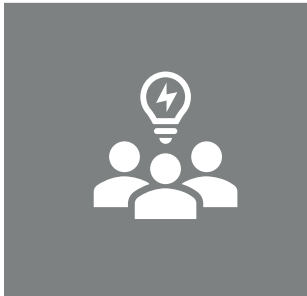




Improving Lives Together
Ambition | Compassion | Integrity



Early Years, Primary & Secondary Self-Evaluation Document 2021/2022

SCHOOL: Collace Primary School SEED:5342422

1.3 LEADERSHIP OF CHANGE	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4/HGIOS ELC 6-point scale?
<p>•Developing a shared vision, values and aims relevant to the school and its community</p> <p>•Strategic planning for continuous improvement</p> <p>•Implementing improvement and change</p> <p>Features of effective practice and Challenge Questions</p>	<p>All staff have consistently high expectations and work well with each other. There is a strong team dynamic across the school.</p> <p>All stake holders are given the opportunity to be involved and consulted in the review of RRSA and HGIOS ours.</p> <p>The school has Achieved the RRSA Silver award and this has been strengthened with a fortnightly focus on a "Right of the fortnight"</p> <p>Leadership opportunities exist at all levels during groups and shared activities.</p> <p>Pupil voice is exercised through the utilisation of the feedback box</p> <p>The school has enhanced its communication channels in a digital format, launching a school app.</p> <p>A new Twitter account has been created to inform parents and carers and to celebrate success with the wider world.</p> <p>Child leadership in vertical learning groups has developed learners to be responsible and confident, contributing to the ethos and life of the school</p> <p>P7 physical transition went well in local primary schools and for feeder secondary school</p> <p>The school facilitated a strong P1 intake and transition visit</p>	<p>Active engagement with rationale through learning conversations, wider achievement.</p> <p>Positive response to RRSA and recognition of rights – respecting behaviour</p> <p>Regular/termly engagement with new LJF format (developed with children) is positively received.</p> <p>Daily self-evaluation on feeling (in French/Spanish/English) recorded and graphically displayed.</p> <p>Regular praise given for mentoring role during learning and review</p> <p>Baseline and follow up assessments being implemented for consistency.</p> <p>Positive behaviour is evident across the school, learners have given positive feedback in relation to feeling safe and listened to</p> <p>KWL grids are used to increase ownership and engage with learners and use their interests to plan activities.</p> <p>A wider achievement board is visible in the school. This is at the entrance of the school and showcases learning experiences outside of school.</p> <p>Paired reading and cooperative reading groups have increased engagement with texts to explore and build on understanding.</p>	<p>Apply for Gold Rights Respecting School Award.</p> <p>Start using Seesaw in P1-3 to engage with families and keep families aware of what is going on in school.</p> <p>Use the wellbeing wheel in term 1 and term3.</p> <p>Emotion works to be used in health and wellbeing programme.</p> <p>Reading Schools application to be registered and school to work towards accreditation.</p> <p>Learning conversations format to be reviewed perhaps using Harkness discussions and sentence stems.</p> <p>Continue to use school app and Twitter to inform families of successes, events, aims and school rationale.</p> <p>Repeat HIGIOUS Continue to display pupil led planning within each classroom.</p> <p>Continue to evaluate the impact of the new Learning Journey Folders next academic year.</p> <p>Continue to focus on the social and emotional wellbeing of our pupils through Circle resources and Bounceback resources.</p> <p>Continue to develop HGIours to ensure pupil voice permeates throughout the school community</p>	<p style="text-align: center;">4</p>

	<p>Cross school planning has allowed for good professional discussions to allow for progression of learning.</p>	<p>Sharing of targets and next steps allows the children to make goals and improve through feedback.</p> <p>Meet the Headteacher session for families.</p> <p>Survey results from families was used to gauge successes and develop plans of action.</p> <p>We developed more visible pupil led planning on display boards. Children are more aware of how their voice impacts whole class planning for IDL projects.</p> <p>Children are positive about the new Learning Journey Folder and can articulate learning experiences.</p>	<p>Teachers will use the digital skills and resources effectively throughout the curriculum.</p>	
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2.3 LEARNING, TEACHING AND ASSESSMENT	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4/HGIOS ELC 6-point scale?
<ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring <p>Features of effective practice and Challenge Questions</p>	<p>Learners are given clear learning intentions and success criteria and receive high quality feedback on a regular basis to ensure they are engaged with their progress and can reflect on improvements. AiFL strategies are fully embedded and are appropriately used to give/ receive high quality feedback from the learner.</p> <p>Targeted support (daily reading, Toe by Toe, Hornet, Sight Word Cards, LSCW, etc.).</p> <p>Differentiation ensures all children are being supported and challenged according to their ability.</p> <p>Mixed ability / stage pairing to meet the needs of children within lessons.</p> <p>Active learning approach is fully embedded; learning using the outdoor environment used throughout the curriculum where appropriate.</p> <p>Pathways of learning ensure significant aspects of learning are contextualised and transferred successfully throughout the curriculum.</p> <p>School developed trackers in Maths, Literacy and Health are linked to pathways of learning, to ensure pupil needs are identified and supported early. SNSA results are analysed to provide data to support teacher</p>	<p>Most learners are accustomed to constructive criticism using empathetic diplomatic vocabulary, when giving peer and class reviews. Pupils have a more secure understanding of what good leaning looks like and are more confident in identifying their own next steps.</p> <p>Direct interventions have had a positive impact on spelling and reading for named individuals.</p> <p>Increased engagements and confidence of pupils in these pairings and groups. Improvements in relationships across the school.</p> <p>Continued development of outdoor learning space including through introduction of learning outdoors resources. Pupil feedback has shown this has been engaging and positive. Staff feedback has shown improved social interactions outdoors.</p> <p>Assessment informs next steps in a child's learning, Planning is modified and tailored to pupil needs, meaning learning is differentiated appropriately to suit all learners.</p> <p>Tracking system ensures outcomes are covered in breadth and depth, and informs planning for pace and challenge. Perth and Kinross tracking spreadsheet used to track and predict pupil attainment. School based tracking system, linked to the school pathways of learning, used to</p>	<p>Continue to use and develop outdoor learning opportunities available</p> <p>Continue to use Perth and Kinross tracking and prediction.</p> <p>Continue to use Pathways of Learning in Maths, Literacy and Health.</p> <p>Introduce Paired Reading targets to further existing structure and encourage good reading practice.</p> <p>Continue successful cross-school Learning Journey review so children can share and review their termly learning progress in given outcomes.</p> <p>Further encouragement of wider achievement celebrations, raising awareness through the School app and regular sharing time.</p> <p>Review and streamline existing school-based tracking system, so we have a more effective, time-efficient, holistic and meaningful user-friendly format (e.g. single sheet, traffic-light form)</p> <p>Aim to sustain at least one piece of witing per week.</p> <p>Continue SNSA as required by the Scottish Government.</p> <p>Upgrade to GL assessment to inform teaching. This will include comprehension.</p>	<p style="text-align: center;">5</p>

	<p>judgement and to identify gaps in learning.</p> <p>IDL approaches are used throughout the year and are relevant and engaging. IDL topics are decided through ensuring a broad range of curricular outcomes are explored, alongside meeting pupil needs. Staff modified the IDL pathway to meet learner needs post lockdown which ensured more opportunities for learning outdoors.</p> <p>Annual book study in Second Level supports and extends learning experiences.</p> <p>SNSA assessment provides data on pupils' learning to support teacher judgement and inform practice. SNSA data this year showed all learners meeting or exceeding outcomes at each level.</p> <p>Learner's achievements in and out of school are recorded and celebrated. Through discussions linked to the Well-being indicators and our school's rationale, they understand how these achievements help them develop knowledge and skills for life, learning and work.</p> <p>Following its success as a Bronze 'Rights Respecting School', the school has been working towards Silver.</p> <p>TEAMS is being used to support transition with the academy.</p> <p>In addition to French being taught on a weekly basis, contextualised French and more recently, Spanish are used on a daily basis within the classrooms (e.g.