



*Working together to improve outcomes for learners to be the best that they can be.*

**Standards & Quality Report  
2022-23**

**and**

**School Improvement Plan  
2023-24**

## Introduction

Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child (GIRFEC), and Developing the Young Workforce.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2021/22. This report is based on the quality indicators in *How Good is Our School?* 4<sup>th</sup> Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

The National Improvement Drivers are:





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### **Our Context**

Sound Primary School opened in 1977 and serves the educational needs of children residing in the districts of Sound and Gulberwick, along with children from other areas whose parents request to enroll them in Sound School. The school is situated in the Upper Sound area of Lerwick, the capital of Shetland. Our pupils come from a mixture of local authority and private housing. There is also a Local Authority residential unit within the schools catchment area. Our current school role is 273 with 236 learners in P1-7 and 37 in our Early Learning and Childcare setting. Sound Primary School has very good levels of attendance, last session saw an average attendance of 92.1% despite Covid 19 and other childhood illness. SIMD is a tool used by the Scottish government for identifying the places in Scotland where people are experiencing disadvantage across different aspects of their lives. SIMD gives a ranking for each small area, or data zone, which shows how deprived that area is compared to other areas. SIMD 1 is the most deprived and 10 is the least deprived. Our families live in areas identified within the Scottish Index Multiple Deprivation as 4 to 8. Most of our pupils walk to school and those who live in Gulberwick have access to school transport. Sound Primary School is non-denominational.

Two Depute Head Teachers support the Head Teacher in the running of the school. In the primary department there is a teaching complement of 21, which includes a mixture of full and part time teachers, specialist teachers in Art, Music and P.E and Support For Learning Teachers. Learning Support Staff comprises a mixture of permanent and temporary staff. Music instructors also add value to the children's school experience. The school has a full time janitor, three clerical assistants, four supervisory assistants, two crossing attendants and three auxiliaries.

Support For Learning Teachers support learning in classrooms as well as in designated spaces and a Nurture area. The recent relocation of our accessible toilet allows for a much more usable space that better meets the needs of the user. The reconfiguration of spaces to allow for 2 Sensory rooms and a play area focusing on fine and gross motor skills brings many benefits for our learners and allows us to more ably support their needs. School staff take a flexible, solution-focused approach to our available spaces in order to best meet the needs of our learners. Sound Primary School is being considered by the local authority as part of enhanced provision.

Accommodation includes 12 classrooms, play room, a library, gym hall, multi-purpose area, Art and Music hut and office space. Refurbished infant, middle and upper wing areas provides further teaching and learning spaces as well as much needed improved social areas. The library's refurbishment has seen an increase in its use through more space and better organisation, it lends itself to more flexible uses such as Book Bug sessions and other Family Learning events. Other agencies who provide support for families and the wider community access the 'School House' at Sound Primary School. An Anchor for Families support worker is linked to the school and provides support for families to identify their strengths and make improvements; this has included advice and practical support, access to Food and clothing banks, supporting transitions, developing parenting skills and Parent Peer Support Groups around Bereavement and Separation. From October 2022, Sound Primary School will have their own part time Anchor For Families worker based in school.

Sound Primary School is fortunate to have access to a large playground, a field that is mainly used for sports and playing on, a multi court, an activity area, a wildlife area and a garden complete with polytunnel. Local businesses and charities have contributed to funding for improvement to the school garden and polytunnel. The staff, parent council, parents/carers and learners contribute to the upkeep of these areas so that they can be accessed safely, develop skills and enhance teaching and learning.

As well as having access to a variety of areas within our school grounds, our learners regularly access the local vicinity to enhance their learning and ensure equitable experiences for all. We are fortunate to have a beach, community garden, playparks, local shops, a Pictish broch, loch, coastal walks, community hall, churches, care homes for the elderly, leisure centre, swimming pool and the secondary school that our pupils transition to all within walking distance of the school.

Sound Primary School operates a Soft Start and through this supports the health and wellbeing of our learners and their families. Soft Start has seen a reduction in the lateness of pupils and has increased engagement in learning as well as improving parent/carer relationships with school.

The school, in partnership with local businesses, parents, pupils and Anchor for Families has shared Christmas wellbeing hampers across the school community. We promote intergenerational partnerships with local care homes. Sound Primary School has had local and National recognition for its approaches to improving outcomes for young people and their families through Soft Start, targeted support within Literacy and Numeracy, Nurture and working closely with others including Anchor for Families. Our partnership working with Anchor for Families was recognised in Education Scotland's publication What Scotland Learned. The publication captures examples of innovative practice during the period from March to August 2020. [What Scotland Learned | Scotland Learns | National Improvement Hub \(education.gov.scot\)](#)

In June 2023, Sound Primary School participated in a National Thematic Inspection around Curriculum Design. The Inspector met with groups of staff, pupils, partners and parents/carers as well as observing Teaching and Learning experiences across the school. The management team received positive verbal feedback at the end of the inspection and await the National Thematic Inspection report being published.

### **Our Nursery**

Sound Nursery delivers 1140 hours provision and has a fixed link to the school as well as accommodation for approximately 55 children between 8.30am and 4.30pm. The established Nursery Team consists of a Teacher, a Senior Practitioner, 4 Practitioners and 5 Support Workers. Additional to this there is a Modern Apprentice and 3 ELC Learning Support Workers. The Nursery has an indoor/outdoor area and a large garden which is used for Outdoor learning. Nursery pupils and staff access all of the school grounds as well as the local area.

The Care Inspectorate carried out an inspection of our Nursery in June 2022. There were four areas of focus for the inspection; How good is our care, play and learning? and How good is our staff team? were graded as Good. How good is our leadership? and How good is our setting? were graded were as Very Good.

### **Our Parent Council**

Sound Primary School has an active Parent Council who support the school and its families in many ways; by fundraising, organising social events for families and the wider community, maintaining the grounds, contributing to the schools self-evaluation and improvement and providing a voice for our parents and carers. The Parent Council have successfully sought funding to make improvements to the garden area for the school and the local community and works are set to begin this academic session. The Parent Council has a Facebook page that is used to share information about school as well as areas of interest out with school to support learning and health and wellbeing for our families.

### **Pupil Leadership**

Our pupils are active participants in their learning and wider life of the school. Pupil voice is respected and valued. Sound Primary School Pupils contribute to our self evaluation and improvements through Pupil Leadership Teams such as: Eco Committee, Sports Committee, Digital Leaders, Tour Guides, House Captains, Pupil Council, Junior Road Safety Officers, Rights Respecting Leaders, Play Leaders, Buddies and pupil focus groups.

### **Pupil Equity Funding**

Sound Primary School receives Pupil Equity Funding. Pupil Equity Funding is a government initiative to assist in closing the poverty related attainment gap. Pupil Equity Funding is allocated annually and is based on Free School Meal Entitlement. At the start of Term 1, school session 2023/24, 9.5% of our pupils were in receipt of Free School Meal Entitlement and for this session, the school received £29,400 Pupil Equity Funding. Pupil Equity Funding sees the school employ an additional 25 hours a week Learning Support Worker to support learners in Literacy attainment and their wellbeing.



***Working together to improve outcomes for learners to be the best that they can be.***

**Our Vision:**

At Sound Primary School, Children's rights are central to our practice and every child is encouraged to reach their full potential. Through working in partnership with children, families and our community we seek to provide a safe, welcoming environment where all of our learners are nurtured, respected, included and motivated to learn.

**Our Aims:**

To ensure children are at the centre of their learning, consulted in decision making and that experiences take account of their individual interests and needs.

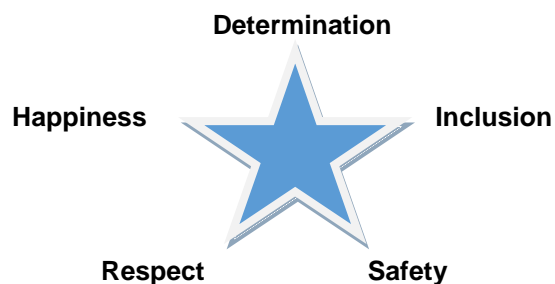
To provide a safe, happy, nurturing and stimulating environment in which every child and all involved in their development will feel welcome, respected and valued.

To build a relevant, meaningful, progressive and balanced curriculum with high quality teaching and learning experiences that supports and challenges our learners.

To provide an environment that encourages positive and respectful relationships. Learners will be supported to understand and share their feelings, helping them to become more emotionally resilient whilst promoting responsibility, equity and equality in learning and life.

To ensure our self-evaluation processes are robust, inform improvement and consider the views of our whole school community.

**Our Values:**



**Our Curriculum Rationale:**

The teaching and learning at Sound Primary School focuses on high quality experiences that come together to improve outcomes for all. At Sound Primary School teaching and learning is enhanced through the local community and positive partnerships within it. There is a strong focus on improving attainment within Literacy, Numeracy and Health and Wellbeing through targeted support and encouraging a determination to succeed. Our local environment provides a meaningful context for application of teaching and learning. Through the development of knowledge and understanding as well as skills across the curriculum, our learners are responsible and confident individuals who can make informed choices that keep them safe, develops their resilience, helps them face challenges and allows them to be included and valued in their community. The development of skills for life and skills for work equips learners for their future.

Collaboration and consultation with stakeholders' session 2022/23

Term 1- HGIOS 4 Q.I.3.1 – Ensuring Wellbeing, Equality and Inclusion

Return to school - Staff, Parents/Carers and Learners

Learner feedback using class Jamboard.



Staff, Parent/Carer and Learner exit pass feedback collated into wordle.



