



South Lanarkshire Council

Recovery Standards and Quality Report June 2022



Chatelherault Primary School

Standards and Quality Report Session 21/22

Our School

Chatelherault Primary is situated within the Silvertonhill area of Hamilton. The current roll of the school is approximately 272 school aged pupils and 43 nursery pupils. The school capacity is 330 mainstream, 42 supported classes and 44 within the nursery.

The building opened in August 2006 as part of South Lanarkshire's schools modernisation programme. It currently has 8 classes within the mainstream, 7 supported ASD classes and our nursery is operating at 44 and delivering 1140 hours.

The school is at the heart of the local community and we constantly strive to build strong relationships and partnership working with all of our stakeholders. We promote positive relationships within the school and foster an ethos that encourages all pupils to respect themselves and others. Our strong Pupil Council and Pupil Groups across the school greatly contributes to the importance we place on Pupil Voice.

The school is committed to recognising pupil achievement and attainment and providing extra-curricular activities for all children.

The school has a very clear sense of its identity and our vision is evident in all that we do

Vision

Aiming high, working together to achieve our potential in a happy, supportive and inclusive school.

Key Successes/Challenges and Achievements Session 2021/22

- Attainment was raised in numeracy at P2, P3, P4, P5 and P6 and the poverty related gap decreased in P4 by 37%, in P6 by 3%. There is no poverty related attainment gap in numeracy at P5 and P7.
- Attainment was raised in reading at P4, P5 and P6. The poverty related attainment gap decreased in reading at P2, P4, P6 and there continues to be no poverty related attainment gap at P2, P5 and P7.
- Attainment was raised in writing at P5, P6 and the poverty related attainment gap in writing reduced in P4, P6 and there is no gap in writing at P5.

- Achievement of our Gold RRSA Award (June 2022).
- A review of Pupil Target Setting has increased pupil engagement in their learning to ensure targets are part of their daily learning focus.
- Introduction of B Squared within all ASN classes to enhance tracking and monitoring of learning, in addition to supporting forward planning.
- Augmented Communication has been developed across all of our ASN classes.
- Increased Parental Engagement within ASN classes, this has been supported by YFCL worker.
- 12% increase in families accessing Family Fund and Disability Living Allowance.
- Introduction of Early Bird Plus parenting programme to support parents of children with ASD.
- Re-introduction of our of school activities for all pupils within ASN classes including Horse Riding and Swimming.
- Staff were able to identify by using baseline assessments and target pupils who were not on track with individual support.
- Development of a progression pathway within technologies to ensure a coherent approach to outcomes in food and textile, craft design engineering and graphics and computer science.
- Removal of barriers to accessing online home learning through the use of our school Chromebook lending library and government provided equipment has continued to support access to Google Classroom for all learners and this has provided more engaging home learning.
- We have a clear picture of staff and pupil wellbeing and have used this data to provide personalised support.
- Health and Wellbeing Programme and rationale ensures a clear focus is placed on personalised support this was shared with parents, pupils and all stakeholders.
- Attachment informed practice has been promoted in all classes and with all staff.
- Increased pupil awareness of in-school supports through Assemblies, support strategies were then utilised by almost all pupils identified as requiring support in literacy, numeracy and health and wellbeing.
- Increased parental awareness of Health and Wellbeing supports from within our school and a wide range of partner providers, including psychological services.
- Almost all staff were aware of the supports available to them and how to access support for wellbeing, if required. Wellbeing was a strong feature of all staff interactions and staff were very supportive of each other.
- CAT sessions deepened almost all staff understanding of learner engagement.
- A targeted approach to support individual pupils was further developed after analysis of attainment data. This had a significant impact on raising attainment and stopping the poverty related attainment gap from increasing.
- Cost of the school day was significantly reduced for all parents and consultation took place with all stakeholders about the Cost of the School Day.
- SSOW – staff reported that they felt safe within the working environment, throughout the session, and were able to raise any concerns through reps on the school Covid Group.
- Outdoor learning was a key strength of all stages and all pupils accessed our wooded area on a regular basis.
- Forest School sessions were offered to all classes including nursery.
- Parents were invited into the school to share a Forest School session with their child.
- ASN pupils were able to access the sensory gym (set up th the main gym hall) 4 out of 5 days and staff reported that this significantly contributed to the wellbeing of 76% of pupils

The day to day core business of the school continued with a Covid Lens (Aug – Apr) more relaxed (Apr – Jun)

- ✓ Fun Days
- ✓ Sponsored Event
- ✓ House Captains
- ✓ Buddies
- ✓ Pupil Voice Groups
- ✓ Assemblies
- ✓ ASN Family Fun Event
- ✓ Christmas/Easter Activities
- ✓ Nativity/ Carol Singing
- ✓ Sports Day
- ✓ House Events
- ✓ Transition
- ✓ Residential for P7 to Ardentenny

