality learning and teaching within the broad general education.** |
| NIF Priority1. Improvement in attainment, particularly in literacy and numeracy.2. Closing the attainment gap between the most and least disadvantaged children.NIF Driver1. School Leadership2. Teacher Professionalism3. Parental Engagement4. Assessment of children’s progress | HGIOS4 QIs2.2 Curriculum2.4 Personal Support3.1 Improving wellbeing, equity and inclusion3.2 Raising attainment and achievementNLC Priority1. Improvement in attainment, particularly in literacy and numeracy.2. Closing the attainment gap between the most and least disadvantaged children. |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?) 2.1During Terms 1 and 2 a range of assessments were used to identify gaps (as a result of the 2020 lockdown). In Term 3, further assessments were used to identify gaps created as a result of the 2021 lockdown. This resulted in some staff having a clear understanding of the level children were working at and the next steps required. Resources were targeted at those children who required additional support.2.2The Progress and Achievement app was not introduced (other than for reporting ACEL data) as it was felt that the existing school tracking methods were more robust, detailed and adaptable.Most Pupil Progress Meetings took place as planned (some had to be cancelled due to the lockdown) and a snapshot of whether children were on track was taken in Terms 1, 2 and 4.2.3A variety of supports and interventions were used. However, staff absence (mainly Covid-19 related) frequently meant that support groups could not take place. ACEL data shows a fall in attainment particularly for Primary 1 reading and writing and Primary 4 numeracy.Next Steps: (What are we going to do now?)* Further staff training will take place around the use of assessments and how to analyse the results in order to plan next steps.
* Planning and evaluation procedures require to be reviewed.
* Additional staffing has been arranged in order to provide additional support to pupils next session.
* The school Learning and Teaching policy will also be reviewed.
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| **School priority 3: To develop digital learning pedagogy across all stages, ensuring quality and equity for all learners.**  |
| NIF Priority1. Improvement in attainment, particularly in literacy and numeracy.2. Closing the attainment gap between the most and least disadvantaged children.NIF Driver1. School Leadership2. Teacher Professionalism3. Parental Engagement4. Assessment of children’s progress | HGIOS4 QIs2.2 Curriculum2.4 Personal Support3.1 Improving wellbeing, equity and inclusion3.2 Raising attainment and achievementNLC Priority1. Improvement in attainment, particularly in literacy and numeracy.2. Closing the attainment gap between the most and least disadvantaged children. |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?) 3.1Initially school laptops were issued to families who requested them. Once available, these were replace with those provided by NLC. When it was felt appropriate, school iPads were loaned instead of laptops. Parents/carers were reminded of this offer regularly and access to a device and the internet was discussed during check-in phone calls made by the senior leadership team. Initially member of teacher staff who was working from home prepared and marked work for children who were using remote learning while they were self-isolating. After the Term 3 lockdown procedures were changed and class teachers used Teams to post the same work which was being used in class.General procedures for remote learning were agreed across the cluster and then school specific arrangements were agreed through consultation with all staff.3.2All pupils were issued with all necessary login details. Our ICT co-ordinator was available to offer help and advice to parents/carers who experienced technical difficulties. The NLC Digital Learinng Policy was issued to all staff and, at the start of lockdown, the head teacher held an assembly which reminded all pupils of the expectation and procedures when learning from home. Information was also emailed to all parents/carers.3.3In Term 1 all pupils were given the opportunity to become more familiar with Microsoft Teams (in anticipation of a possible second lockdown).In Term 3 a robust and effective programme of remote learning was implemented. Almost all parents/carers, who responded to a survey, stated that they felt supported, that lives lessons and feedback was beneficial to their child and that the format of the programme was helpful. Most stated that they were helped with any technical difficulties which they experiences.Most pupils, who responded to the survey, stated that they liked remote learning and that they had learnt something new during the last week. Almost all stated that they could access their tasks and return their work to their teacher.After returning from lockdown in Term 4 both Primary 7 classes piloted the use of Microsoft Teams and Microsoft Word in Taught Writing lessons. Almost all pupils felt that the use of digital technologies improved their writing, spelling and grammar and the number of pupils stating that they enjoyed Taught Writing lessons increased by almost 15%.During Term 4 both Primary 6 classes took part in