Terms 2- to 4- HGIOS 4 Q.I 2.3 Learning, Teaching and Assessment

HGIOurS Theme 2 Our Learning and Teaching

What does good teaching and learning look like at Sound Primary School?– Teachers,  
Parents/Carers and Learners

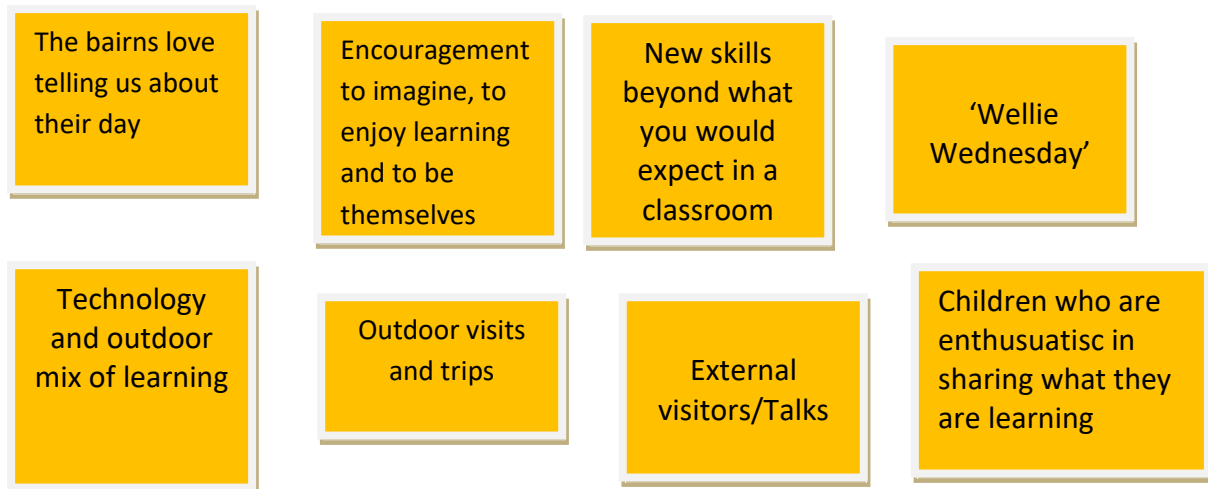
**Teaching staff collegiate activity – What does good teaching and learning look like in our school?**

BEFORE	DURING	AFTER
<p>Knowing Learners needs and interests well.</p> <p>Planning: Curriculum For Excellence Experiences and Outcomes</p> <p>Collegiate planning: Focussed Assessment and Moderation</p> <p>Learner’s prior knowledge, understanding and skills</p> <p>Relevance</p> <p>Differentiation</p> <p>Target setting</p> <p>Variety of teaching and learning approaches and opportunities.</p> <p>Resources are carefully selected</p> <p>Organised</p>	<p>Learning Intentions and Success Criteria: clear, co-constructed, meaningful and measurable.</p> <p>Pace/Challenge/Breadth</p> <p>Differentiation</p> <p>Accessible resources that support and extend learning</p> <p>Independent Learners</p> <p>Thinking Time</p> <p>Questioning, promoting higher order thinking and checking for understanding</p> <p>Ongoing feedback that supports next steps</p> <p>Assessment is for Learning approaches in use</p> <p>Engaged Learners</p> <p>Learners know what they are learning and what they need to do to be successful in their learning.</p> <p>Modelling and sharing expectations and celebrating success</p> <p>Flexibility</p> <p>Responsive to learners needs</p> <p>Fun</p>	<p>Assessment informs progress, achievement and future planning using Curriculum For Excellence Benchmarks.</p> <p>Reflective practice: What went well? What could be improved? What would I do differently?</p> <p>Moderation with peers: Focussed Assessment and Moderation</p> <p>Consolidate learning through different opportunities and contexts</p> <p>Transfer learning and skills</p> <p>Tracking and Monitoring: progress, achievement and next steps.</p> <p>Target setting</p> <p>Celebrating and sharing success.</p> <p>Evidence of learning to support progress and achievement</p>





## Parent Council exit pass activity– What does good teaching and learning look like in our school?



## Pupil Council discussion - How do we know what good teaching and learning is in our school?

### What does good teaching and learning look like?

- Happy learners
- Resources are being used that are suitable for the learning task
- Digital tools are used
- Learners are concentrating
- Learners are engaged
- Feedback is being given that helps learners to do better next time
- Learners can go to open areas to complete learning activities
- Outdoors is used for teaching and learning

### What does good teaching and learning sound like?

- Clear teacher explanations
- Targets are shared
- Busy – everyone active and getting on with their learning
- Learners are being given help
- Feedback is being given that helps learners to do better next time
- Learners can tell you what they are learning

### What does good teaching and learning feel like?

- Teaching and learning is 'fun'
- Classrooms feel calm and safe
- Learners are given the support that they need

Term 3- HGIOS 4 Q.I 2.2 Curriculum Design, Q.I 2.7 Partnerships, Q.I 3.2 Raising Attainment and Achievement

Month of Reading – Parents/Carers, Partners and Learners

**Microsoft Form for Parents/Carers.**

2. Rate your families experience of the Month of Reading, (6 being excellent and 1 being weak.)

27 Responses



9. As part of developing our Reading School culture we will hold similar events next session. Would you welcome other whole school learning focus based on next sessions priorities similar to that of the Month of Reading?

3. Has the Month of Reading had a positive impact on reading at home?



6. During the Month of Reading events we shared strategies for questioning, modelled good practise when reading and how to support your child at home with reading at home. How well did school share skills, information, knowledge and experiences to support reading? (6 being excellent and 1 being weak)

27 Responses



7. How effectively did our Month of Reading support you to participate in, contribute to and understand your child's learning in reading? (6 being excellent and 1 being weak)

27 Responses



**Partners provided verbal and written feedback.**

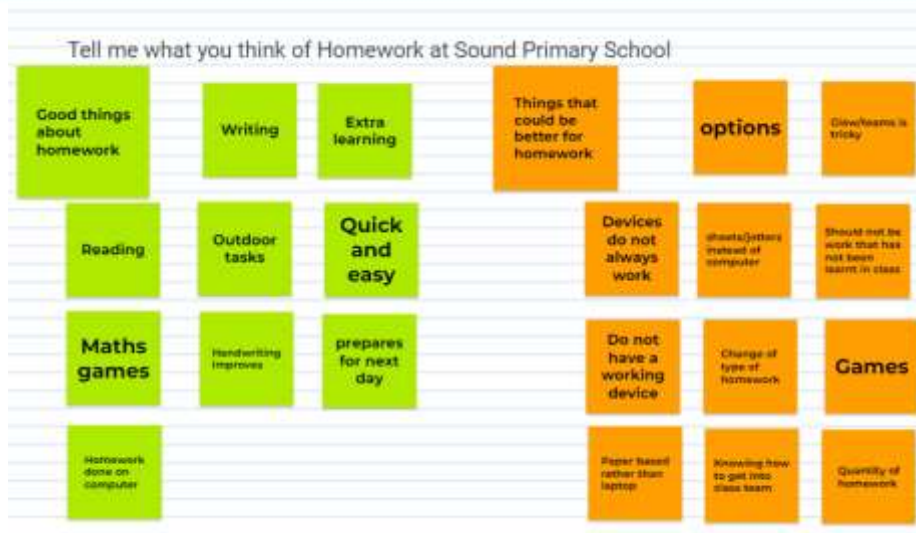


**Pupils provided feedback through a class Microsoft Form.**

- Most learners enjoyed the school's 'Month of Reading.'
- The majority of learner felt more confident in reading.
- The majority of learners enjoyed decorating their classroom doors.
- The majority of learners enjoyed paired reading and would like more paired reading opportunities.
- Almost all learners would like to see more curricular whole school events.

**Assembly discussions and hands up survey with Learners.**

**Most** learners felt home learning should be reading and online games only.



**Microsoft Form for Parents/Carers.**

2. Do you support your child at home with their home learning set by school?

- Yes 72
- No 9



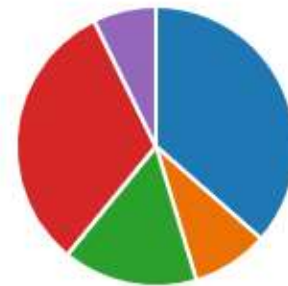
4. What do you think should be the home learning priorities?

Reading	71
Spelling	56
Maths	60
Health and Wellbeing	25
Other	7



9. What home learning resources work well for your family?

Reading book	70
Number notion pack	17
Online games	30
Paper resources/jotters kept a...	61
Other	14



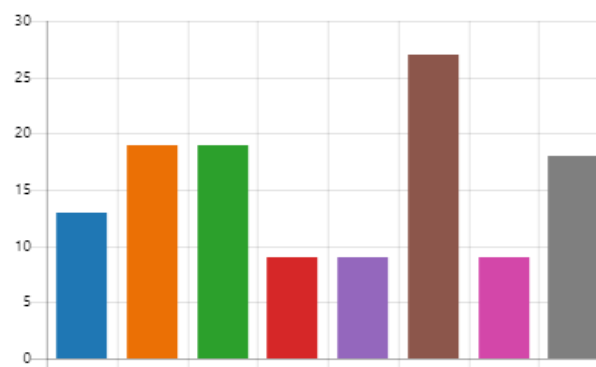
10. Are there barriers to supporting your child with their home learning?