Improvement Priority 1 - Continuity of Learning

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work <p>2.3 Learning, teaching and assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learner 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

<p>2.2 Curriculum</p> <p>Theme 1: Rationale and design Our curriculum is grounded in our commitment to securing children’s rights and wellbeing. It takes account of learners’ entitlements and the four capacities and reflects the uniqueness of our setting.</p> <p>There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.</p> <p>We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.</p> <p>Our creative and innovative approaches to curriculum design support positive outcomes for learners.</p> <p>Theme 2: Development of the curriculum Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.</p> <p>Theme 3: Learning pathways The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21. Consider how cross curricular themes can support the delivery of different curricular areas. Think creatively, innovatively and “outside the box” to ensure provision of a wide and varied curriculum. Ensure all curricular areas are being covered. Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (e.g. Digital learning, IDL) Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors) Ensure that identified learning pathways are flexible enough to support <u>all</u> learners – no matter their experience during remote learning or level of engagement over the last session. 	<p>Our three year planning cycle for improvement completed in 2020 and part of the process is to review our Curriculum Rationale.</p> <p>Pupil engagement with Google Classroom during home learning was 95%. We now need to consider building on high quality digital learning for homework and parental engagement.</p> <p>Technologies progression pathway was identified in 2019-20 by staff as our next curriculum review.</p> <p>Increased outdoor learning was identified by 98% of our pupils as being a positive impact of Covid 19 restrictions. Our Complex ASN supported classes could not access the Forest due to staffing and increased risk identified.</p>	<p>HT/SMT/CT/SSA Complete review of curriculum rationale and planning for 3 year improvement cycle with all stakeholders ...September 2021. Small focus group of pupils (How Good Is Our School), Staff, Parents and Partnership agencies.</p> <p>Staff/Pupil/Parent Digital Learning Group established Aug 2021 to review best practice from home learning and pupil engagement and develop school position statement/guidance Dec 2021</p> <p>Staff Focus group will further development of our Technologies curriculum pathway to reflect new initiatives in design creativity and links with skills for learning, life and work by establishing a focus group to review and develop new pathway for implementation August 2022</p> <p>Forest Schools will be introduced as an 8 week block and supported by a trained Forest School teacher in our ASN classes. The final week will be a pupil/parent showcase to increase parental participation.</p>	<p>Three year Improvement Plan Focus for Curriculum Rationale and design developed and shared with all stakeholders to focus the work of the school over the next three year planning cycle.</p> <p>Digital technology in the form of Google Classroom will be used to support home learning and foster increased parental partnerships.</p> <p>Technologies progression pathway will include skills based learning opportunities and be implemented in August 2022.</p> <p>All children within our ASN provision will be supported to have an eight week outdoor Forest experience to improve transitions and wellbeing.</p>
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<p>learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.</p> <p>We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</p> <p>All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.</p> <p>Theme 4: Skills for learning, life and work</p> <p>All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning.</p> <p>We emphasise enterprise and creativity across all areas of learning.</p>	<ul style="list-style-type: none">• Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period) • Consider the ways to further develop skills for learning, life and work through a variety of contexts.			
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<p>2.3 Learning, teaching and assessment</p> <p>Theme 1: Learning and engagement Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities.</p> <p>Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.</p> <p>Theme 2: Quality of teaching We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies.</p> <p>Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.</p> <p>We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> • Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching. • Ensure learners' experiences include appropriate levels of <u>challenge</u> and <u>support</u>, linked to current assessment information. <p>Jotter monitoring highlighted that high quality learner feedback was evidenced in most mainstream and most ASN classes.</p> <ul style="list-style-type: none"> • Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice. • Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation. • Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (E.g. LI/SCs, questioning, feedback...) 	<p>Engagement in learning experiences was high 8/9 classes within mainstream and 6/7 ASN. This was identified in learner conversations Jan – Mar 20 using the Luvens Scale and also through observation. Due to Covid restrictions CT approaches to learning and teaching has changed and as restrictions reduce we should refocus on learner engagement.</p> <p>Jotter monitoring highlighted that high quality learner feedback was evidenced in most mainstream and most ASN classes.</p>	<p>Staff/Pupil learner engagement group will identify good practice across the school Aug '21 – Oct '21 share with all staff CAT session Oct '21. The group will then have learner conversations Nov '21 to Feb '22 with each class and share findings with school at an Assembly Mar '22.</p> <p>Feedback Focus Group will promote high quality feedback by discussing the school Feedback position statement, highlighting good practice across the school during CAT session Sept '21, Jan '22 and Mar '22.</p>	<p>Staff will be more confident discussing learner engagement using Luvens scale during professional dialogue. Mar '22 and Jun '22. Pupils will be able to identify features of a lesson which contributes to their engagement and this will be shared with parents Jun '22. All classes will show an increase in engagement compared to data Jan – Mar '20.</p> <p>This will be shared with parents in Aug 22</p> <p>Almost all children are able to identify the next steps in their learning in literacy, numeracy and health and wellbeing during learner conversations Jan'22. Feedback in jotters is of a high quality and informs next steps.</p>