the NLC Immersive Classroom pilot. This involved the children visiting the immersive classroom on five or six occasions and using the experience to help them create a story book for Primary 1 pupils. Information on the impact of this project has not yet been provided by the project team but teacher professional judgement appear to show that children’s motivation, engagement and attainment all improved.3.4Staff took part in training in November and January. All staff stated that their knowledge and confidence in the use of Microsoft teams had increased.Covid restriction meant that the usual monitoring of learning and teaching could not take place. However, monitoring of remote learning did take place through members of the senior leadership team joining live lessons and covering classes while class teachers worked with the children who were attending the hub.3.5A formal method of tracking use of digital technologies within school has yet to be established.Pupil engagement in remote learning was carefully tracked and monitored throughout Term 3. On average over the whole of lockdown 92% of pupils engaged in at least one remote learning task each week. There was an engagement gap between SIMD deciles: on average each week 10% of children living in SIMD 1 and 2 had no engagement compared with 6% of children living in SIMD 3+ and 39% of children living in SIMD 1 and 2 engaged in almost all tasks compared with 50% of children living in SIMD 3+.The Insights app was used at times to investigate if a specific pupil took part in a particular task but the app was unable to provide the necessary overall data for monitoring purposes and so this data was gathered by class teachers and collated by the head teacher.Next Steps: (What are we going to do now?)* School digital learning policy will be updated.
* Use of other applications such as Sway, One Note etc. will be developed.
* A way to track learner engagement will be devised.
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| **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).* |
| * Ensure children have access to high quality learning and teaching in all curricular areas in order to increase overall attainment in Literacy and Numeracy and to decrease the attainment gap between children living in SIMD 1/2 and SIMD3+.
* Improve and support the mental, social and emotional health of all pupils and staff by embedding and extending the range of nurture and positive relationship based approaches used across the school.
* Develop digital pedagogy across all stages, ensuring quality and equity for all learners.
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| **What is our capacity for continuous improvement?***This section should focus on the school’s capacity for continuous improvement through self-evaluation, should address Q.I. 1.1 and should describe:** *how the school/centre demonstrates the quality of its commitment to effective self-evaluation for continuous improvement*
* *staff, pupils, parents and other stakeholders’ effective engagement in the self-evaluation process*
* *the effectiveness of arrangements to monitor and track progress using a range of data and information*
* *evidence of the impact of improvement planning on learners’ successes and achievements*
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| As a school we are committed to improving as a result of self-evaluation.  Staff work very well as a team, share practice enthusiastically and support each other very effectively.  Teaching staff meet with members of the leadership team for formal attainment tracking meetings once each term.  Throughout the term more informal meeting are regularly held in order to discuss the needs of pupils and how best to support their learning.  Classroom observations are planned to take place three times each session.  These observations are focused on specific aspects of quality indicators and an evaluative professional dialogue takes place after each one.  *Class Showcase* days and *Learning Walks* also provide the senior leadership team with additional information about learning and teaching.  Feedback is shared and discussed with the staff as a whole.  Annual Professional Review and Development meetings take place in June and August and are an opportunity to evaluate the progress each member of staff has made over the course of the session and to plan their next steps.  These take into account the needs of the individual and those of the school as a whole.  Whole staff and teaching staff meetings take place throughout the year and often take the form of evaluative discussions where improvements are discussed.  The whole staff are involved in the annual self-evaluation process where *How Good Is Our School?* is used to evaluate the progress which has been made over the year and the priorities for the nest session.  Tracking of pupil attainment is well conducted in order to measure pupil progress.  Interventions, such as *Rainbow Reading*, are carefully evaluated through the use of baseline and end of programme assessments which show if the intervention has improved the outcomes for pupils.  Staff use a range of assessments to measure pupil progress and are becoming more familiar with the benchmarks.  The original North Lanarkshire tracking database has been developed by the school and now allows pupils progress, interventions, attendance and achievements to be tracked over time.  