</p>	<p>monitor pupil progress within levels and highlight where challenge or support is required. This ensures children are supported and challenged in their learning.</p> <p>IDL contexts are based on learner needs, as shown through pupil feedback. They also are based on relevant and current contexts which promote enjoyment and choice. This has ensured further pupil engagement in learning. The modification of the IDL pathway enabled pupils to settle well back into school learning and re-engage with the positive attributes of being in a country school.</p> <p>Almost all pupils have reported high levels of pace, challenge and enjoyment through the book study. Teacher assessments show vocabulary improves through the use of a focussed book study, as well as pupil use of structure at both sentence and whole text level.</p> <p>Teachers have incorporated next steps identified by SNSA assessments into planning, both on a class level, to ensure pace and challenge, and individually to ensure support.</p> <p>All pupils and parents given the opportunity to record, share and celebrate, their wider achievements. Therefore pupils feel valued as an individual, and parents have greater confidence that staff know their children well, as corroborated by the parental feedback in HGI ours. The school has recently been accredited 'Silver' as a Rights Respecting School.</p> <p>Pupils have built relationships with others who will be in the academy S1 classes. Pupils have reported confidence in transition.</p> <p>Learners have a broad knowledge of French vocabulary across a range of subjects.</p>	<p>Re-introduction of collegiate on moderation in writing (4 sessions)</p> <p>Use knowledge in reading and speaking of French to support writing using the Platform to guide.</p> <p>Continue to embed awareness of other languages as part of the 1 + 2 initiative, following cluster initiatives.</p>	
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	<p>to talk about the weather, date, time, and feelings)</p>	<p>Languages afternoon raised awareness of foreign languages and encouraged their use. Children were engaged and animated.</p>		
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3.1 ENSURING WELLBEING EQUALITY AND INCLUSION	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using HGIOS 4 /HGIOS ELC 6-point scale?
<ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality <p>Features of effective practice and Challenge Questions</p>	<p>In keeping with the school's rationale, there are positive, respectful interactions across the school, ensuring learners feel nurtured and respected. Staff ensured emotional and social wellbeing was a focus in both the August and again in the March return.</p> <p>Bounceback resilience programme is embedded within the Health and Wellbeing pathway, ensuring pupils develop resilience.</p> <p>Staff are restoratively trained and are all aware of good practice and use it where required, helping pupils develop coping strategies and resilience within their relationships.</p> <p>The school worked towards a Silver RRSA accreditation. This has enhanced our focus on inclusive rights respecting behaviour across the school. For example through the Circle game, kindness awards, anti-bullying events and lessons around social scenarios.</p> <p>All learners have been given opportunities for feedback through the feedback box when in school and through HGIours questionnaires.</p> <p>All staff are trained in child protection practice and engage in the annual update.</p> <p>Well-being indicators are used throughout the school practice and are displayed prominently on the Wider Achievement board, ensuring children feel respected and nurtured.</p>	<p>Daily logging of moods in either English, Spanish or French helped learners to voice their feelings and gave teachers an understanding of thoughts when approaching their work.</p> <p>Positive playground interactions supported by peers and older pupils. New playground equipment has provided opportunities for children to communicate effectively with each other and learn co-operative skills. The 'Circle Game' has encouraged positive inclusive playtime interactions. It has given a formal 'positive' table for pupils to voice praise, exercise resilience, empathy, understanding and reconciliation. Learners celebrate success by nominating others for a weekly kindness award. This has ensured that our value of nurturing is at the heart of school life.</p> <p>Learners feel valued as individuals and are included; this has been shown through our feedback in HGIours and Silver RRS questionnaire and in the pupil feedback box.