Yes	46
No	35



11. If so what barriers do you face?

Access to digital devices	13
Lack of time due to work com...	19
Lack of time due to children's ...	19
Parent/carer confidence or abi...	9
Your child's ability/confidence ...	9
Uploading work to Teams	27
Passwords/connectivity	9
Other	18



12. Do you feel that school's approach to home learning could be improved?

● Yes 57  
● No 24



Reading book; Online games; Paper resources/jotters kept at home;

Not everyone is equipped to deal with online learning. Personally I really don't like it and find it a huge barrier. I would love for my child to bring home jotters, worksheets and actual books so we can learn / complete homework together.

Paper resources/jotters kept at home; Reading book; Online games

I believe home learning should go back to paper based. With everything going on, after school clubs, parents working, having multiple children, it is far easier to pull a worksheet out the kid's school bags, complete them, and return them.

But good old pencil and paper is the way to go. It comes home in the bag gets done and goes back. Fair for everyone.

Reading book; Practical activities (with choice) ; Online

Reading book; Paper resources/jotters kept at home



Term 4- HGIOS 4 Q.I 3.1 – Ensuring Wellbeing, Equality and Inclusion  
Pupil Equity Funding: Closing the Gap? –Staff and Learners

**Microsoft Form for Staff.**

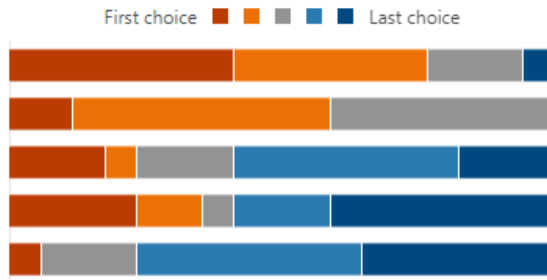
2. Thinking about your current class/classes and 'closing the Gap' where do you see the most significant gap being? Select all you feel are relevant.

<span style="color:blue">●</span> Literacy	11
<span style="color:orange">●</span> Numeracy	11
<span style="color:green">●</span> HWB	4
<span style="color:red">●</span> Digital Literacy	2
<span style="color:purple">●</span> Home Learning	6



3. In which order would the following need to be tackled to have the most impact on closing the gap for our learners at Sound Primary School 2023-2024? Number 1 to 5. 1 being the biggest impact

Rank	Options
1	Literacy
2	Numeracy
3	HWB
4	Home learning
5	Digital skills



4. Which resource would assist you the most in 'closing the gap' within your current class? Select all relevant options

<span style="color:blue">●</span> Additional SFL teacher input	9
<span style="color:orange">●</span> Additional LSW/LSA input	11
<span style="color:green">●</span> More CPD opportunities/traini...	4
<span style="color:red">●</span> Resources	5
<span style="color:purple">●</span> Other	2



Time out with someone.

PEF support learner focus group.

Having quiet time, someone to talk to and play with.

I get spelling help with Mrs Teale in a quiet place and it helps me focus more. I need to keep Nessy for my spelling. I think we need more quiet spaces for spelling.

I go to the sensory room, yes it helps me calm down.

A quiet space with someone to help me relax.

Somewhere to play and to do a fun activity

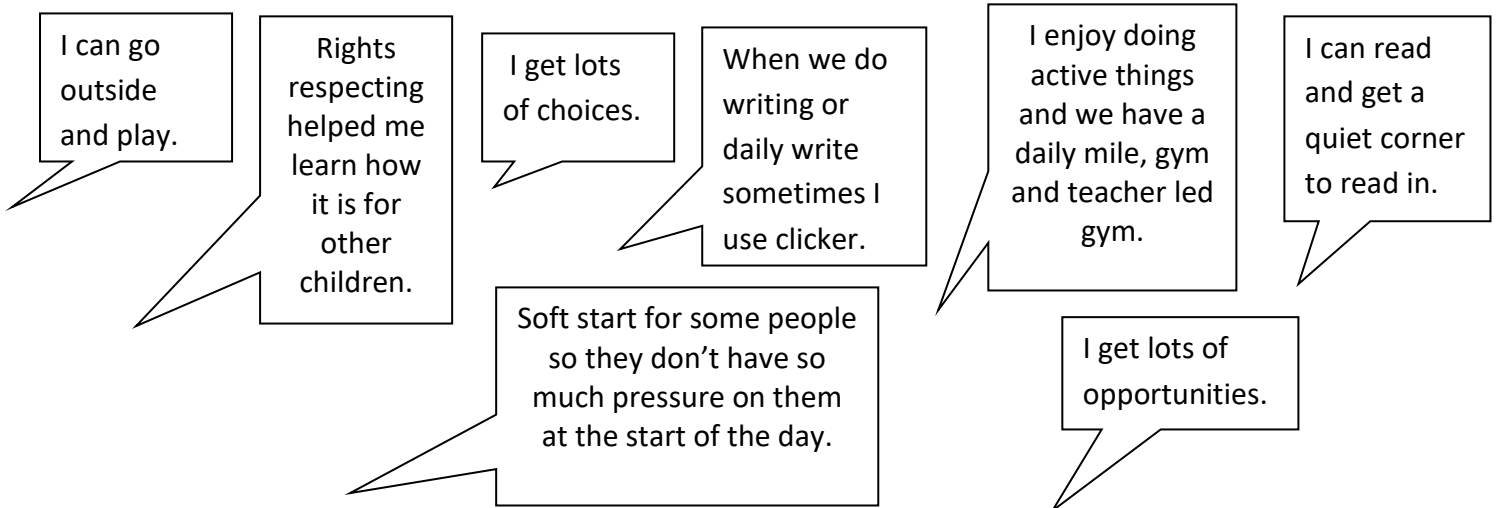
People to help me read and write.

Term 4 - HGIOurS Theme 2 Our Learning and Teaching  
Resources for learning and learning in a way that suits individual needs – Learners

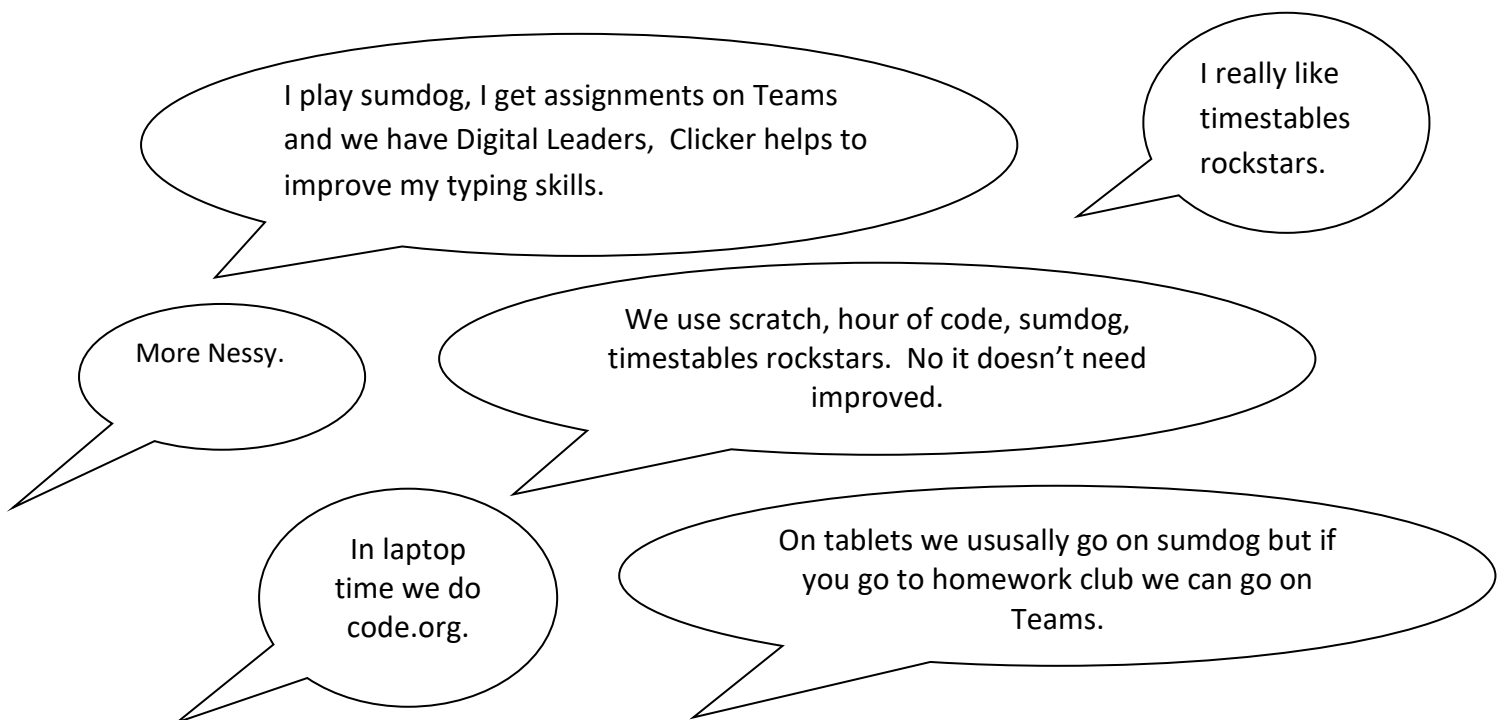
**Learner focus group.**

**100%** of learners who participated in pupil focus group felt that they had the resources and equipment needed to learn.

**100%** of learners who participated in the pupil focus group felt that they were able to learn in a way that suits their need.



**90%** of learners who participated in the pupil focus group rated their use of digital learning to support learning as good or very good and **most** felt that no improvements were needed.



