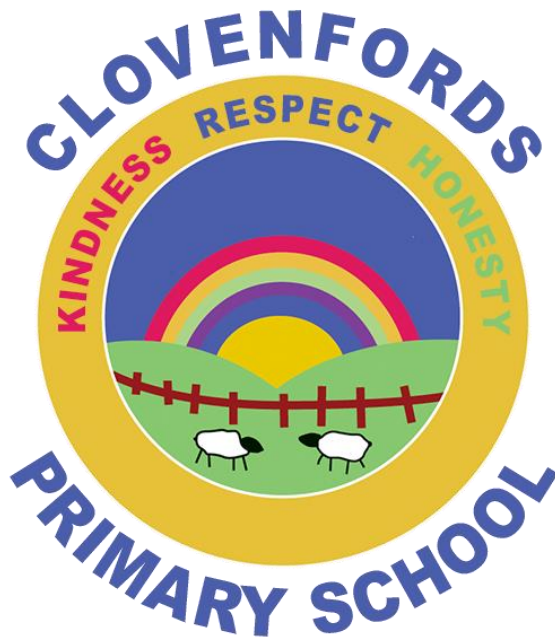


School Improvement Report

Clovenfords Primary School and ELC

2023-24



Review of Progress 2023-24

Context of the setting

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**

Our Values

Kindness **Respect** **Honesty**

Our Aims

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

This session we introduced 'Clovenfords Coins' which were collected by classes to support their engagement in what our school aims look and feel like in action.

The schools' Vision, Values and Aims are shared weekly at assemblies and children are celebrated with a Star Achiever award for showing these in action.

Clovenfords Primary School and ELC has had a total school roll of 150. The school had five classes with eight teachers, plus a Support for Learning teacher and a PE Curriculum Support Teacher. 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. Support for learning was strengthened by utilising a classroom assistant to support planned interventions. ELC pupils were supported by an Early Years Officer and a team of Early Years Practitioners as well as a Modern Apprentice.

The school have again worked closely with the Parent Council to continue their partnership and collaborate on several projects and events. The Chair of the Parent Council commented:
"Committee members and teachers have worked closely with each other collaborating on several projects and events. This year we used feedback from families to change how our school photographs were done. We have been able to bring an Out of School provider to Clovenfords which has been a lifeline for many families. Another project is our used uniform hub. It is well used and thanks to the school, we have a good sized room inside the building to utilise. Partnership working is

important to us and for this reason, we meet regularly to keep communication open between families, the Parent Council and the school.”

SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in learners.

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

Literacy:

Children worked in year groups to learn new phonemes and/or focus on a new grapheme to support more complex spelling patterns.

Reading skills were developed through accessing decodable texts linked to taught spelling patterns.

At agreed points throughout the session, children engaged in retrieval practice of taught sounds.

All classes began using the Kaligo app to support development and consolidation of handwriting.

A consistent cursive script was agreed.

Teachers engaged in moderation of writing across a level including the online No More Marking toolkit to assess pupil writing at Second Level.

In ELC a regular lending library for families to share books at home, alongside planned focus stories were set up to support reading for pleasure and vocabulary acquisition at home.

Numeracy:

Teachers engaged in professional learning, to develop knowledge of using concrete materials with a key focus on Cuisenaire Rods.

Retrieval and recall practice in numeracy lessons was strengthened.

Digital Skills:

The school received the Digital Schools Scotland Award.

The school hosted a number of visitors from other authorities, other European countries, and business colleagues from Apple, who came to find out how we have implemented digital technologies that support and enhance teaching and learning.

P7 pupils took on Tech leadership roles and worked across classes to develop skills.

Showbie continued to support communication and share children’s learning via online portfolios. Showbie is used by all staff to support self-evaluation and moderation.

The Kaligo app has supported handwriting in all classes.

Accessibility tools on children’s iPads has supported independent literacy and numeracy learning. Training from CALL Scotland has increased staff knowledge of the range of accessibility tools available.

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

Literacy:

Spelling scores from the end of session assessments have increased from those at the start of the session, across all classes from P2-P7, with almost all children making gains.

Teachers report an increase of accurately spelled words in writing tasks and greater fluency in reading.