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<p>Theme 3: Effective use of assessment We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.</p> <p>Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.</p> <p>Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.</p> <p>Theme 4: Planning, tracking and monitoring As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.</p>	<ul style="list-style-type: none"> • Consider current assessment calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session. • Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner. • Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes. • Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress. 	<p>SNSA results for writing in P4 were good; however, the data identified a gap in spelling at P4 where 67% of the Band 4 to Band 7 Spelling related questions were answered incorrectly by more than 50% of pupils.</p> <p>SNSA Data and NGRT Assessment information identified gaps in attainment in numeracy in measurement, shape, time and money at P4 and learners ability to solve problems and questions set within a context.</p> <p>SNSA Data and NGRT in reading identified a dip in attainment at P1 where 42% scored within Band 2 or Band 3 for literacy and the specific areas of most concern were understanding, analysing and evaluating what has been read. In P3, the areas of concern were tools for reading and in particular phonics for 35% of the children.</p> <p>To support the tracking of ASN pupils learning using Milestones SLC has introduced B Squared and this will be implemented session 21-22.</p>	<p>Introduction of NL Spelling in P3/4 Aug 21 by CT and the impact will be measured June '22 by using the single word spelling test. P4/5 will continue to use the current school programme and will also be tested June '22 to compare impact of NL.</p> <p>CT in P4, P5 and P6 and P7 will analyse data from assessments, review the current progression pathway and identify any changes required this session. This will be in partnership with DHT (RO)</p> <p>Additionality Teacher to target small focused groups ... 8 week input 4 days per week and then assess impact. AT will also work with parents by identifying home support strategies Aug '21, Nov 21, Feb 21, Apr 21,</p> <p>Two B Squared champions identified from CT to support the introduction of this tracking and monitoring programme from Aug 21. The tracking will provide a clear picture of pupil progress within the elaborated curriculum milestones. This will be reported to parents June 22 as part of school reporting.</p>	<p>Spelling age increases in P3/4 NL group by June '22 more then the P4 in the P4/5 group. Spelling assessment is analysed and new approach introduced across the school Aug '22 if there has been an impact.</p> <p>SNSA Data and NGRT May 22 will show that the attainment gap in knowledge has reduced with clear focused input and the adaptation of the progression pathway.</p> <p>Assessments at the end of the 8 week intervention will show improvement in attainment in the identified areas and an increase in the % of children on track.</p> <p>B Squared provides a clear picture of pupil progress and allows it to be tracked for all learners following an elaborated curriculum. This will provide a focus for termly SMT tracking discussions.</p>
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<p>3.2 Raising Attainment and Achievement</p> <p>Theme 1: Attainment in Literacy and Numeracy Raise attainment in literacy and numeracy for all learners</p> <p>Learners make very good progress from their prior levels of attainment in literacy and numeracy.</p> <p>Theme 2: Attainment over time Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.</p> <p>A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.</p> <p>Theme 3: Overall quality of learners' achievements Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p> <p>They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.</p>	<p>Schools Should:</p> <ul style="list-style-type: none"> Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals. Provide opportunities for CLPL which supports staff to respond confidently to learners' needs, intervening timeously. Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions. Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in decisions about what matters to them most- in school, in the community and globally. Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people. Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21 	<p>Story of the Class identifies information about the classes profile but does not include details about learner engagement within the class. This should be included to monitor the impact of learner engagement.</p> <p>Pupil Personal Learning - Target Setting was identified by most teaching staff as being difficult to manage and ensure personalisation.</p> <p>GIRFEC – Attachment is an SLC priority and all staff have been trained session 20-21. A focus group will now monitor it as it is embedded into all aspects of our school.</p> <p>Our Equity Teachers supported parents during home learning and the feedback was very positive from all parents. This was then reflected in the progress made by their child during home learning as pupil attainment increased.</p>	<p>DHT/CT to adapt the current format to include learner engagement data, Inc. attendance, participation etc. The new format will be used Aug '21 and will be a working document.</p> <p>Pupil/Staff focus group Oct 21 Nov 21 will review current Personal Learning Plan target setting approach and identify best practice to be adopted across the school mainstream Jan 22.</p> <p>Staff focus group will develop our Attachment position statement Sept '21 and this will promote best practice in attachment at class, playground and school level. The focus group will present to all stakeholders and parents Nov '21 at our curriculum event.</p> <p>Help Your Child Succeed will work in collaboration with parents of children identified as requiring additional support to close the attainment gap. The focus will be specific strategies identified by the support teacher and a weekly update call to promote partnership. Each session will work over the identified 8 week intervention. A Google Form at the beginning and end will monitor parental confidence in supporting their child's learning.</p>	<p>Story of the Class forms part of the professional dialogue and encourages staff to reflect on all aspects of a learners profile that can impact on their learning.</p> <p>Pupil Personal learning target setting is more relevant to each pupil and is the next step in their learning. Pupils can discuss this confidently during learner conversations and when reviewing previous targets.</p> <p>All staff are becoming more confident when identifying attachment support strategies and they will use this in their daily interactions with pupils and each other. This will be evidenced using a Google Form looking at staff and pupil wellbeing June 22.</p> <p>Parental survey identified that they are more confident supporting their child and that they are more involved in working collaboratively with teaching staff.</p>
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<p>As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.</p>	<p>and, where necessary, reignite learner responsibility for their learning and achievement.</p>			
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<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <h2 style="margin: 0;">Improvement Priority 1 - Continuity of Learning</h2> <h3 style="margin: 0;">Progress Report June 2022</h3> </div>  </div>		
What did we actually achieve?	How do we know?	What do we need to do next?
<ul style="list-style-type: none"> • Three year Improvement Plan Focus for Curriculum Rationale and design developed and shared with all stakeholders to focus the work of the school over the next three year planning cycle. • Digital technology in the form of Google Classroom will be used to support home learning and foster increased parental partnerships. • Technologies progression pathway includes skills-based learning opportunities and will be implemented in August 2022. • All children within our ASN provision were supported to have an eight week outdoor Forest experience to improve transitions and wellbeing. 	<p>Curriculum Rationale has been shared with all stakeholders and is available on our school website.</p> <p>Feedback from almost all of our parent/carers and pupils identified that our current hybrid model was a key strength of home learning.</p> <p>Progression Pathway has been shared with staff and there is a Technology Champion within each department, including ASN.</p> <p>Almost all parents/carers and children identified the Forest School sessions as having a positive impact on wellbeing when surveyed.</p>	<p><i>Continue to review Curriculum Rationale Year 2 in the Cycle.</i></p> <p><i>Review home learning model Jun 23 to ensure it still meets the needs of all stakeholders.</i></p> <p><i>Review of new progression pathway June 23 to measure staff confidence and impact.</i></p> <p><i>Continue to develop Forest School and Outdoor learning in ASN provision.</i></p>