**Scoping and Scanning collegiate activity**

**Interdisciplinary Learning**

- Develop an IDL framework that is not repetitive and supports progression
- Audit science and social subject resources, explore new resources including sharing resources across cluster
- Review and update IDL overview making links to Outdoor Learning, Local, national and worldwide contexts as well as UNCRC, Metaskills, LGBTQ and Anti-racism
- Be more flexible and child led

**Outdoor Learning**

- Increase teacher confidence and understanding of Outdoor Learning
- Consider how best to ensure correct adult/pupil ratios for Outdoor Learning experiences
- Develop a bank of skeleton ODL Risk Assessments

**Interdisciplinary Learning**

- Not linking to local context
- Sticking to same topics
- Repetition of Experiences and Outcomes within a level
- Being too paper evidenced
- Not giving enough pupil choice or being responsive

**Outdoor Learning**

- Being weather dependent
- Trying to make learning fit
- 'For the Sake of it' attitude

**Interdisciplinary Learning**

- 'Science' as part of P7-S1 transition
- Digital skills within Interdisciplinary Learning
- Bundling Experiences and Outcomes

**Outdoor Learning**

- Using the outdoor spaces that we have as well as local area
- Daily Mile
- Active Breaks



**Interdisciplinary Learning**

- Update Science resources
- Be child led
- More Trips out of school

**Outdoor Learning**

- Go further afield
- Be more spontaneous
- Get outside more
- Provide good quality outdoor learning experiences
- Use polytunnel more

**Interdisciplinary Learning**

- Professional learning
- Resources: auditing and sharing
- Funding opportunities: resources and trips

**Outdoor Learning**

- Professional learning
- Develop ODL Risk assessments
- Suitable clothing including footwear: funding as well as a bank of donated clothing and footwear
- Parent/carer helpers to support ODL
- Shared ODL vision
- Timetable use of outdoor spaces within school grounds

**Interdisciplinary Learning**

- Time: overloaded curriculum
- Resources: lack of equipment
- Trips: cost and correct staffing ratios to go

**Outdoor Learning**

- Appropriate clothing
- Staffing ratio and time
- Knowing the focus/vision
- Staff knowledge and training



Term 4 – HGIOS 4 Q.I 3.2 Raising Attainment and Achievement  
Raising attainment in Literacy –Teacher and Learners

**First Level quantitative and qualitative data**

**Stretch Aim:**

By 10 March 2023, 78% of P4b Pupils will be on track to achieve First Level Writing Outcomes in June 2023 (Baseline 44%).

***By 10 March 2023, 72% of children achieved stretch aim (baseline 44%).***

**Teaching Aims:**

By 20 December 2022, 89% of P4b pupils will be starting at least 3 sentences with engaging openers (Baseline 11%).

***By 20 December 2022, 94% of children achieved aim 1 (baseline 11%).***

By 10 February 2023, 89% of P4b pupils will be using at least 3 examples of engaging vocabulary (Baseline 24%).

***By 3 March 2023, 94% of children achieved aim 2 (baseline 24%).***

"I work really hard to get above the line because I don't want to let the class down. But now I sometimes put in openers without even thinking about it!"  
Learner B

"15 minutes is a good time to write for. I don't get too tired."  
Learner A

"One hundred club worked wonders to celebrate success."

Teacher

"I like every part of it! I like that we get to choose what we want to write about. I can write about a creature in a far away land if I want to!"  
Learner C






*Working together to improve outcomes for learners to be the best that they can be.*

## **Standards & Quality Report 2022-23**

## Progress made with the Priorities from our 2022-23 School Improvement Plan

<b>NIF PRIORITIES</b> -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people	<b>NIF DRIVERS</b> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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<b>Priority 1: Raising Attainment in Literacy: Writing</b>			
<b>What were our outcomes?</b>	<b>What did we do?</b>	<b>What was the impact on learners?</b>	<b>What are the next steps?</b>
<p>Writing Achievement of a Level Data:                      Early Level – 71.9% (P1 achieved)                      First Level – 83.8% (P4 achieved)                      Second level – 85.2% (P7 achieved)</p> <p>Teachers and learners have a clearer understanding of writing outcomes and next steps in learning to make progress and achieve expected levels.</p> <p>Improved breadth of learners writing evidence within Teacher Evidence Folios to support progress within and achievement of CfEx levels.</p> <p>Improved teacher confidence in the use of analysing and understanding assessment data to support an increase in attainment within Writing; Tools for Writing.</p> <p>Learners have greater access to digital tools to support writing and home learning, increasing independence and choice in their learning.</p>	<ul style="list-style-type: none"> <li>All teachers use Literacy Progression Framework to inform planning and Literacy Benchmarks to assess writing</li> <li>From Term 1 targeted support in Literacy was provided to support writing through the writing project and spelling through use of Hornet.</li> <li>Across Term 1 Targeted PEF SfL teacher support in Literacy</li> <li>Teachers followed Assessment Calendar for Writing assessment requirements</li> <li>SNSA completed in Term 1 for P4 and P7, identifying gaps in Literacy for learners and informing planning and targeted interventions to support progress</li> <li>SNSA completed in Term 4 for P1 informed, in part, Professional Judgement of Achievement of a Level data and allowed for informed transition information and collegiate planning ahead of P2.</li> <li>Teachers and SMT analysed data to identify areas for support and improvements during termly tracking and monitoring meetings</li> </ul>	<p>Learner's progress and achievement in writing was good across all levels and succeeded the school's stretch aims of 75% achievement at First Level and 80% Second level.</p> <p>Learner engagement in writing is sustained.</p> <p>Learners are better at self-checking their work and show increasing confidence and understanding of how to improve their writing.</p> <p>Learners readily discuss Writing Success Criteria and are able to identify and set next steps accordingly.</p> <p>Learners were encouraged by '100 Club' and enjoyed celebrating and sharing their success in Writing.</p> <p>Target achieved stamps gave immediate feedback and encouragement to learners. Allowing them to see instant success.</p> <p>Pareto charts identified gaps in learning within tools for writing for development allowing for targeted teaching and learning to improve learners writing skills.</p> <p>Run Charts continue to motivate learners to achieve.</p> <p>Learners are able interpret data to measure success through run charts.</p>	<p>Embed Improvement Methodology to support attainment within Writing.</p> <p>Continue to share and celebrate learner success in Writing through 100 Club.</p> <p>Engage in small tests of change using improvement methodology to improve attainment within Listening and Talking at early Level and Numeracy at 2<sup>nd</sup> Level.</p> <p>Digital Leaders to continue to support learners in their use of Digital Tools within Literacy and other curricular areas.</p> <p>Digital Tools to support learning workshop for Parents/Carers to be arranged as part of Learning Journey 2024.</p> <p>Review and update Assessment Calendar: Writing</p>

	<ul style="list-style-type: none"> <li>• Teacher Evidence folios were updated with writing evidence termly, demonstrating breadth and application across writing genres.</li> <li>• Dedicated time for Moderation of Writing: Evidence and Feedback.</li> <li>• P2-7 Class Teachers increased their knowledge and understanding of Improvement Methodology from participation in the National Improving Writing Project.</li> <li>• Short, daily focussed writing sessions across Terms 2 and 4 for P2-7 classes</li> <li>• Teachers participated in twilight sessions led by DHT P4-7 and P4 Teacher where they shared good practice, build on knowledge and understanding of improvement methodology and collegiately reviewed progress of Improving Writing attainment across the school.</li> <li>• P2-7 teachers set measurable Tools for Writing aims, identified targets using Pareto charts and planned for learning from data using Run Charts.</li> <li>• Learners celebrated success in their writing through '100 Club.'</li> <li>• During August 22 In Service – Sfl Teacher's delivered training and support to all staff on Accessing Digital Tools to support Writing</li> <li>• Digital Leaders modelled and supported some learners on how to access digital tools</li> <li>• Staff and learners encouraged and supported the use of digital tools during Digital Homework Clubs.</li> <li>• Learners and their families received support from class teachers and DHT's to access digital learning including the loaning of devices.</li> </ul>	<p>Learners enjoy choosing what they can write about and this motivates them.</p> <p><b>Second time around...</b></p> <ul style="list-style-type: none"> <li>• Primary 3 - Term 4 2021/22</li> <li>• Pareto Charts showed new areas for development</li> <li>• Sustainable change</li> <li>• Pupils familiar with process</li> <li>• Teachers familiar with process; support other teachers</li> <li>• Teachers less precious, easier to focus on specific areas</li> <li>• Pupils better at self-checking</li> <li>• Assessment calendar</li> </ul>  <ul style="list-style-type: none"> <li>• Primary 4 - Term 2 2022/23</li> <li>• When repeating the project with the same class, we saw that improvement in punctuation was sustained.</li> </ul> <p>Learners receive targeted, meaningful support based on improvement data within Writing to help them progress and achieve.</p> <p>Learners Evidence of writing within and across levels has improved showing a greater breadth of writing genres.</p> <p>Learners have more support, independence and choice in the way that they access their learning through the use of digital tools.</p> <p>Learners attended Home Learning Club where they were supported in their use of digital tools to complete home learning tasks. Learners increased confidence in their use of digital tools and became more able to complete their home learning.</p>	
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<p><b>NIF PRIORITIES</b></p> <ul style="list-style-type: none"> <li>-Improvements in attainment, particularly in Literacy and Numeracy</li> <li>-Closing the attainment gap between the most and least disadvantaged children</li> <li>-Improvement in children and young people's health and wellbeing</li> <li>-Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<p><b>NIF DRIVERS</b></p> <ul style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> </ul>	<ul style="list-style-type: none"> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family Learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</li> </ul>
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<p><b>Priority 2: Raising Attainment in Literacy: Reading</b></p>			
<p><b>What were our outcomes?</b></p>	<p><b>What did we do?</b></p>	<p><b>What was the impact on learners?</b></p>	<p><b>What are the next steps?</b></p>
<p>Assessment greater support the identification of appropriate learner reading levels as well as progress within and achievement of Early, First and Second Level.</p> <p>Reading Achievement of a Level Data:            Early Level – 68.8% (P1 achieved)            First Level – 83.8% (P4 achieved)            Second level – 81.5% (P7 achieved)</p> <p>Improved understanding and identification of Rhyme as part of the 12 areas of phonological awareness for Learners in ELC to P2.</p> <p>96% of P1 learners secure in Rhyme - June 2023.</p> <p>All identified P2 learners who had gaps in their identification of Rhyme were secure by Term 3.</p>	<ul style="list-style-type: none"> <li>• Introduce PM Benchmarking as a Reading assessment tool to be used from P1-7 to establish baseline reading levels for individuals/groups – teacher training given.</li> <li>• Term 1 saw Reading books banded in line with PM Benchmarking and stored centrally. Information on how to use this reading progression system shared with staff.</li> <li>• Term 1 saw Novels for class use book banded in line with PM Benchmarking</li> <li>• Term 1 saw Reading Grids updated in line with PM Benchmarking and shared with teaching staff for use.</li> <li>• PIRA Reading 'Spring' assessments undertaken in Term 3 by P4 and P7 as part of ongoing assessment and evidence to support professional judgement of achievement of a level for learners. Teachers targeted areas for development.</li> <li>• Blooms Buttons: Question Fans shared with Parents/Carers during Reading Month and used in school by teachers and support staff at Early and First Level.</li> <li>• Month of Reading in March celebrated the schools rading culture: Author visits, Book Bug and Library visits, paired reading, parents/carers sharing reading in school, book sale and book doors.</li> </ul>	<p>Learners reading ability and skills assessed using PM Benchmarking to establish their baseline and support professional judgement of Reading levels.</p> <p>Learners reading texts at appropriate individual and group level.</p> <p>Staff can readily access the correct level of text for the learner.</p> <p>Learners are more readily challenged in their reading, supporting their progress through and achievement of reading levels.</p> <p>Greater Tools for Reading support for learners due to early identification of areas for development following PM Benchmarking Assessment.</p> <p>PIRA Reading assessment identified common areas for development within Reading at First and Second level and better supported meeting learner's needs.</p> <p>Blooms Question Fans supported learners understanding of text.</p>	<p>Embed PM Benchmarking as an Assessment Tool to be used to establish baseline reading levels and support teacher judgement.</p> <p>Embed PIRA Reading Assessment as an Assessment Tool at 1<sup>st</sup> and 2<sup>nd</sup> Level to support professional judgement of achievement of a level.</p> <p>SMT to explore Reading Tool Box resources from Education Scotland to be better placed to lead learning to improve reading skills and attainment.</p> <p>Increase opportunities for Paired Reading throughout the school year.</p> <p>Reading week in Term3 in conjunction with World Book Day.</p> <p>Continue to support Parents/Carers to share reading at home: Book Bug, in school reading and the school's updated approach to home learning.</p>