The database also contains information relating to involvement of other agencies, Police Concern Reports etc. and provides a wealth of information about each child. Pupils review their own learning at a level appropriate for their age and stage, with older children using e-portfolios to record their achievements and next steps.  They also add their own views to their annual report, which is discussed with them before it was issued to parents.  The school has a Pupil Council consisting of a pupil from every class who represents the views of their peers and discuss how the life and work of the school can be improved.  Pupils are also consulted through the use of an annual questionnaire.  This year almost all pupils completed this digitally.  Pupil *Our Week In School* jotters allow pupils to look back at their work and review their own learning.  The school Parent Council is consulted on a range of issues.  Parents are also consulted on a range of issues through online surveys.  This year the annual survey was complete by 58% of our families and provided very positive feedback.  Next session work will continue to encourage parents to take a greater part in school improvement with additional opportunities being offered throughout the year.*A number of our usual improvement procedures (mentioned above) could not take place this session, due to Covid restrictions. However, they remain part of our policy and will be re-instated as soon as possible.* |

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| **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.*NIF quality indicators |
| 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 and inclusion | **4** |  |
| 3.2 Raising attainment and achievement | **3** |  |
| **Empowerment***Choose an aspect of empowerment (curriculum, improvement activities, parental and community engagement, pupil participation) and write a statement about how this has developed over the course of this session.***Curriculum** - *Use of Digital Technologies*Having improved their knowledge and skills in relation to Microsoft Teams during the 2019/2020 period of remote learning, this session staff were able to build on this in order to increase their use of digital technologies both in school and during this session’s lockdown. Teaching staff had the capacity to use digital technologies in order to meet the needs of their own pupils and thus there were slight differences in approach throughout the school. Throughout the year, staff took part in a range of training events on topics such as Microsoft Teams, the NLC Digital Classroom, the NLC Immersive Classroom and the use of digital technologies to enhance Taught Writing lessons. As confidence has grown, staff have collaborated to develop the use of digital technologies. |

**SAC/PEF CHECKPOINT 1: JANUARY 2021**

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| **Intervention** | **Impact**Please include the following: Update on SAC/PEF allocation/distribution, impact to date (initial observations & assessments)  | **Evidence**If possible please outline any evidence you may have gathered which indicates impact/progress. |
| **Literacy***Additional Staffing**PIPS Assessments* | *We have been unable to set up Literacy focus groups due to health and safety restrictions around the mixing of groups of children.*A Read, Write Inc. group has been established with the children being taught by our DHT. Some aspects of the Read, Write Inc. programe are also being implemented by class teachers to support groups.Thirteen children are being given additional support through the use of the IDL app.Seven children are using the Rainbow Reading programme (this is a far smaller group than usual due to health and safety restrictions).Eleven children are using the Fast Lane reading programme which provide high interest book at a lower reading level.Eleven children are being additional support through the use of Timed Read, led by our DHT or a member of support staff.Thirty-eight children. who are working significantly below their chronological age, are being given support by additional teaching staff, Acting DHT and DHT.One child has started the Wave 3 programme.Literacy profiles have not yet been completed but the children who require this have been identified. Children in Primary 7 will be prioritised as part of their transition to secondary school. | YARC assessments pre and post interventionNLC Literacy tracker*Initial YARC assessments have provided a reading age and standardised score.**Follow-up assessments have not yet taken place.* |
|  | Additional digital technology devices ordered in September have not yet been received. |  |
|  | GIRFMe Plan were written, monitored and discussed with parents during Term 2. | Parents state that they are aware of their child’s next steps and the support which is being put in place for them. |
| **Numeracy***Additional Staffing**Big Maths**PIPS Assessments* | *We have been unable to set up Numeracy focus groups due to health and safety restrictions around the mixing of groups of children.*Eleven children have started the Numeracy Box intervention, supported by an ASNA.Six children are benefiting from additional teacher support.All children benefit from a structured, progressive and consistent Maths programme which is supplemented with additional resources when necessary. | Initial MALT assessments have been used but follow-up assessments have not been completed. |