<ul style="list-style-type: none"> • Staff are beginning to become more confident discussing learner engagement and using Luvens scale during professional dialogue. Mar '22 and Jun '22. Pupils will be able to identify features of a lesson which contributes to their engagement, and this will be shared with parents Sept '22. All classes will show an increase in engagement compared to data Jan – Mar '20. • Almost all children are able to identify the next steps in their learning in literacy, numeracy and health and wellbeing during learner conversations Jan'22. Feedback in jotters is of a high quality and informs next steps. • Spelling age increases in P3/4 NL group by June '22 more than the P4 in the P4/5 group. Spelling assessment is analysed and new approach introduced across the school Aug '22 if there has been an impact. • SNSA Data and NGRT May 22 shows that the attainment gap in knowledge has reduced with clear focused input and the adaptation of the progression pathway. • Assessments at the end of the 8 week intervention will show improvement in attainment in the identified areas and an increase in the % of children on track. • B Squared provides a clear picture of pupil progress and allows it to be tracked for all learners following an elaborated curriculum. This provided a focus for termly SMT tracking discussions. • Story of the Class forms part of the professional dialogue and encourages staff to reflect on all aspects of a learners profile that can impact on their learning. 	<p>Professional dialogue has identified that most staff are becoming more confident when discussing pupil engagement.</p> <p>Learner conversations in June 22 identified that all learners felt that their learning was more engaging and relevant.</p> <p>Almost all children were able to identify their next step in learning during learner conversations.</p> <p>Most feedback in jotters informs next steps when jotters were audited Jan 22/May 22.</p> <p>Analysis of the spelling assessments identified that the NL group had made more progress than the Nelson Spelling group.</p> <p>SNSA Data and NGRT May 22 highlighted that the attainment gap in knowledge had closed by at least 4% in Reading.</p> <p>Targeted approach improved attainment in the identified areas and this was demonstrated in assessment.</p> <p>Tracking discussions demonstrated all staff could confidently discuss pupil attainment on their elaborated curriculum.</p> <p>All staff are very confident when discussing Story of the Class and the barriers to their learners attainment.</p>	<p><i>Continue to build staff confidence and knowledge about learner engagement so that almost all staff are confident identifying features of an engaging lesson.</i></p> <p><i>Continue to audit jotters as part of Quality Management and identify best practice that can be shared with all staff.</i></p> <p><i>NL Spelling to be introduced across the school in Aug 22.</i></p> <p><i>Continue to build on the targeted approach within Reading through the analysis of attainment data in Jun 23</i></p> <p><i>Continue to adopt a structured targeted approach in pupil support Aug 22</i></p> <p><i>Continue to use B Squared to track progress and attainment. Aug 22</i></p> <p><i>Continue to adapt Story of the Class to ensure that it is reflective of the profile of pupil needs.</i></p>
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<ul style="list-style-type: none"> • Pupil Personal learning target setting is more relevant to each pupil and is the next step in their learning. Pupils can discuss this confidently during learner conversations and when reviewing previous targets. • All staff are becoming more confident when identifying attachment support strategies and they will use this in their daily interactions with pupils and each other. This will be evidenced using a Google Form looking at staff and pupil wellbeing June 22. • Parental survey identified that they are more confident supporting their child and that they are more involved in working collaboratively with teaching staff. 	<p>New approach of Target Setting was implemented in Jan 22 and feedback from all stakeholders was positive.</p> <p>Some staff are become confident when identifying and implementing attachment strategies. This was identified in pupil and staff discussion.</p> <p>Almost all parents of children within the targeted groups identified that they were more confident supporting their child, during discussion</p>	<p><i>New approach to Target Setting introduced in Aug 22.</i></p> <p><i>Continue to focus on Attachment Strategy and incorporate Additional Training Sept 22.</i></p> <p><i>Continue to build all parental awareness of the supports available within the school. Parental event Aug 22, Newsletter Sept 22, Drop In session Sept 22.</i></p>
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Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