	<ul style="list-style-type: none"> <li>• Teachers twilight session with ESO Emerging Literacy: Emerging Literacy Approaches and Phonological Awareness.</li> <li>• Rhyme focus across Early into First Level through the development of Literacy rich classroom experiences.</li> <li>• Nursery staff training in reading strategies to enhance their confidence and support learner engagement in reading; Emerging Literacy delivered by ESO Emerging Literacy in Term 1.</li> <li>• ELC re-introduced Rhyme a Week and resources to increase opportunities for stories, songs and rhymes throughout the environment.</li> <li>• Everyday routines enhanced through rhyme eg brushing teeth.</li> <li>• Rhyme information for ELC Parents/Carers shared in Term 2.</li> <li>• Regular Book Bug sessions for Parents/carers/learners led by Senior Practitioner from Term 2 onwards.</li> </ul>	<p>Parents/cares upskilled to better support learners at home with their reading.</p> <p>Increased learner confidence and enjoyment in reading.</p> <p>Almost All Primary 1 learners can confidently hear, identify and verbalise Rhyme</p> <p>Almost all learners in P2 with identified gaps were secure in Rhyme as part of Phonological Awareness.</p> <p>By the end of Term 2 most ELC learners showed an interest in rhyme and alliteration through participation in Rhyme of the Week and singing songs.</p> <p>By the end of Term 2 some ELC learners were independently choosing to create their own songs and stories as well as recognising rhyming vocabulary.</p> <p>Some Parents/Carers commented that their children were using Rhyme at home.</p> <p>ELC Learners enjoyed weekly Book Bug Sessions and having their parents/carers join these termly. Book Bug sessions has increased ELC learner confidence and participation in story and Rhyme.</p> <p>Increase in ELC learner identification of Rhyme at the start of P1 -: August 2022 68% of learners could identify Rhyme and August 2023 74% of learners could identify Rhyme.</p>	<p>Complete School's Core Level Reading Accreditation with Scottish Book Trust.</p> <p>Continue to develop and embed Phonological Awareness Approaches and Assessment across Early and First Level.</p> <p>Rhyming Story Sacks to be developed for Early Level use.</p> <p>Continue regular Book Bug Sessions across Early Level.</p>
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### **Leadership of Change (QI 1.3)**

#### **Developing a shared vision, values and aims relevant to the school and its community**

Sound Primary School has a relevant and meaningful curriculum rationale as well as a shared vision values and aims that have been developed by the school community and reflects the ethos of the school. Our vision, values and aims are shaped by our understanding of our school community's cultural, social and economic context. Sound Primary School's community works well together to ensure the schools vision is met. Senior leaders and all staff are committed to working together to ensuring that we achieve improved outcomes for all learners and their families.

#### **Strategic planning for continuous improvement**

Senior leaders, having completed Scottish Improvement Framework training, effectively guide the strategic direction of the school. Staff feel supported by the Senior Leadership Team in initiating informed change and take on responsibility for the process of change. The pace of change is manageable and takes into account the impact of Covid 19 on the school community. There is a climate of mutual respect, teamwork and strong sense of community across the school. Time for professional dialogue, collegiate activity and self-evaluation is protected so that all members of our school community can contribute to our improvement plans. The school's self-evaluation activities encourages professional dialogue as well as collegiate discussion and staff are committed to the school improvement priorities.

#### **Implementing improvement and change**

Staff take responsibility for implementing change at school, cluster and local level. Senior leaders support and encourage solution focused approaches, innovation, creativity and professional enquiry. Teachers are empowered to implement research-based interventions and to be creative in their teaching and learning approaches to implement change and improve outcomes for learners and their families. Support staff are encouraged and supported to undertake professional learning in line with improvement priorities and to engage in self-evaluation. Learners are supported to take on leadership roles and contribute to the improvement of the school. Sound Primary School has strategies in place to monitor and evaluate the impact and effectiveness of interventions on outcomes for learners. Staff, learners and parents demonstrate increasing capacity to respond and adapt to change.

#### **How do you know? What quantitative and qualitative evidence do you have of a positive impact on learners?**

- Learners and staff are confident in using SHANARRI wellbeing indicators to discuss and assess Health and Wellbeing
- Dedicated development time linked to School Improvement Priorities and agreed through Working Time Agreement
- Pupil Voice contributes to schools quality assurance process throughout the year.
- Staff engage in leadership roles and are supported in doing so
- School stakeholders were involved in the development of our Curriculum Rationale, Visions, Values and Aims as well as the new school logo
- Team Improvement Visit Nov 2019 feedback
- Care Inspectorate Inspection feedback June 2022
- National Thematic Inspection: HGIOS 2.2 Curriculum Design verbal feedback June 2023
- Parent Council are proactive in supporting school improvement and ensuring wider parental voice is heard

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

- Continue leadership opportunities for learners and staff: Digital Champions, JRSO, Pupil Council, Sports Council, EcoClub, Rights Respecting, Tour Guides, Play leaders and Buddies
- Continue to support leadership opportunities for Parents/Carers through the Parent Council and collation of stakeholder skills to support teaching and learning experiences: Digital Support, Outdoor Learning, IDL and improvements to school grounds
- Continue to develop a clear understanding of collective strengths and areas for improvement through self-evaluation
- Revisit and update curriculum rationale with stakeholders

**Self-evaluation grade on the HGIOS?4 six-point scale: 4**

## **Learning, teaching and assessment (QI 2.3)**

### **Learning and engagement**

The inclusive and nurturing ethos of Sound Primary School reflects our commitment to children's rights and positive relationships. Almost all of our learners show high levels of engagement in their learning in school and at home. Our learners demonstrate increasing resilience, are motivated, interact well with others and take on-board responsibility as they become more independent in their learning. Learners' experiences are differentiated and well matched to their needs and interests. Learners are becoming increasingly independent in their use of, and are engaging with digital technology to enhance their teaching and learning experiences. Learners are given increasing opportunities to lead learning. Most learners understand and can share the purpose of their learning and next steps. Our learners are successful, confident, respectful, responsible and aware of their rights and the rights of others. They contribute effectively to the life of the school and wider community. Learners know that their contributions and opinions will be listened to and are valued.

### **Quality of teaching**

Teaching and learning experiences at Sound Primary School are underpinned by our shared school vision and values. In most lessons teachers use creative teaching approaches to engage learners and extend their understanding and learning. Digital Technologies are becoming more embedded as a tool to support and enhance teaching and learning experiences. Explanations and instructions are clear and relevant. Learning Intentions and Success Criteria are relevant and shared across learning with some pupils generating success criteria with support from their teacher. Feedback supports progress in learning.