|  | Additional digital technology devices ordered in September have not yet been received. |  |
| **Health and Wellbeing***Additional Staffing**Emotion Works* | Acting DHT (Health and Wellbeing champion) has reviewed the Emotion Work Recovery Programme and give staff guidance.All classes followed the Emotion Work Recovery Programme.  |  |
|  | All children completed Wellbeing Webs in Terms 1 and 2. Information provided was analysed by staff and followed-up with children and/or parents where necessary. |  |
|  | Whole School Health and Wellbeing programme is currently being worked on. |  |
|  | Emotional Check-in took place in Terms 1 and 2 (and contact is being maintained with these children in Term 3 through the use of Teams and SLT phone calls. |  |
|  | All teaching staff have been issued with a Resilience Toolkit and were given time on the September in-service day to pilot this for a child in their class. |  |
|  | Attendance reviews take place monthly and parents are contacted via letter or a phone call where necessary. |  |
|  | Outdoor learning resources have not yet been purchased. |  |

**SAC/ PEF CHECKPOINT 2: MAY 2021**

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| **Intervention** | **Impact**Please include the following: Update on SAC/PEF allocation/distribution, impact to date (initial observations & assessments)  | **Evidence**If possible please outline any evidence you may have gathered which indicates impact/progress. |
| **Literacy***Additional Staffing**PIPS Assessments* | In Term 4 additional staffing has been arranged (at no additional cost) this has allowed some Literacy and Numeracy focus groups to take place.Thirteen children are being given additional support through the use of the IDL app.Seven children are using the Rainbow Reading programme (this is a far smaller group than usual due to health and safety restrictions).Eleven children are using the Fast Lane reading programme which provide high interest book at a lower reading level.Eleven children are being additional support through the use of Timed Read, led by our DHT or a member of support staff.Thirty-eight children. who are working significantly below their chronological age, are being given support by additional teaching staff, Acting DHT and DHT.Literacy profiles for a Primary 7 pupil will be prioritized and completed in June. | YARC assessments, PM Benchmarking, ACEL data and SNSA results. |
|  | Additional digital technology devices ordered in September have not yet been received. |  |
|  | GIRFMe Plan are being updated. Draft plans will be written by current class teachers for 2021/2022 Term 1. | Teaching staff phoned parents/carers to discuss GIRFMe Plans. Their comments were added to the plans. |
| **Numeracy***Additional Staffing**Big Maths**PIPS Assessments* | In Term 4 additional staffing has been arranged (at no additional cost) this has allowed some Literacy and Numeracy focus groups to take place.Eleven children have started the Numeracy Box intervention, supported by an ASNA.Children are benefiting from additional teacher support.All children benefit from a structured, progressive and consistent Maths programme which is supplemented with additional resources when necessary. | MALT assessments ACEL data and SNSA results |
|  | Additional digital technology devices ordered in September have not yet been received. |  |
| **Health and Wellbeing***Additional Staffing**Emotion Works* | As children returned from lockdown classes followed the Emotion Work Recovery Programme as well as resources provided by our educational psychologist. |  |
|  | All children completed Wellbeing Webs in Term 4. Information provided was analysed by staff and followed-up with children and/or parents where necessary. |  |
|  | Whole School Health and Wellbeing programme is currently being worked on. |  |
|  | Emotional Check-in took place in Term 4. |  |
|  | Attendance reviews take place monthly and parents are contacted via letter or a phone call where necessary. |  |
|  | An application for a £50,000 grant has been made to the Campsies Fund. If successful this will be used to develop the school grounds. |  |

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| In order to incorporate as much information as possible into the final report to Scottish Government it would be helpful if you could share any learning on the following; |
| What has worked well in your overall strategy to achieve impact?Our use of digital technologies to provide remote learning worked well. This was an improvement on last sessions remote learning programme as it included live check-ins each morning and daily live lessons where pupils and staff could interact in real time. The revised programme allowed children to continue to make progress in their learning rather than only taking part in revision activities. |
| What has worked less well or could be improved? Next session we want to further improve out use of digital technologies but in order to do this effectively we continue to require an improvement in our internet speed and reliability and an increase in the number of devices which we have. |