<p>Quality Indicator</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>Recovery Priority</p> <p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>School Rationale</p> <p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>Key Recovery Tasks (Action Plan)</p> <p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>Desired Outcomes and Measures</p> <p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>Theme 1 Wellbeing As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families.</p> <p>Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>All staff and partners feel valued and supported. Our learners benefit from the</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. Provide opportunities for CLPL which allow staff to focus on individual and 	<p>Whole school Audits carried out session 20-21 identified 21 individual pupils for support. At least 10 of the pupils we were unaware of prior to the audit.</p> <p>Attachment Informed Practice is a SLC Priority and all staff were trained session 20-21.</p>	<p>Whole school wellbeing audit co-ordinated by DHT will take place in August 2021 January 2022, June 2022. The data will be used by health and wellbeing leads to identify individual pupils for support.</p> <p>SLC wellbeing toolkit and Glasgow Audit will be utilised and results for pupils and children will inform continuing recovery plan.</p> <p>Key principles of Attachment Informed Practice will continue to embed throughout the health and wellbeing programme. School Champion will co-ordinate this in partnership with a representative from each provision within the school. Aug '21 – Jun 22.</p>	<p>School has date and information about all pupils who have been identified as requiring health and wellbeing support. This data will be used to track individuals across the academic year and monitor wellbeing. It will also be a comparator for last sessions data. To measure impact of our current recovery plan.</p> <p>All staff are becoming more confident when identifying attachment support strategies and they will use this in their daily interactions with pupils and each other. This will be evidenced using a Google Form looking at staff and pupil wellbeing June 22.</p>

<p>high-quality education which we provide for all children and young people.</p> <p>Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</p> <p>All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</p> <p>We consider each child and young person as an individual with his/her own needs, risks and rights.</p> <p>We ensure children and young people are active participants in discussions and decisions which may affect their lives.</p> <p>Theme 2: Fulfilment of Statutory Duties</p> <p>We comply and actively engage with statutory requirements and codes of practice.</p> <p>Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.</p> <p>Theme 3: Inclusion & Equality</p> <p>All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best.</p> <p>Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.</p> <p>We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment,</p>	<p>collective wellbeing needs of their children and young people, especially their most vulnerable.</p> <ul style="list-style-type: none"> Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. Have overt plans in place to support the wellbeing needs of staff and learners. Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance. Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances. Consult with all stakeholders to gain an understanding of need based on experience during lockdown. Consider the universal Rights of the Child and where the work of the school could be influenced by it. 	<p>Discussions with parents identified that a few parents were not aware of the wellbeing support strategies available to all pupils.</p>	<p>In August assembly and parental communication will highlight</p> <ul style="list-style-type: none"> Listen to Me, One to One Bubble Time Group support opportunities led PT to come together to discuss emotions and feelings around COVID 19, anxiety and stress. Restorative Practice in conflict resolution. Anti-bullying <p>Access to supports will be tracked by PT mainstream and discussed at weekly SMT meetings</p> <p>Weekly SMT Assembly (through webinar) will focus on wellbeing of all and will be followed by focused classroom discussion. This will include Rights Based Learning.</p> <p>Follow up questionnaire to identify any further support required September 2021. Chat – Parent drop in Google Meet monthly support will continue and ASN Parent Monthly workshops supported Home School Partnership – YSFL - EMcG</p> <p>Staff wellbeing will continue to be a priority through</p> <ul style="list-style-type: none"> Time to talk – as a staff, in groups and individually about our experiences – identification of school champions x3 Continue to raise awareness across the school of SLC Wellbeing Supports. Focus on Mindfulness, Stress and Anxiety in staff meetings – staff/SMT/other agencies 	<p>In learner conversations all children can identify support strategies available to them within the school and how to access them. Pupil Council will be part of delivering and promoting many of the interventions.</p> <p>Parental questionnaire will identify that almost all parents are aware of pupil support and parental support strategies available across the school including our ASN provision.</p> <p>Staff feel supported and are able to access self-help, if required.</p> <p>All staff are actively involved in looking after the collective wellbeing of the group and can identify a range of supports available from SLC and other partnership agencies. Staff meetings will identify staff knowledge and understanding of wellbeing.</p>
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<p>marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.</p>	<ul style="list-style-type: none"> Identify opportunities to celebrate diversity. 	<p>Equality and Inclusion in P7 (Aug 21) This class has struggled with relationships, inclusion and equality. There is on average three incidents per month which require SMT/parental involvement.</p> <p>Review of RSHP progressive pathway to reflect on Experiences, Outcomes and current resources available to support high quality learning and teaching.</p>	<ul style="list-style-type: none"> Attachment informed practice used in the establishment and maintenance of all relationships Time to celebrate achievements/ life milestones and kindness to others – staff wellbeing champions Clear and open communication and pastoral responsibility by SMT <p>UNICEF – Rights Respecting School Gold Award – Staff/Pupil group will continue to promote Rights Learning across the school and during assembly.</p> <p>Classroom follow up by CT and support from YSFL staff member to promote anti-bullying and tolerance. August '21. Incidents will be monitored each term.</p> <p>Stakeholder focus group established Aug '21- Oct '21 to review our current programme and identify new resources that can be used to support the delivery of the progressive pathway. Stakeholder group will also devise parental information leaflet outlining our pathway. New pathway introduced Jan 22.</p>	<p>There is a reduction in the number of incidents across the school, but particularly within P7 which require adult mediation and parental involvement. This will be tracked by DHT mainstream.</p> <p>Revised RSHP pathway is relevant for our school, is inclusive of all and celebrates diversity. Identified resources enhance the experiences and outcomes from CfE.</p>
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Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