### **Effective use of assessment**

At Sound Primary School a variety of assessment approaches are used which allow learners to demonstrate their knowledge and understanding as well as acquisition of skills by applying them in different contexts. Assessment, teacher evidence and professional judgement is mostly reliable and accurate. Assessments provide reliable evidence, which we use to report on the progress of all learners and to direct targeted support. There is a shared understanding and expectation of standards to be achieved. Robust arrangements are in place for moderation across stages and across the curriculum using the Moderation Cycle.

### **Planning, Tracking and Monitoring**

We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. Effective approaches and processes to tracking and monitoring ensure accountability and leading to timely and responsive interventions including challenge. The school has clear information on learner's progress within a level, achievement of a level and achievement over time. Teachers are confident in engaging with data and value the protected time for tracking and monitoring meetings with the management team. Data is used to evaluate the effectiveness of interventions in place to improve outcomes for learners. Professional dialogue around tracking and monitoring enables practitioner reflection and enhances forward planning. Achievement of a level data is discussed as a whole staff team. Teacher Folios of evidence are becoming more robust and there are increasing expectations on staff in terms of the range and quality of evidence collected.

### **How do you know? What quantitative and qualitative evidence do you have of positive impact on learners?**

- SMT data including Leuven Scale of Engagement in School and in Home Learning. Leuven Scale of Engagement is used to track and monitor learner engagement as well as identifying targeted support
- Targeted support identified and regularly reviewed
- Focussed Assessment and Moderation valued by teachers and used well to plan, assess and moderate teaching and learning
- Literacy & Numeracy Attainment data: Achievement of a Level, Attainment over Time, Tracking and Monitoring data and SNSA
- Teacher Evidence Folios support teacher judgement and evidence progression



- Pupil Profiles evidence progression
- School and Nursery Blog shares creative and engaging quality teaching and learning across the school
- Use of immediate school environment and beyond to enhance learning experiences including Outdoor Learning
- Staff regularly and confidently engage in professional dialogue around learners progress, strengths and areas for development
- Team Improvement Visit November 2019 Feedback
- National Thematic Inspection: Curriculum Design verbal feedback June 2023

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

- Continue to improve teaching and learning experiences within IDL and Outdoor Learning
- Embed improvement methodology to raise attainment within Literacy: Writing
- Small tests of change using improvement methodology to improve attainment within Early Level Talking and Listening and Second Level Numeracy
- Continue to develop high quality early learning and childcare experiences: pre-handwriting skills development through Scribble Club, supporting high quality interactions and further developing outdoor learning
- Targeted support funded by Pupil Equity Funding
- Improve Quality Assurance calendar through protected time for Classroom Observation and Monitoring focussing on HGIOS 4 Q.I 2.3

**Self-evaluation grade on the HGIOS?4 six-point scale:4**

### **Ensuring wellbeing, equity and inclusion (QI 3.1)**

#### **Wellbeing**

Sound Primary School's approach to ensuring the wellbeing of all learners leads to improving outcomes for learners and their families. We know and can demonstrate that most of our learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Most staff, parents and partners feel valued, supported and safe. Positive relationships exist across the school community and are founded on shared values and mutual respect. Positive and successful partnerships with agencies demonstrate a common understanding of wellbeing and the dignity of every child. Sound Primary School appreciates each learner as an individual and recognises the rights of everyone. We include learners in discussions and decisions which may affect their lives.

#### **Fulfilment of Statutory Duties**

Sound Primary School complies with statutory requirements and associated codes of practice. Management commitment to the GIRFEC process is recognised by partner agencies. Staff, learners, parents and partners know what is expected of them and are committed to and active in fulfilling statutory duties to improve outcomes for children and young people.

#### **Inclusion and Equality**

Sound Primary School is committed to ensuring inclusion and equity leads to improved outcomes for all learners. All learners are included and active in the life of the school. Learners feel encouraged and supported to do their best. Members of the school community are treated fairly and with respect. As a school community, we celebrate diversity and challenge discrimination. We have effective strategies in place which are improving attainment and outcomes for learners facing challenges and barriers to learning such as those with social, emotional and behavioural difficulties, those who are looked after and those with additional support needs.

#### **How do you know? What quantitative and qualitative evidence do you have of positive impact on learners?**

- Very good level of attendance across the school; 92% session 2022/23
- Levels of attainment and progress within a level across Literacy and Numeracy
- Learners share that they feel safe, happy and included
- Tracking and monitoring data -Leuven Scale of Engagement in school and in home learning
- Review targets demonstrate progress and improvement for individuals
- Staff are able to plan and meet the complex needs of learners
- Personal care needs of learners are met
- Positive and respectful relationships between school and parents/carers
- Individualised home learning plans
- Learners are more independent in their use of Nessy, Clicker, Talking Head, Immersive Reader and Dictate to support their learning at school and at home
- Most Parents/Carers feel included and that their children are listened to Positive Partnership working with agencies including Anchor for Families to improve outcomes for learners and their families; including emotional and practical support
- Learning spaces are flexible to meet needs of learners
- Safeguarding measures are in place and adhered to
- During the National Dental Inspection Programme, 74% of those learners inspected were found to have no dental decay

#### **What are you going to do now? What are your improvement priorities in this area?** Page 26 of 34

- Pupil Equity Funding – targeted support for Literacy and Health and Wellbeing
- Improve use of indoor space and pursue enhanced provision discussions and resources to best meet needs of learners.
- Resource and develop SfL spaces including additional sensory room, play room and movement room
- Continue to work in partnership with Anchor for Families to support our learners and their families
- Continue to work in partnership with Childsmile to prevent dental decay through regular tooth brushing and fluoride varnishing.
- Develop a Promoting Attendance Policy that encourages good attendance and ensure barriers to attendance are collaboratively worked through and removed.

### **Raising attainment and achievement (QI 3.2)**

#### Attainment in Literacy and Numeracy

Learners make good progress within and across levels of attainment in Literacy and Numeracy. Literacy and Numeracy achievement of level data, June 2023 was mostly good with improvements to achievement of a level within Writing at First and Second Level compared to June 2022. Learners demonstrate appropriate and expected rates of progress across Literacy and Numeracy.

#### Attainment Over Time

Learners make good progress from their prior levels of attainment. Our staff make effective use of assessments and data along with their shared understanding of standards and benchmarks to make increasingly confident professional judgements about achievement of a level and how well learners are progressing. A robust tracking and monitoring system together with effective, targeted interventions ensures progress for learners is supported and challenged including at key points of transition.

#### Overall Quality of Learners' Achievement

Sound Primary School learners are successful, confident, responsible individuals who contribute to the life of the school, the wider community and engage in Global Citizenship. A range of wider achievement activities are provided by the school to develop personal attributes and skills. Learners are proud of their wider achievements and keen to share these with peers and staff. Learners achievements are shared and celebrated and they are motivated by this recognition.

#### Equity For All Learners

Sound Primary School has systems in place to remove barriers and promote equity for our learners. Attainment has raised for most of our learners including our most disadvantaged children who demonstrate good progress in attainment and improved health and wellbeing outcomes.

#### **How do you know? What quantitative and qualitative evidence do you have of positive impact on learners?**

- Review meetings: target setting and evaluation of these
- Moderation
- Robust tracking and monitoring throughout the school year identifies those learners who require support as well as challenge
- Teacher judgement of achievement of a level
- Attainment within Literacy and Numeracy at Early, First and Second level almost all indicate improvement.
- Literacy & Numeracy Attainment data: Achievement of a Level, Attainment over Time, Tracking and Monitoring data and SNSA
- Teacher Evidence Folios support teacher judgement and evidence progression
- Pupil Profiles evidence progression

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

- Support learners to make very good progress from prior levels of attainment
- ELC introduce 'Scribble Club' to develop pre handwriting skills
- Number Notion packs to support Numeracy and Maths skills used in school for learners in P2 to P7.
- Small tests of change using improvement methodology to improve attainment within Early Level Talking and Listening and Second Level Numeracy
- Home learning will focus on Reading and Phonics/Spelling from August 2023

**Self-evaluation grade on the HGIOS?4 six-point scale:4**



*Working together to improve outcomes for learners to be the best that they can be.*

## **School Improvement Plan 2023-24**

## Improvement Priorities for 2023-24

<p><b>NIF PRIORITIES</b>          -Improvements in attainment, particularly in Literacy and Numeracy          -Closing the attainment gap between the most and least disadvantaged children          -Improvement in children and young people's health and wellbeing          -Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>	<p><b>NIF DRIVERS</b>          School and ELC Leadership          Teacher/practitioner professionalism          Professionalism          Parental Involvement/Engagement          Assessment of Children's Progress          School and ELC Improvement          Performance Information</p>	<p>1.1 Self-evaluation for self-improvement  <b>1.2 Leadership for learning</b>          1.3 Leadership of change          1.4 Leadership and management of staff          1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection  <b>2.2 Curriculum</b>  <b>2.3 Learning, teaching and assessment</b>          2.4 Personalised support          2.5 Family Learning          2.6 Transitions          2.7 Partnerships</p>	<p><b>3.1 Ensuring wellbeing, equality and inclusion</b>          3.2 Raising attainment and achievement/Securing children's progress  <b>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</b></p>
<p><b>Priority 1: Outdoor Learning</b> <span style="float: right;"><b>Continuation from 2022/23? No</b></span></p>				