</p> <p>Learners feel listened to by all staff and have many opportunities to share. As documented in our RRS Silver accreditation children have a clear understanding of how to use their voice and a trust in staff that they will be listened to and their views acted upon.</p> <p>Annual in-service update completed by all staff. All staff use Child Protection protocol where required.</p> <p>Learners have a broad understanding of the Wellbeing Indicators which are used for pupil profiles and pupil achievement board.</p> <p>Learners have specific support, for both high and low achievers who need extra</p>	<p>Review the forum for pupil voice through the Pupil Council on ways in which we can help learners promote a positive playground experience.</p> <p>Ensure that emotional wellbeing is healthy and utilise resource of EmotionWorks.</p> <p>Continue to embed the inclusive theme of 'The Circle Game' and maintain 'Kindness King/Queen' award ceremony to encourage awareness and good practice during break times.</p> <p>Re-visit with children, the aspects of the Wellbeing indicators to embed further. To engage pupils further, introduce a home 'challenge' for the children targeting a specific indicator. Learners will be encouraged to document the event for display.</p> <p>Continue Learning conversations to engage learners in reflective thinking; develop this this to have peer support and have set timetabled sessions.</p>	

	<p>Additional support needs are identified early and are specifically supported through consultation with the Pupil Support Teacher.</p> <p>All learners have been involved in Rights Respecting evaluations and assemblies. With some assemblies being led by pupils and assemblies continuing online during lockdown. Our work towards silver has ensured pupil voice has been a focus for our whole school planning, and children have influenced decisions regarding IDL planning, Learning Journey Folders etc.</p> <p>Learners have responsibility for their own learning through Learning Conversations and in planning IDL through big questions, little questions at the beginning of each topic.</p> <p>Learners achievements and skills development from out-with school is valued through wider achievement sheets and wider achievement display board.</p> <p>There are many opportunities for active play both indoors and outdoors.</p> <p>Staff and partners are aware of changes in legislative framework. Transitions are carefully planned and are ongoing throughout the year resulting in pupils confident in changes within their school life.</p> <p>The UNCRC is embedded within the Health and Wellbeing Pathway and has recently been used as an IDL context ensuring pupils are aware of their rights and how to respect the rights of others.</p>	<p>support in consultation with Pupil Support Teacher. Tracking system helps identify pupil progress and helps us to monitor this throughout the year. Tracking meetings inform staff of pupil strengths and needs so pupils can be supported. As a result children are making good progress.</p> <p>Learners have developed leadership skills and can eloquently discuss the skills for life they are using throughout their groups. They are responsible and understand that their ideas are valued and acted upon. Skills for life are regularly referred to and reflected on, and every term the opportunity is given for pupils to discuss with their peers the skills they have used to progress their learning.</p> <p>All learners value lifelong learning and recognise the importance of home and community life within their learning and skills development. Pupil learning is supported by parental involvement in discussing and celebrating wider achievements.</p> <p>Varied and well maintained school grounds which encourage creative, co-operative, problem solving and active play.</p> <p>Structured play incorporated into planned lessons for p1-3. Outdoor learning used throughout the curriculum across the school.</p> <p>Learners and parents comment positively on the transition we offer. Current pupils comment positively on transition events they are included in planning. Almost all learners are well prepared and confident in moving forward with transitions.</p>		
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		<p>UNCRC rights have been used to create a school charter to incorporate the rights of children in school life and are improving in identifying how their rights are met at home, school and community.</p> <p>School charter created by learners has been displayed in the entrance hall and shows the understanding learners have of how their rights are met.</p>		
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3.2 RAISING ATTAINMENT AND ACHIEVEMENT	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4/HGIOS ELC 6-point scale?