Progress Report June 2022

What did we actually achieve?	How do we know?	What do we need to do next?
<ul style="list-style-type: none"> School has data and information about all pupils who have been identified as requiring health and wellbeing support. This data was used to track individuals across the academic year and monitor wellbeing. It was also use as a comparator for last sessions data to measure impact of our current recovery plan. All staff are becoming more confident when identifying attachment support strategies and they will use this in their daily interactions with pupils and each other. This will be evidenced using a Google Form looking at staff and pupil wellbeing June 22. In learner conversations all children identified support strategies available to them within the school and how to access them. The Pupil Council was involved in delivering and promoting many of the interventions. Parental questionnaire identified that almost all parents are aware of pupil support and parental support strategies available across the school including our ASN provision. Staff feel supported and are able to access self-help, if required. All staff are actively involved in looking after the collective wellbeing of the group and can identify a range of supports available from SLC and other partnership agencies. Staff meetings will identify staff knowledge and understanding of wellbeing. 	<p>Data collected from Glasgow Wellbeing Screen identified pupils who required wellbeing support. The number of children receiving support increased this session by 20%.</p> <p>Professional dialogue identified that some staff are becoming more confident when identifying attachment strategies.</p> <p>All children identified supports available during learner conversations with each class.</p> <p>Almost all parents who took part in the survey identified that they were aware of pupil support strategies available within the school.</p> <p>Almost all staff feel well supported and almost all are aware of the supports available from SLC and partner agencies to support wellbeing.</p>	<p><i>Continue to use Glasgow Wellbeing Screen and collate Data for comparison. Track access to Listen to Me and new online Google referral form.</i></p> <p><i>Continue to develop staff confidence through CPD and maintaining a high focus on attachment during professional dialogue.</i></p> <p><i>Continue to highlight supports available across the school for all pupils.</i></p> <p><i>Continue to promote school supports to all stakeholders through parent events and school newsletters.</i></p> <p><i>Continue to promote wellbeing of all post pandemic. Staffroom display, standing item on SMT agenda.</i></p>

<ul style="list-style-type: none"> • There is a reduction in the number of incidents across the school, but particularly within P7 which require adult mediation and parental involvement. This will be tracked by DHT mainstream. • Revised RSHP pathway is relevant for our school, is inclusive of all and celebrates diversity. Identified resources enhance the experiences and outcomes from CfE. 	<p>DHT mainstream identified a 6% reduction in playground incidents requiring adult intervention.</p> <p>Revised RSHP programme has been implemented across the school May 22 and is available on school website.</p>	<p><i>PT Mainstream will continue to support all CT and pupils with restorative approaches to conflict resolution.</i></p> <p><i>Evaluate RSHP programme June 22</i></p>
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Improvement Priority 3 - Planning for Equity

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>1.3 Leadership of Change</p> <p>1.5 Management of Resources to Promote Equity</p> <p>2.4 Personalised Support</p> <p>2.5 Family Learning</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising Attainment and Achievement</p>	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