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources Lead Person – Class teachers	Monitoring the impact of the priority on learners
<p>26% of Parents/carers who responded to a questionnaire identified Outdoor learning as a curriculum priority for the school</p> <p>47% of staff who responded to a questionnaire identified Outdoor learning as a curriculum priority for the school</p> <p>Feedback from staff development time with Kate Hookham May 2023 and the schools participation in National Thematic Inspection:Curriculum Design June 2023, highlighted our existing good practice around Outdoor Learning and instilled staff confidence to further develop this area of the curriculum.</p> <p>7 out of 11 P1-7 classes fed back that they would like to see a whole school event around Outdoor Learning.</p>	<p>Increase and support professional knowledge, understanding, skills and confidence of staff within Outdoor Learning to improve learner's opportunities for high quality teaching and learning experiences.</p> <p>By May 2024 improve health and wellbeing outcomes for most learners through participation in Outdoor Learning with most learners rating themselves at 7 or above within Wellbeing Indicators: Active, Healthy and Safe.</p> <p>By December 2023 almost all learners regularly and frequently access and enjoy first hand learning experiences outdoors.</p> <p>All learners access a wide range of learning environments and demonstrate the skills to do so safely.</p> <p>By December 2023 raise awareness of and develop our curriculum through a shared Outdoor Learning vision developed in partnerships across our school community,</p> <p>Parents/carers understand the value in Outdoor Learning and are more able to support their children in preparing for these experiences</p>	<p>Access to high quality professional learning opportunities for staff including Kate Hookham return visit.</p> <p>Model and share skills, knowledge and experience within the school to improve staff confidence and capabilities. Work collaboratively to develop Outdoor Learning.</p> <p>Protect time/outdoor spaces for year groups.</p> <p>All learners experience high quality Outdoor Learning each week within the immediate school environment or beyond.</p> <p>Develop a bank of skeleton Outdoor Learning Benefit Risk Assessments in conjunction with learners: Whats good about going to? Is there that we need to be careful of? How are we going to stay safe?</p> <p>Provide opportunities outdoors for learners to develop skills to assess and manage risk.</p> <p>Seek funding and support from partners for suitable clothing to ensure everyone is included; staff/pupils.</p> <p>Outdoor Learning vision at Sound Primary School to be developed and shared in partnership with parents/carers/staff and learners by the end of Term 2 – session 2022/23.</p> <p>Support Parent/carer understanding of Outdoor Learning by encouraging them to participate in Outdoor Learning Experiences.</p>	<p>Kate Hookham, education consultant return visit: Do Learn Local</p> <p>Authority In-service opportunities</p> <p>Successful approaches to learning outdoors – Education Scotland Feb 2022  <a href="#">Successful approaches to learning outdoors (education.gov.scot)</a></p> <p>A summary of outdoor learning resources – Education Scotland 2020  <a href="#">A summary of outdoor learning resources   Resources   Education Scotland</a></p> <p>Significant Scottish Outdoor learning and Play Documents. Creative Star Learning  <a href="#">Significant Scottish Outdoor Learning and Play Documents   Creative STAR Learning   I'm a teacher, get me OUTSIDE here!</a></p> <p>Kate Hookham-Benefit Risk Assessment examples</p> <p>Staff/pupil ratios</p> <p>Parent Council Pupil Council Local Businesses</p> <p>Outdoor Play Policy – Sound Primary ELC Learners, staff, parents/carers School Blog</p> <p>School and class events: Learning Journey/curriculum events</p>	<p>Staff Outdoor Learning confidence survey T1 and T3</p> <p>Term 1 and Term 3 – Tracking and Monitoring - P1-7 Shanarri H&amp;Wb webs for Learners – improvements to Active, Healthy and Safe.</p> <p>House Captains collect Outdoor Learning data weekly, starting Term 1 and share with SMT/clerical for review and sharing at department meetings.</p> <p>SMT– monitor effectiveness of Benefit Risk Assessments – staff/pupil feedback and Evotix Assure data.</p> <p>Pupil Voice – Quality of Outdoor Learning – How Good Is OUR School 4 – Theme 2 Our teaching and learning.</p> <ul style="list-style-type: none"> <li>- Pupil Council – Outdoor Learning Journey presentation - Is our school curriculum meeting pupil's needs? – What do pupils like about what our school offers? – How does Outdoor learning develop our skills?</li> </ul> <p>Review end of Term 4 at Learning Journey – seek traffic light feedback from staff, learners, parents/carers and partners.</p> <p>Qualitative feedback using exit passes from parents/carers following participation in Outdoor Learning experiences at school.</p>




<p>at school.</p> <p>Planning and assessment of Outdoor Learning is manageable and proportionate for teachers and captures pupil choice: ideas and interests: providing real life contexts for learning, encouraging knowledge, curiosity and respect for the outdoors whilst increasing independence, confidence and resilience.</p> <p>Outdoor learning observations inform adult interventions and future learning that supports the development of skills and wellbeing.</p> <p>By June 2024, improve teaching staff understanding of meta skills and developing these for learners.</p> <p>Staff and learners make purposeful connections between outdoor learning and the meta skills to improve wellbeing, life and employability.</p>	<p>When planning, teachers and practitioners consider the following from Building The Curriculum 3:</p> <ul style="list-style-type: none"> <li>• Which experiences will have more impact on learning if done outdoors?</li> <li>• How can learning outdoors enhance and deepen learning within curriculum areas?</li> <li>• Which experiences are best suited to a combination of indoor and outdoor learning?</li> <li>• How can learning indoors best be consolidated, progressed or enhanced using the outdoors?</li> <li>• What opportunities exist for linking learning across the curriculum?</li> </ul> <p>Learners are involved in discussions around planning their outdoor learning.</p> <p>Retrospective curricular planning, where Curriculum for Excellence experiences and outcomes are retrospectively linked to outdoor learning experiences and the development of skills.</p> <p>Include Outdoor Learning Opportunities in Project plans and across curricular areas.</p> <p>Identify outdoor Learning Links within curricular areas by adding Outdoor Learning symbol to existing frameworks. ●</p> <p>Outdoor Learning experiences planned and led by partners- P6 and P7.</p> <p>Teacher/practitioner/support worker observations will assess where learners are in their outdoor learning and support next steps.</p> <p>Develop displays/class blog for class Outdoor Learning journeys. Class journeys will evidence how learning experiences are underpinned by our school values, learning experiences, the development of key skills and curricular learning as well as capturing pupil voice and the identification of next steps in learning.</p> <p>Teachers and learners use digital tools to capture, create and share outdoor learning experiences.</p> <p>Term 2 – introduce all teaching staff to Skills Development Scotland Meta Skills Progression framework – protect time for familiarisation with document/professional learning.</p> <p>Term 3 to Track and Monitor Meta Skills through Outdoor Learning using SDS Meta Skills Progression Framework.</p> <p>Track one meta skill area termly across Early Level – ELC and P1</p> <p>Track one meta skill area per term across 1<sup>st</sup> and 2<sup>nd</sup> level:</p> <p>Self Management – P2 and P5</p> <p>Social Intelligence -P3 and P6</p> <p>Innovation - P4 and P7.</p>	<p>Building The Curriculum 3 – Education Scotland Building your curriculum: Outside and In – Education Scotland <a href="https://www.education.gov.scot/building-your-curriculum-outside-and-in">Building your Curriculum: Outside and In (education.gov.scot)</a></p> <p>IDL/ Project planners.</p> <p>Curricular frameworks: Literacy, Numeracy, IDL/project.</p> <p>Education Scotland – Guides for Outdoor Learning – Learning and assessment resource including curriculum guides <a href="#">Support for Professional Development in Outdoor Learning   Resources   National Improvement Hub (education.gov.scot)</a></p> <p>Active Schools and Pete Richardson – Outdoor Learning</p> <p>Outdoor learning observations records/planning.</p> <p>Outdoor Learning evidenced within class/ELC blog – minimum 1x per term</p> <p>Class/school displays/individual learning stories</p> <p>Staff professional learning video from Education Scotland <a href="#">Using digital tools to capture, create and share outdoor learning - YouTube</a></p> <p>Skills Development Scotland – Meta Skills Progression Framework <a href="https://www.skillsdevelopmentscotland.co.uk/meta-skills-progression-framework-final.pdf">meta-skills-progression-framework-final.pdf</a> <a href="https://www.skillsdevelopmentscotland.co.uk">skillsdevelopmentscotland.co.uk</a></p>	<p>Planning documentation reviewed and discussed regularly throughout the session including development time and tracking and monitoring as well as SMT quality assurance calendar. Key themes – tackling bureaucracy and planning meeting learners needs.</p> <p>Outdoor Learning Observations discussed as part of Tracking and Monitoring as well as collegiate activity.</p> <p>Term 3 Parent/Carer/Pupil feedback on sharing Outdoor Learning on Class Blogs.</p> <p>Staff and learners Meta Skills knowledge and understanding survey T2 and T4</p> <p>Term 4 review SDS Meta Skills Progression Framework with teaching staff</p> <p>Moderate evidence of Outdoor Learning / Meta Skills – ELC/P1, P2 and P5, P3 and P6, P4 and P7.</p>
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## Improvement Priorities for 2023-24

<p><b>NIF PRIORITIES</b></p> <ul style="list-style-type: none"> <li>-Improvements in attainment, particularly in Literacy and Numeracy</li> <li>-Closing the attainment gap between the most and least disadvantaged children</li> <li>-Improvement in children and young people's health and wellbeing</li> <li>-Improvement in skills and sustained, positive school leaver destinations for all young people</li> </ul>	<p><b>NIF DRIVERS</b></p> <ul style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> </ul>	<ul style="list-style-type: none"> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family Learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</li> </ul>
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### Priority 2: Inter Disciplinary Learning Continuation from 2022/23? YNo