Use of accessibility tools on children's iPads has supported independent literacy learning in classes. In ELC staff report a high number of families using the lending library.

Numeracy:

Children are more able to independently select and use concrete materials to support their understanding and show this in a range of different ways (multiple representations).

From pupil surveys, children shared that they more regularly use the Cuisenaire Rods to support numeracy learning.

Children are becoming interested in how other concrete materials can deepen their learning.

Teachers report observing children selecting concrete and pictorial materials more readily and using these to aid their understanding.

Resources in classes continue to be available for pupils to select independently.

Use of accessibility tools on iPads is supporting independent numeracy learning.

ELC Numeracy trackers are supporting planning for continuous provision and targeted observations.

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

Literacy:

Continue to focus on using decodable texts to support fluency in reading and daily whole class reading to support vocabulary acquisition.

Agree ways of sharing decodable texts to support family learning.

Streamline spelling assessments. All P2-P7 learners will use phonics screening assessments with second level learners also being assessed using Single Word Spelling Tests.

Support handwriting interventions using digital feedback from the Kaligo app.

Develop agreed writing approaches using the test of change completed this session and the SBC Breakthrough Curriculum.

Agree a strengths-based approach to assessing writing across the curriculum to further support consistent teacher judgement of a level.

Engage further with the Up, Up and Away toolkit in ELC to support and develop approaches to literacy learning.

Numeracy:

Teachers will share ways of using other concrete materials with children.

Recall questions and retrieval practices will continue to be embedded.
An agreed numeracy lesson structure will be introduced to include consistency of language.

SBC priority 2: Develop inclusive practice including nurturing practice, promotion of wellbeing and universal / targeted supports for all learners.

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

Daily soft starts support transition for children into school and their readiness to learn.

Improved understanding and use of accessibility tools is supporting learning and inclusion.

CALL Scotland training has developed teacher knowledge.

Nurture Principles and the CIRCLE document continue to enhance learning environments and support pupil needs.

The school's Vision, Values and Aims are supporting children to engage in restorative conversations and to begin to use the language of the Wellbeing Indicators to support their understanding in relevant contexts across the school day.

A Respectful Relationships Statement was developed with all stakeholders which includes visual tools to support wellbeing.

Agreed consistent approaches are followed by all staff to manage and develop pupil understanding towards being responsible and respectful.

The school engaged in focused learning around the UNCRC and Children's Rights.

Online individual Achievement folders record and celebrate successes and wider achievements.

The school had a P7 Achievements Leader.

Children reported that they enjoy sharing their achievements with staff in school.

ELC children attended weekly assemblies and are beginning to engage in the language of the school's vision and aims. They can share their understanding of the school values in developmentally appropriate ways.

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

Over the last two sessions, from pupil wellbeing surveys, there has been an increase in pupil understanding of how to stay calm in a range of different situations and develop skills in working with others. Children have an increased understanding of their developing independence in responding more appropriately in situations which support respectful relationships.

There has been an increase in children enjoying being chosen to do things in school.

Children in P7 report that they enjoy their leadership roles.

P6 children have shown responsibility, enjoyment and care in the role of Nursery Buddies.

Including wider achievements in the Weekly Update has increased parental engagement in sharing children's interests and successes outwith school.

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

Plan further ways to widen understanding of pupil voice through the UNCRC and work towards gaining our Bronze Rights Respecting School Award.

Moderate the daily Soft Starts to further develop play pedagogy approaches.

Use Pupil Equity Funding and data from the Pupil Wellbeing Surveys to plan nurture sessions with targeted groups of pupils to develop emotional and social wellbeing.

Continue to engage with the CIRCLE Toolkit to support inclusive learning environments and professional discussion around pupil wellbeing.

Work with pupils to develop a pupil friendly digital skills policy to support wellbeing and safety online and promote understanding of healthy approaches to screen time.

Develop an online ELC digital floorbook to capture learning and inform next steps following children's interests.

Promote regular stay and play sessions in ELC to support family engagement and partnership working.

Continue to engage with the Up Up and Away toolkit to develop a shared language between ELC and home and support 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	Very Good	Good
2.3 Learning, teaching and assessment (Including digital)	Good	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good

3.2 Raising attainment and achievement/ Securing children's progress	Good	Good
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Our capacity for continuous improvement is: Very Good