Closing the Poverty-related Attainment Gap

<p>3.1 Ensuring, wellbeing, equality and inclusion</p>	<p>Schools should:</p>	<p>Poverty related attainment gap will continue to be the focus for small group, one to one teaching by our 0.6</p>	<p>Review of all available data SMT/PT/CT from pupil/parent/staff review home learning</p>	<p>Close the gap in Reading at P4 by 5%, in Writing at P4 by 5% and in Numeracy at P4 by 10%.</p>
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<p>Theme 3: Inclusion and Equality</p> <p>We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.</p> <p>3.2 Raising Attainment and Achievement</p> <p>Theme 4: Equity for all learners</p> <p>We have effective systems in place to promote equity of success and achievement for all our children and young people.</p> <p>We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.</p> <p>1.3 Leadership of Change</p> <p>Theme 3: Implementing Improvement and Change</p> <p>Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.</p>	<p>Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:</p> <ul style="list-style-type: none"> - Learners' wellbeing (Boxall profile, observations, wellbeing indicators) - Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA) - Attendance and Punctuality (in-school at hubs) - Engagement (Leuven scale, observational data) - Participation (remote learning participation data) <ul style="list-style-type: none"> • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting. • Explore evidence-based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap for learners. 	<p>Equity teachers. Our Data shows that the Gap is decreasing in several classes</p> <p>P2</p> <ul style="list-style-type: none"> • Reading -35 to no gap • Writing -45 to no gap • Numeracy -20 to -4 • L&T -15 to no gap <p>P4 No gap – minimal change</p> <p>P5</p> <ul style="list-style-type: none"> • Reading -18 to --11 • Numeracy -40 to -3 <p>P6</p> <ul style="list-style-type: none"> • Writing -40 to -12 • No gap Reading and Numeracy <p>P7</p> <ul style="list-style-type: none"> • Reading -17 to no gap • Writing -22 to -5 • Numeracy -6 to no gap <p>All staff stated that they had been consulted about the PEF priorities Jun '21 and felt that this increased awareness of the impact of interventions helped the school community make informed decisions about future spend.</p>	<p>questionnaire, wellbeing questionnaire, staff overview of pupil engagement, attendance and teacher observations to identify groups of learners requiring 8 week targetted support from additional teacher (mainstream)</p> <p><i>Standardised Assessments used at P1, P3, P4, P6, P7 Teacher professional judgement of ongoing work class assessment, benchmarks and classwork, at all stages, will inform the identification of learning Gaps.</i></p> <p>SMT to compare pre and post Covid 19 absence impact on attainment and wellbeing by looking at Data – August 2021. This will be discussed with staff at professional dialogue meetings to target intervention at both individual and group level.</p> <p>Attainment both pre and post closure will be reported to parents on our website and recovery strategies will be discussed at Parent Council in September 2021, January 2022, June 2022. Google Meet will be used to engage with the wider parent body during these meetings.</p> <p>Staff consultation in June 2021 to review current PEF plan ... this will then impact on the PEF/Recovery plan August 2021. The PEF Stakeholder Group will monitor the plan termly to measure impact on closing the poverty related attainment gap.</p> <p>CLPL focus will continue to review strategies identified by the</p>	<p>Close the gap in Writing at P5 by 6%.</p> <p>Assessments will identify an increase in attainment for most children in literacy and numeracy by Jun 22 through the targetted approach of interventions and support.</p> <p>Staff will be able to discuss confidently the Story of their Class that will include attendance and engagement data. This will be a focus of termly professional dialogue Sept, Jan, Mar. Staff will be able to identify when engagement has improved.</p> <p>Parents are aware of our recovery strategies and can identify the impact each is having on closing our attainment gap.</p> <p>Stakeholder PEF group will have increased ownership of the impact of PEF spend on raising attainment and closing the equity gap. They will report back to parents in March 22.</p> <p>Education Endowment Fund will continue to be a focus for CAT sessions and staff will continue to share good practice in raising</p>
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<p>1.5 Management of Resources to Promote Equity</p> <p>Theme 1: Management of finance for learning</p> <p>We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate.</p> <p>Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.</p> <p>2.4 Personalised Support</p> <p>Theme 2: Targeted Support</p> <p>Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required.</p> <p>Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.</p> <p>Theme 3: Removal of barriers to learning</p> <p>Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.</p> <p>Staff are highly-responsive to the circumstances of at risk children,</p>	<ul style="list-style-type: none"> • Ensure sound financial management of all sources of funding • Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. 	<p>Professional dialogue highlighted that almost all staff have sound knowledge of the Story of their class in professional dialogues.</p>	<p>Education Endowment Fund Jan '22, May '22.</p> <p>Termly tracking professional dialogue between CT and SMT will identify in class strategies closing the attainment gap and areas where the gap might continue to widen. A clear focus on the Story of the class will barriers to learning and our poverty related attainment gap. Evidence will be based on teacher professional judgement and on-going class assessment.</p> <p>Parental Support Groups led by YFSL/school CT/SSA established to support parents within ASN provision with mental health and wellbeing.</p>	<p>attainment and closing the gap at CAT sessions or whole staff Teams meetings.</p> <p>Staff can confidently discuss strategies they are using within their class to raise attainment and close the equity attainment gap during termly professional dialogue.</p> <p>Google Form Parental questionnaire will show that parents can identify the support available this session and the impact that this has had. Sept 21, May 22.</p>
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<p>including young carers, looked after children and children living in poverty.</p>	<ul style="list-style-type: none"> • Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances. 			
<p>Being a poverty-aware school and reducing/mitigating the Cost of the School Day</p> <p>Schools are being asked to undertake PB for a minimum of 5% of their Pupil Equity Funding. Please highlight in any colour the outcomes, measures, tasks and rationale related to PB in the following section.</p>				
<p>2.5 Family Learning Theme 2: Early Intervention and Prevention</p> <p>Our staff are aware of the factors causing child poverty within our community.</p> <p>We work with parents and other agencies to help parents minimise the effect of poverty on our children.</p> <p>Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website and other relevant reading. • Revisit their CoSD Position Statement in relation to: <ul style="list-style-type: none"> - Getting dressed for school - Fun events - Eating at school - School trips - Learning at school - Travelling to school - Attitudes - School clubs - Travelling to school - Home-learning • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this. 	<p>PB Stakeholder Group established as advised by SLC/Scot.Gov.</p> <p>Raise awareness of benefits available to all parents.</p>	<p>PB Total - £2 300 Mainstream - £ 1 656 ASN Provision - £644</p> <p>Establish Consultative Group June 2021 from FME Parents – Review previous spend impact and identify priorities for ASN Provision and Mainstream for 2021-22. Google Form Vote for all stakeholders to confirm spend. This will be supported by PT mainstream and PT ASN. The group will meet Aug 21, Sept 21 (x2), and Oct 21.</p> <p>Inset Day 1 August 2021 - Whole Staff focus on Child Poverty Action Group – Lead member of staff PT/CT.</p> <p>Review of current COSD position statement in line with changes across school to support Recovery Plans and take account of the views of PB Stakeholder group. Sept 21. This will be published on school website.</p> <p>Google Meet with Benefit Advisor Sept '21 and benefit sign posting emailed to all parents Sept '21.</p> <p>Home Link YFLS worker to support ASN parents and mainstream parents through</p>	<p>PB focus group will be representative of the views of our parents and pupils. Members will be able to identify (Oct 21) the impact of their spend on COSD Mar 22 by reporting to our Parent Council and all parents involved in the decision making process.</p> <p>More parents are supported to access their benefit entitlements and know where to seek help and support from.</p>

