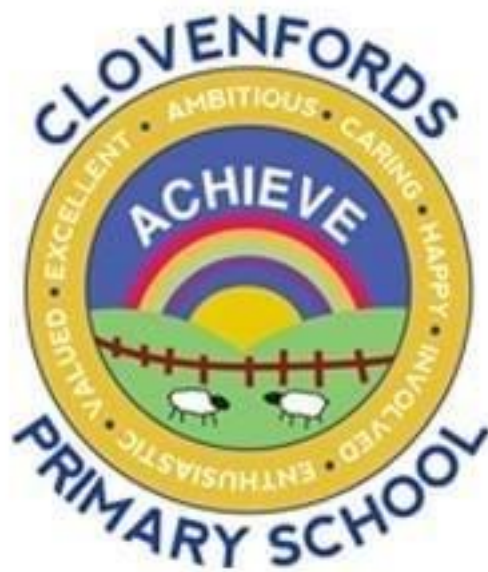




School Improvement Report

Clovenfords Primary School and ELC



Review of Progress 2022-23

Context of the school

Vision Values and Aims

This session we have embedded our school values of **kindness, respect** and **honesty**. These are known and understood by all pupils and staff and are regularly shared with families who also speak about them.

We finalised our vision following consultation with families and pupils after all stakeholders agreed that they wanted their school to be a place where everyone can be themselves, feel safe and know that they are listened to. Other themes which families told us were important to them were resilience, to feel loved and to accept differences. Our vision is supported by a child friendly version which is shared weekly at assemblies and gatherings and the children are exploring the themes of these and can share what our vision is.

Our Vision and child friendly version

Together we will strive to ensure that all children will flourish and be celebrated for their own unique abilities.

I am unique

All children will develop as lifelong learners with resilience, ambition and pride in their achievements.

I am a lifelong learner

Each child will know that they matter and that their voice is heard.

My voice matters

The children are creating statements for our school Aims which are based on the Wellbeing Indicators of Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

Context of the School

Clovenfords Primary School has had a total school roll of 149 this session. The school had 6 classes with nine teachers, plus a SfL teacher and a PE CST. The Senior Leadership Team consists of the Headteacher and a Principal Teacher. Pupils were also supported by four Additional Needs Assistants who worked across classes and pupil groups. Our ELC pupils were supported by an Early Years Officer and a team of Early Years Practitioners as well as hosting a Modern Apprentice, which is part of an authority focus on developing the Early Years workforce.

What improvements have you made this year?

- Showbie was launched to provide all children from ELC to P7 with an online learning profile and to support partnership and learning between home and school. Children's online profiles are accessed by their families regularly with a class communication group.
- Learning Powers have been embedded across all classes.

- Consolidation of Phonics teaching across all levels.

Priority One: Numeracy - Learning, Teaching and Assessment, what we did:

- Established a numeracy working group to review whole school approaches to using concrete materials which support learning.
- Introduced Complete Maths online tutor programme to support individual pupil learning and consolidate understanding.
- Engaged in professional learning with our cluster schools to develop understanding of retrieval and mastery practice within classrooms.

Priority Two: Literacy - Learning, Teaching and Assessment, what we did:

- Established a Literacy working group to moderate teaching approaches to phonics and develop consistency of progression.
- Explored a whole school approach to teaching reading comprehension which will support all learners and lead to more consistent judgements on progress and attainment.
- Promoted culture of reading for enjoyment in school with all classes reading daily to children.

Priority Three, Health and Wellbeing and Inclusion, what we did:

- Embedded the refreshed values and new vision statement and began to create the school aims based on the Wellbeing Indicators.
- Began to explicitly teach the language of wellbeing to children
- Used a range of programmes to support health and wellbeing to develop children's understanding, using surveys to gauge awareness and progress.
- Whole staff engagement with Nurture Principles, specifically Principle 1 and 6 to support inclusion.
- Introduced Wellbeing Profiles for targeted children to support individual needs.
- Nurture teacher employed using PEF funding to support targeted groups of children based on a range of identified factors. A series of parent nurture groups was offered to all families whose children were part of a nurture group.

What has changed/ improved for learners?

The introduction of concrete materials and purchase of resources such as Numicon, double sided counters etc., has given children greater freedom to self-select materials that support and develop their understanding of key numeracy skills.

For both Literacy and Numeracy, the learning environments for children have been improved with numeracy resources easily accessible and a continued focus on developing reading corners with more books new shelving and beanbags, cushions etc.,

Next Steps in relation to learning teaching and assessment and inclusion.

Evaluate the following QIs against the six-point scale:

Excellent	this aspect of the school’s work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remain some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners’ experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change		
2.3 Learning, teaching and assessment (Including digital)	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Raising attainment and achievement/ Securing children’s progress	Good	Good

Our capacity for continuous improvement is: Good