<ul style="list-style-type: none"> • Attainment in literacy and numeracy • Attainment over time • Overall quality of learners' achievement • Equity for all learners <p>Features of effective practice and Challenge Questions</p>	<p>Progression pathways give a focussed path through each level ensuring that learning is embedded. Almost all learners are working at or exceeding expected levels across the curriculum.</p> <p>Learning conversations ensure pupils can articulate progress, evaluate and set goals for the future.</p> <p>Assessment evidence shows an improving trend in attainment.</p> <p>Learners who require support and challenge are identified early through formal assessments and school based tracking, and are given the support they require and targeted differentiated resources.</p> <p>Catch up Literacy approach and strategies used for those needing extra support.</p> <p>Fine/gross motor activities for those requiring extra support/development.</p> <p>A wide range of learning and teaching approaches used throughout the curriculum to support and extend pupil's learning. Pupils show leadership within their own learning and at school level.</p> <p>Pupils are supported in transitions throughout the school.</p> <p>P7 – connect with Perth Academy and local primary schools well and attend transition days.</p>	<p>Attainment levels and most children achieving level. Staff have a clear understanding of where children are in their learning and their next steps and use this to inform planning.</p> <p>Feedback from children tells us they enjoy the challenges of whole school interdisciplinary learning.</p> <p>Most learners can discuss what they have learned, how they are progressing and identify their own next steps and evaluate their progress. Therefore pupils are becoming more independent in their learning.</p> <p>Tracking and assessments and planning</p> <p>Pathways have embedded Benchmarks. Pathways ensure that there is a clear progression through each level; these are flexible so the children can move through them according to their own needs. The recording on the school tracking shows where children are supported and challenged in their learning.</p> <p>Almost all learners show a high level of engagement across the curriculum, shown by the progress in their learning, examples of work, teacher planning and observations.</p> <p>Learning outdoors enables a bridge between Early and First level curriculums and teaching approaches.</p> <p>Our frequent use of Learning outdoors enables children to experience a connection to the natural environment, thus</p>	<p>Develop a clearer and more simple approach to tracking such as the traffic light table.</p> <p>Re-evaluate and re-invent learning conversation approaches to reinvigorate and engage stimulating conversation around the evaluation of their work.</p> <p>Move forward using GL assessments to inform planning, to provide support and challenge.</p> <p>Continue to use assessments to inform pupil progress.</p> <p>Develop use of POLAAR to evaluate learning environment between Balbeggie and Collace.</p> <p>Develop termly collegiate moderation meetings with Balbeggie Primary</p> <p>Continue to monitor children's progress closely and target planning appropriately.</p> <p>Continue to apply good practice across the curriculum to support pace and challenge, look outward to other schools to develop creative approaches.</p> <p>Extend outdoor learning using develop of Learning Lodge.</p> <p>Continue to extend pupil leadership in own learning by using learning walls.</p> <p>Ensure learners are aware of how their voice impacts school decisions through clear Pupil Council displays.</p> <p>Continue frequent tracking discussion between staff to support transition as well as 'whole school moving-up events'; develop use of P3 or/and P4 pupils moving between classes,</p>	<p style="text-align: center;">5</p>

	<p>A sports session with other P7s in other schools was organised.</p> <p>P3/4 move into their new class environment and work with their new teacher for 2 morning sessions in the Summer Term.</p> <p>Nursery to P1 – nurseries are contacted and relevant information passed on. 3 transition days are organised where they make contact with their class and new teacher. They are invited to join us at a Teddy Bear's Picnic at the end of term. New P1s are handed a welcome pack to take with them over the Summer.</p> <p>Active learning and activities linked to learning that provides challenge and growth.</p>	<p>promoting a holistic approach to education and wellbeing.</p> <p>All learners show leadership in their own learning through Learning Conversations, where they set their own targets; as well as through Learning Journey folders where they evaluate their progress. P4-7 are independently profiling their learning and achievements, with links to Skills for Life.</p> <p>Transition from P7 – S1/ nursery-P1 has been maintained.</p> <p>There are regular planning transition opportunities at nursery-P1; P7-S1 and within the school, throughout the year resulting in children being confident as they move to the next stage in their learning journey.</p>	<p>increasingly throughout the year to ensure a smooth transition to P4/P5.</p>	
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