			awareness raising sessions. Sept 21, Jan 22, April 22.	
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Improvement Priority 3 - Planning for Equity



Progress Report June 2022

What did we actually achieve?	How do we know?	What do we need to do next?
<ul style="list-style-type: none"> • Close the gap in Reading at P4 by 5%, in Writing at P4 by 5% and in Numeracy at P4 by 10%. • Close the gap in Writing at P5 by 6%. • Assessments identified an increase in attainment for most children in literacy and numeracy in Jun 22 through the targeted approach of interventions and support. • Staff can discuss confidently the Story of their Class that includes attendance and engagement data. This was a focus for termly professional dialogue Sept, Jan, Mar. Staff can identify when engagement has improved. • Most parents are aware of our recovery strategies and some can identify the impact each is having on closing our attainment gap. 	<p>ACEL Data identified the gap closing in the areas targeted.</p> <p>Attainment increased for most children in the targeted group.</p> <p>Im professional dialogues all staff spoke confidently about the story of their class.</p> <p>Parental survwy identified that most parents were aware of the support strategies, but only some were able to state that the strategies reduced the attainment gap.</p>	<p><i>Continue to focus on closing the gap after the analysis of data June 22.</i></p> <p><i>Continue to track attainment of all children and set targets for all children.</i></p> <p><i>Continue to focus on the Story of the Class in professional dialogues Sept 22, Dec 22, Mar 23</i></p> <p><i>Continue to promote pupil support strategies with all stakeholders.</i></p>

<ul style="list-style-type: none">• Stakeholder PEF group had increased ownership of the impact of PEF spend on raising attainment and closing the equity gap. They will report back to parents in Sept 22.• Education Endowment Fund continued to be a focus for CAT sessions and staff continued to share good practice in raising attainment and closing the gap at CAT sessions or whole staff Teams meetings.	<p>PEF group had ownership of the PB spend and have identified a questionnaire for stakeholders to monitor impact.</p> <p>Agendas of CAT meetings reflect the focus on Education Endowment Fund.</p>	<p><i>Stakeholder group will evaluate impact of the PB spend on closing the equity gap ... Sept 22.</i></p> <p><i>EEF will continue to be a focus on CAT agendas.</i></p>
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