Data/Evidence	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>30% of Parents/carers who responded to a questionnaire identified IDL as a curriculum priority for the school</p> <p>52% of staff who responded to a questionnaire identified IDL as a curriculum priority for the school</p> <p>Pre Covid 19 – the school was developing IDL Pathways by bundling E's &amp; O's to ensure progression, this work was halted due to school closures. Our return from Covid closures saw the school focus on Literacy, Numeracy and H&amp;Wb as our priorities.</p> <p>During department meetings 2022/23, teaching staff have identified duplication, gaps in learning and the need for improved progression across Science and Social Subjects.</p>	<p>Increase teachers knowledge and understanding of IDL as part of the refreshed curriculum.</p> <p>Common understanding of the four contexts of Curriculum for Excellence and what IDL is across the school community.</p> <p>To have in place by December 2023, an IDL framework that can be used for planning and tracking and monitoring therefore reducing workload for teachers.</p> <p>IDL framework ensures breadth and progression of teaching and learning experiences for learners as well as recognising the development of their skills.</p> <p>Improved tracking and monitoring of IDL learner experiences and progression using IDL framework that highlights the bundling of disciplines.</p> <p>Almost all learners IDL knowledge, understanding and skills are more accurately assessed to ensure progression.</p> <p>Learners access resources that enhance their IDL learning.</p> <p>Strengthen partnership working to enrich our IDL teaching and learning experiences.</p>	<p>Professional Learning What are the ingredients for high quality IDL?</p> <p>Through assemblies raise awareness of the 4 contexts of learning and increase knowledge and understanding IDL.</p> <p>Work collaboratively with learners to develop an Interdisciplinary Learning statement that is shared across the school community to raise awareness and improve knowledge and understanding of the 4 contexts of Curriculum for Excellence and what IDL is.</p> <p>Protect time for teaching staff to collaboratively consider and update IDI framework using Curriculum for Excellence Experiences and Outcomes from Science and Technology and Social Subjects.</p> <p>Protect time for teaching staff to develop a suggested Project overview sits alongside IDL framework and includes bundled Experiences and Outcomes from Science and Technology, Social Subjects, RMPS, and Health and Wellbeing.</p> <p>Protect time for teachers to work across CfEx levels to plan collaboratively to ensure progression and avoid repetition. Eg 'Mapping skills' – what does this look like across levels?</p> <p>Track and Monitor Early, 1<sup>st</sup> and 2<sup>nd</sup> level IDL experiences using framework.</p> <p>Update IDL planner/Project plan to include links to relevant and meaningful contexts including: LGBTQ, Outdoor Learning, UNCRC, Anti Racism as well as local, national and worldwide opportunities for learning.. Trial use of planner across term 1 and 2 and review/update.</p> <p>From Term 3 Introduce Teachers and Learners to 'Thinking Squares' as an assessment is for learning tool to support progression within IDL. Thinking squares include high quality questions linked to curricular area benchmarks to support assessment and progression of learner knowledge, understanding and skills.</p> <p>Audit existing IDL resources. Identify/source the most appropriate resources to enrich IDI learning across the school. Develop Project boxes.</p> <p>Term 1 onwards - Establish and access a parent/carer/local partner skills based database to support/enhance IDL learning– who can support, when can they support and how can they support?</p>	<p>Education Scotland – Re-imagining the future – IDL as a key driver. <a href="#">Re-imagining the future – IDL as a key driver? - YouTube</a></p> <p>Education Scotland - Interdisciplinary Learning definition</p> <p><a href="#">Interdisciplinary Learning: ambitious learning for an increasingly complex world (education.gov.scot)</a></p> <p><a href="#">Scotland's Curriculum for Excellence – Page 4 (scotlandscurriculum.scot)</a></p> <p>Pupil/staff/parents/carers focus group</p>  <p>Teachers</p> <p>SMT</p> <p>Curriculum For Excellence Curricular Areas: Experiences and Outcomes</p> <p>IDL framework</p> <p>IDL planning formats</p> <p>'Thinking Squares' – Assessment tool</p> <p>IDL resources in school</p> <p>School operational budget</p> <p>Partners across the school community</p> <p>Clerical staff</p>	<p>Staff and learners - 4 contexts and IDL knowledge and understanding survey T2 and T4</p> <p>Term 4 - Review IDL vision statement at Learning Journey – seek traffic light feedback from staff., learners, parents/carers.</p> <p>Qualitative feedback from teaching staff self-evaluation and WTA meetings around effectiveness of IDL frameworks.</p> <p>Tracking and Monitoring meetings</p> <p>Term 3 - Pupil Voice – Quality of IDL – How Good Is OUR School 4 – Theme 2 Our teaching and learning.</p> <ul style="list-style-type: none"> <li>- Pupil Focus Group – IDL resources - In our school do we all have the resources and equipment we need to learn? How do we know?</li> </ul> <p>Term 4 - Staff, pupil and partner survey to evaluate impact of IDL partnership working.</p>

**Pupil Equity Fund – Planning and Reporting**

<b>PEF Allocation 2023/24 £29400</b>						
<b>Project/intervention: Soft Start and Targeted Literacy Support</b>						
<b>What data/evidence informs this?</b> Closing The Attainment Gap questionnaire, Tracking and monitoring data including SMT attainment, FSM data, wellbeing and engagement data and ACEL data June 2023						
<b>Interventions for Equity</b>	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact	
<b>Use of Evidence and Data</b>	<b>Social and Emotional Wellbeing</b>	<b>Promoting healthy lifestyles</b>	<b>Targeted approaches to literacy and numeracy</b>	Promoting a high quality learning experience	<b>Differentiated support</b> Early Intervention and Prevention	
<b>Planned Outcome</b> Learners, using a fluid needs based approach, have access to a safe space in which they can have a calm start to their day, emotionally check in, be supported to get organised and ready for learning as well as being supported in transitioning to class.  Improve/Maintain high levels of attendance - at least 93% across the school.  Increase levels of engagement in school for identified learners – Leuven Scale of Engagement - Baseline established in Oct 22 and increase Leuven Scale of Engagement measure by at least 2 by May 24  Identified learners to feel included, happy, safe and achieving – Learners to rate as 7 or above using Wellbeing Indicators by May 24.  Maintain/Increase progress and attainment in Literacy and Numeracy for identified learners so that all are making appropriate levels of progress within and across levels  Increase Number recall and numeracy skills through Numeracy Workout as part of AHS Cluster PEF.		<b>Details of project/intervention:</b>  <ul style="list-style-type: none"> <li>Nurture groups focussing on social skills and inclusion supported by LSW</li> <li>LSW Targeted Literacy support: Spelling: Hornet, Nussy Dictation, Digital Tools</li> <li>LSW Targeted Numeracy Support following tracking and monitoring</li> <li>P3-7 Learners access Numeracy Workout as part of Home Learning and in school to develop and consolidate Number recall and Numeracy skills.</li> </ul>		<b>Resources and Lead Person</b>  PEF LSW 25 hours per week  SMT  CT and SfL teacher  Literacy/Numeracy and ICT resources  Nurture resources – use of spaces  Numeracy Workout funded by AHS and shared as a resource across the cluster	<b>Measures of impact on learners</b>  Tracking and Monitoring – SMT attainment data -HT and CT – Leuven Scale of Engagement -Tracking and Monitoring meetings – Literacy, Numeracy and Health and Wellbeing– DHT's, CT and SfL Teacher -SEEMIS Progress and achievement data  Hornet progress/Nussy targets – LSW and SfL Teacher  Wellbeing webs – CT  ACEL data – CT/SMT  Progress in Numeracy – pupil work, assessments, Pupil Folios and teacher Evidence folios – CT/Pupils	
<b>Teaching and Learning</b>	<b>YES</b>					
<b>Leadership</b>	<b>YES</b>					
<b>Family and Community</b>	<b>NO</b>					





## Working Time Agreement 2023-24

<b>Working Time agreement for:</b>	<b>SOUND PRIMARY SCHOOL (Based on 35 hour week)</b>	
<b>School Session:</b>	<b>Session 23-24</b>	
<b>Item</b>	<b>Detail</b>	<b>Hours</b>
<b>Teaching and Learning</b>		
Class Teaching	Class contact based on 1.0FTE	<b>22.5</b>
Personal preparation and correction	One third of class contact time	<b>7.5</b>
<b>Collegiate Time</b>		
Collegiate time (Annual)	5 hours x 39 weeks. This does not include time within the In-Service days.	<b>195</b>
Planning, Assessment & Moderation	Tracking and monitoring including SMT data 7.5hrs (1.5hr x 5) Focussed Assessment and Moderation - 10hrs (2.5hrsx4) Planning and assessment across curriculum.-10hrs (2.5hrsx4)	<b>27.5</b>
Partnership with parents/carers	Learning Journey - 1.5hr , Parent/carer appointments - 29hrs (29x 0.5hrsx2) Written interim report 29hrs(1hr x29) Curriculum Information 2 hrs (0.5x4) , School blog/class blogs updates - 8hrs (2hrx4)	<b>69.5</b>
Staff meetings/development	Teaching Staff Meetings =29.75 hrs( 1.5hr x 17 plus dept meetings x 0.5hrx 2 and 13x0.25hr) WTA meetings = 1hr (2x0.5hr) Additional development time- 2.5hrs	<b>33.25</b>
PRD/Professional Update	PRD/Professional Update meeting plus associated preparation and follow up admin. (This may include Leadership opportunities) 8 hrs	<b>8</b>
Liaison/Consultation/Review	Class teachers incl stage partner/ASN staff/ Specialist staff/SMT/ Support staff/outside agencies/Cluster colleagues including transitions - 29.25hrs (0.75hrsx39). Review update - 8hrs (4 x 2hr).	<b>37.25</b>
Flexibility		<b>19.5</b>
<b>Total</b>	<b>Total collegiate time allocated</b>	<b>195</b>

